



183750

LEGISLATIVE ACTION

Senate

House

.  
. .  
. .  
. .  
. .

Floor: WD/2R

03/23/2010 11:02 AM

---

Senator Gelber moved the following:

**Senate Amendment**

Delete lines 227 - 442

and insert:

by time or space. However, the teachers must be state-certified  
teachers consistent with the certification requirements in s.  
1012.56 and meet the instruction personnel definitions of s.  
1012.01. This requirement shall be met through a virtual  
instruction course that significantly integrates content aligned  
to appropriate state curriculum standards, as determined by the  
Department of Education, and for which a standardized end-of-  
course assessment, as approved by the department, is  
administered. A student who is enrolled in a full-time virtual



183750

14 instruction program under s. 1002.45 meets this requirement. The  
15 24 credits and shall be distributed as follows:

16 (a) Sixteen core curriculum credits:

17 1. Four credits in English, with major concentration in  
18 composition, reading for information, and literature.

19 2. Four credits in mathematics, one of which must be  
20 Algebra I, a series of courses equivalent to Algebra I, or a  
21 higher-level mathematics course. Beginning with students  
22 entering grade 9 in the 2010-2011 school year, in addition to  
23 the Algebra I credit requirement, one of the four credits in  
24 mathematics must be geometry or a series of courses equivalent  
25 to geometry as approved by the State Board of Education.

26 Beginning with students entering grade 9 in the 2010-2011 school  
27 year, the end-of-course assessment requirements under s.

28 1008.22(3)(c)2.a.(I) must be met in order for a student to earn  
29 the required credit in Algebra I. Beginning with students

30 entering grade 9 in the 2011-2012 school year, the end-of-course  
31 assessment requirements under s. 1008.22(3)(c)2.a.(I) must be

32 met in order for a student to earn the required credit in

33 geometry. Beginning with students entering grade 9 in the 2012-  
34 2013 school year, in addition to the Algebra I and geometry

35 credit requirements, one of the four credits in mathematics must  
36 be Algebra II or a series of courses equivalent to Algebra II as

37 approved by the State Board of Education. Beginning with

38 students entering grade 9 in the 2013-2014 school year, the end-  
39 of-course requirements under s. 1008.22(3)(c)2.a.(I) must be met

40 in order for a student to earn the required credit in Algebra

41 II. School districts are encouraged to set specific goals to

42 increase enrollments in, and successful completion of, geometry



183750

43 ~~and Algebra II.~~

44       3. Three credits in science, two of which must have a  
45 laboratory component. Beginning with students entering grade 9  
46 in the 2011-2012 school year, one of the three credits in  
47 science must be Biology I or a series of courses equivalent to  
48 Biology I as approved by the State Board of Education. Beginning  
49 with students entering grade 9 in the 2011-2012 school year, the  
50 end-of-course assessment requirements under s.  
51 1008.22(3)(c)2.a.(II) must be met in order for a student to earn  
52 the required credit in Biology I. Beginning with students  
53 entering grade 9 in the 2013-2014 school year, one of the three  
54 credits must be Biology I or a series of courses equivalent to  
55 Biology I as approved by the State Board of Education, one  
56 credit must be chemistry or physics or a series of courses  
57 equivalent to chemistry or physics as approved by the State  
58 Board of Education, and one credit must be an equally rigorous  
59 course, as determined by the State Board of Education. Beginning  
60 with students entering grade 9 in the 2014-2015 school year, the  
61 end-of-course requirements under s. 1008.22(3)(c)2.a.(I) must be  
62 met in order for a student to earn the required credit in  
63 chemistry or physics.

64       4. Three credits in social studies as follows: one credit  
65 in United States ~~American~~ history; one credit in world history;  
66 one-half credit in economics; and one-half credit in United  
67 States ~~American~~ government.

68       5. One credit in fine or performing arts, speech and  
69 debate, or a practical arts course that incorporates artistic  
70 content and techniques of creativity, interpretation, and  
71 imagination. Eligible practical arts courses shall be identified



183750

72 through the Course Code Directory.

73         6. One credit in physical education to include integration  
74 of health. Participation in an interscholastic sport at the  
75 junior varsity or varsity level for two full seasons shall  
76 satisfy the one-credit requirement in physical education if the  
77 student passes a competency test on personal fitness with a  
78 score of "C" or better. The competency test on personal fitness  
79 must be developed by the Department of Education. A district  
80 school board may not require that the one credit in physical  
81 education be taken during the 9th grade year. Completion of one  
82 semester with a grade of "C" or better in a marching band class,  
83 in a physical activity class that requires participation in  
84 marching band activities as an extracurricular activity, or in a  
85 dance class shall satisfy one-half credit in physical education  
86 or one-half credit in performing arts. This credit may not be  
87 used to satisfy the personal fitness requirement or the  
88 requirement for adaptive physical education under an individual  
89 education plan (IEP) or 504 plan. Completion of 2 years in a  
90 Reserve Officer Training Corps (R.O.T.C.) class, a significant  
91 component of which is drills, shall satisfy the one-credit  
92 requirement in physical education and the one-credit requirement  
93 in performing arts. This credit may not be used to satisfy the  
94 personal fitness requirement or the requirement for adaptive  
95 physical education under an individual education plan (IEP) or  
96 504 plan.

97         (b) Eight credits in ~~majors, minors, or~~ electives.

98         ~~1. Four credits in a major area of interest, such as~~  
99 ~~sequential courses in a career and technical program, fine and~~  
100 ~~performing arts, or academic content area, selected by the~~



183750

101 ~~student as part of the education plan required by s. 1003.4156.~~  
102 ~~Students may revise major areas of interest each year as part of~~  
103 ~~annual course registration processes and should update their~~  
104 ~~education plan to reflect such revisions. Annually by October 1,~~  
105 ~~the district school board shall approve major areas of interest~~  
106 ~~and submit the list of majors to the Commissioner of Education~~  
107 ~~for approval. Each major area of interest shall be deemed~~  
108 ~~approved unless specifically rejected by the commissioner within~~  
109 ~~60 days. Upon approval, each district's major areas of interest~~  
110 ~~shall be available for use by all school districts and shall be~~  
111 ~~posted on the department's website.~~

112 ~~2. Four credits in elective courses selected by the student~~  
113 ~~as part of the education plan required by s. 1003.4156. These~~  
114 ~~credits may be combined to allow for a second major area of~~  
115 ~~interest pursuant to subparagraph 1., a minor area of interest,~~  
116 ~~elective courses, or intensive reading or mathematics~~  
117 ~~intervention courses as described in this subparagraph.~~

118 ~~a. Minor areas of interest are composed of three credits~~  
119 ~~selected by the student as part of the education plan required~~  
120 ~~by s. 1003.4156 and approved by the district school board.~~

121 ~~b. Elective courses are selected by the student in order to~~  
122 ~~pursue a complete education program as described in s.~~  
123 ~~1001.41(3) and to meet eligibility requirements for~~  
124 ~~scholarships.~~

125 ~~1.e.~~ For each year in which a student scores at Level 1 on  
126 FCAT Reading, the student must be enrolled in and complete an  
127 intensive reading course the following year. Placement of Level  
128 2 readers in either an intensive reading course or a content  
129 area course in which reading strategies are delivered shall be



183750

130 determined by diagnosis of reading needs. The department shall  
131 provide guidance on appropriate strategies for diagnosing and  
132 meeting the varying instructional needs of students reading  
133 below grade level. Reading courses shall be designed and offered  
134 pursuant to the comprehensive reading plan required by s.  
135 1011.62(9).

136 ~~2.d.~~ For each year in which a student scores at Level 1 or  
137 Level 2 on FCAT Mathematics, the student must receive  
138 remediation the following year. These courses may be taught  
139 through applied, integrated, or combined courses and are subject  
140 to approval by the department for inclusion in the Course Code  
141 Directory.

142 (4) Each district school board shall establish standards  
143 for graduation from its schools, which must include:

144 (a) Successful completion of the academic credit or  
145 curriculum requirements of subsections (1) and (2). For courses  
146 that require statewide, standardized end-of-course assessments  
147 under s. 1008.22 and standardized end-of-course assessments  
148 under s. 1008.222, passage of the end-of-course assessment.

149  
150 Each district school board shall adopt policies designed to  
151 assist students in meeting the requirements of this subsection.  
152 These policies may include, but are not limited to: forgiveness  
153 policies, summer school or before or after school attendance,  
154 special counseling, volunteers or peer tutors, school-sponsored  
155 help sessions, homework hotlines, and study skills classes.  
156 Forgiveness policies for required courses shall be limited to  
157 replacing a grade of "D" or "F," or the equivalent of a grade of  
158 "D" or "F," with a grade of "C" or higher, or the equivalent of



183750

159 a grade of "C" or higher, earned subsequently in the same or  
160 comparable course. Forgiveness policies for elective courses  
161 shall be limited to replacing a grade of "D" or "F," or the  
162 equivalent of a grade of "D" or "F," with a grade of "C" or  
163 higher, or the equivalent of a grade of "C" or higher, earned  
164 subsequently in another course. The only exception to these  
165 forgiveness policies shall be made for a student in the middle  
166 grades who takes any high school course for high school credit  
167 and earns a grade of "C," "D," or "F" or the equivalent of a  
168 grade of "C," "D," or "F." In such case, the district  
169 forgiveness policy must allow the replacement of the grade with  
170 a grade of "C" or higher, or the equivalent of a grade of "C" or  
171 higher, earned subsequently in the same or comparable course. In  
172 all cases of grade forgiveness, only the new grade shall be used  
173 in the calculation of the student's grade point average. Any  
174 course grade not replaced according to a district school board  
175 forgiveness policy shall be included in the calculation of the  
176 cumulative grade point average required for graduation.

177 (8)

178 (b)1. A student with a disability, as defined in s.  
179 1007.02(2), for whom the individual education plan (IEP)  
180 committee determines that the FCAT cannot accurately measure the  
181 student's abilities taking into consideration all allowable  
182 accommodations, shall have the FCAT requirement of paragraph  
183 (4) (b) waived for the purpose of receiving a standard high  
184 school diploma, if the student:

185 a.1- Completes the minimum number of credits and other  
186 requirements prescribed by subsections (1), (2), and (3).

187 b.2- Does not meet the requirements of paragraph (4) (b)



183750

188 after one opportunity in 10th grade and one opportunity in 11th  
189 grade.

190 2. A student with a disability, as defined in s.  
191 1007.02(2), for whom the IEP committee determines that an end-  
192 of-course assessment cannot accurately measure the student's  
193 abilities, taking into consideration all allowable  
194 accommodations and alternate assessments, shall have the end-of-  
195 course assessment results waived for the purpose of determining  
196 the student's course grade and credit as required in paragraph  
197 (4) (a). However, the student is not eligible for a standard high  
198 school diploma. The student is eligible for a special diploma.

199 Section 4. Subsections (1) and (5), paragraph (c) of  
200 subsection (7), and subsection (8) of section 1003.429, Florida  
201 Statutes, are amended to read:

202 1003.429 Accelerated high school graduation options.—

203 (1) Students who enter grade 9 in the 2006-2007 school year  
204 and thereafter may select, upon receipt of each consent required  
205 by this section, one of the following three high school  
206 graduation options:

207 (a) Completion of the general requirements for high school  
208 graduation pursuant to s. 1003.428 or s. 1003.43, as applicable;

209 (b) Completion of a 3-year standard college preparatory  
210 program requiring successful completion of a minimum of 18  
211 academic credits in grades 9 through 12. At least 6 of the 18  
212 credits required for completion of this program must be received  
213 in classes that are offered pursuant to the International  
214 Baccalaureate Program, the Advanced Placement Program, dual  
215 enrollment, Advanced International Certificate of Education, or  
216 specifically listed or identified by the Department of Education





183750

217 as rigorous pursuant to s. 1009.531(3). Beginning with students  
218 entering grade 9 in the 2013-2014 school year, one of the 18  
219 credits must be earned through a virtual instruction course. For  
220 purposes of this paragraph, the term "virtual instruction  
221 course" means a course of instruction provided in an interactive  
222 learning environment created through technology in which  
223 students are separated from their teachers by time or space.  
224 However, the teachers must be state-certified teachers  
225 consistent with the certification requirements in s. 1012.56 and  
226 meet the instruction personnel definitions of s. 1012.01.