

2016 – 2017

Course Code Directory and Instructional Personnel Assignments

This document applies to programs in public schools, grades PreK-12, and certain postsecondary programs that begin in the time period of the first day of the 2016-2017 school year through the day prior to the beginning of the 2017-2018 school year.

Florida Department of Education

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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 Course Code Directory (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, district, and postsecondary personnel use this Directory when:

1. Scheduling students into any PreK-12 course, adult general education course, or postsecondary career and technical education 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.

SUBMITTING A NEW COURSE REQUEST

To submit a new PreK-12 course to be reviewed by the Florida Department of Education (DOE) for inclusion in the CCD:

- 1) Access and complete a course submission form on the CCD website:
<http://www.fldoe.org/policy/articulation/ccd/>. Be sure to obtain the required signature(s) on the submission form.
- 2) Develop a comprehensive course description that follows the general template of examples found at <http://www.cpalms.org/Courses/CourseDescriptionSearch.aspx> using the most current state-adopted standards.
- 3) Submit the required information to the DOE:
 - Email the course submission form, proposed course description, and evidence of school board approval to trinity.colson@fldoe.org.
 - Mail the original, signed documents to:
Manager, Course Code Directory
Office of Articulation
Florida Department of Education
325 West Gaines Street, Suite 1401
Tallahassee, Florida 32399-0400

To submit a new career and technical education program or course to be reviewed, please visit the Division of Career and Adult Education's website at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml> for additional information.

A) 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](#) (SCNS).
2. Students dually-enrolled in private postsecondary institutions, as provided in [s. 1011.62, F.S.](#), may use the private institution course numbers.
3. Students enrolled in courses that are included in either postsecondary adult career and technical education (CTE) or postsecondary CTE programs (college credit) must use either the numbers listed in the [CCD](#) or those listed in the [SCNS](#).

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	=	Grades 6-12 and Adult Education
50-52	=	Prekindergarten, Early Childhood, and Elementary Education
76-79	=	Exceptional Student Education
80-97	=	Career and Technical Education
99	=	Adult Education

DISTRICT 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.

GRADES PREK-5 NUMBERING SYSTEM

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: 5020010 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 PreK-5 courses

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

GRADES 6-12 AND ADULT EDUCATION NUMBERING SYSTEM

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

-The **fifth** digit (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

-The **sixth and seventh** digits (XXXXXX) of the course numbers begin with 0 and is numbered sequentially, if needed

Note: Adult General Education courses begin with the numbers 99. These courses are numbered sequentially beginning with the number 9900000.

APPLIED, COMBINED, OR INTEGRATED COURSE NUMBERING SYSTEM

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

EXCEPTIONAL STUDENT EDUCATION (ESE) NUMBERING SYSTEM

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 PreK Disabilities
77 = ESE grades K-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 Grades PreK-12 and CTE

00 = Noncredit Courses
01 = Art
02 = Computer Education
10 = Language Arts
12 = Mathematics
13 = Music
15 = Physical Education
19 = Driver Education

20	=	Science
21	=	Social Studies
50	=	Prekindergarten
55	=	General Academics
60	=	Life Management
61	=	Skills for Students with Moderate Disabilities
62	=	Skills for Students with Severe/Profound Disabilities
63	=	Special Skills Courses
65	=	Gifted
66	=	Therapy
67	=	Arts
80	=	CTE for Students with Disabilities

-The **last three** digits (XXXXXX) represent unique course numbers and are numbered sequentially, if needed.

GRADES PREK-5 SUBJECT AREAS

<u>Subject Area</u>	<u>Code Range</u>
Art/Visual Arts	5001000-5001990
Computer Education	5002000-5002990
Dance	5003000-5003990
Drama/Theatre Arts	5010200-5010250
English/Language Arts	5010010-5010046
Health Education	5008000-5008990
Mathematics	5012000-5012990
Music	5013000-5013990
Physical Education	5015000-5015990
Prekindergarten	5100520-5100590
Science	5020000-5020990
Social Studies	5021000-5021990
Study Hall	5022000-5022990
World Languages	5007000-5007990

GRADES 6-8 SUBJECT AREAS

<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
English/Language Arts	1000000-1099290
Exploratory/Experiential Education	0500000-0599290, 0600000-0699290
Graded/Self-Contained	2400000-2499290.
Health Education	0800000-0899290
Library Media	1100000-1199290
Mathematics	1200000-1299290
Music	1300000-1399290
Peer Counseling	1400000-1499290
Physical Education	1500000-1599290
Research and Critical Thinking	1700000-1799290
Science	2000000-2099290

Social Studies	2100000-2199290
Study Hall	2200000-2299290
Temporary Instructional Placement	2500000-2500500
World Languages	0700000-0799290

GRADES 9-12 AND ADULT EDUCATION SUBJECT AREAS

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

CAREER AND TECHNICAL EDUCATION PROGRAMS AND COURSES

CTE programs are sorted under the career clusters. To find a CTE program cluster area, please go to the following website: <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu>.

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 a seven-figure, alpha-numeric identifier. Each identifier consists of either a one-letter prefix with a six-digit number to designate PSAV programs or a three-letter prefix with a four-digit number to designate PSAV courses. For example, the alpha-numeric designation for the Practical Nursing program is H170605 and the courses in that program are HSC0003, HCP0121, PRN0091, etc.

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 Scholarship Program.*

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

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the [CCD](#), such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world 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 world language.

Examples:	Hungarian I	=	0700980	(World Languages Transfer I)
	Hungarian II	=	0700990	(World Languages Transfer II)
	Hungarian III	=	0701980	(World Languages Transfer III)
	Hungarian IV	=	0701990	(World Languages Transfer IV)
	Slovak I	=	0702980	(World Languages Transfer V)
	Slovak II	=	0702990	(World Languages Transfer VI)
	Slovak III	=	0703980	(World Languages Transfer VII)
	Slovak IV	=	0703990	(World 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 student progression plan.

COURSE DATA/FTE REPORTING

In order for a student to receive subject-area credit toward high school graduation with a standard diploma, the appropriate Grades PreK-12 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 Grades PreK-12 education course generates special program funding under current statute or rule, provision must be made in the school district's information system to properly report the student FTE earned in that Grades PreK-12 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 English Speakers of Other Languages (ESOL), ESE, or Secondary CTE.

The DOE will collect student membership information by course number and FEFP cost category. Instructions for calculating FTE are found in the "FTE General Instructions" available at <http://www.fldoe.org/finance/fl-edu-finance-program-fefp/fte-info/index.shtml>, per Rule 6A-1.0451, F.A.C. The "DOE Information Data Base Requirements: Volume I-Automated Student Information System," authorized by Rule 6A-1.0014, F.A.C. are available at <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2014-15-student-info-system/index.shtml>.

B) 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 high school subject-area graduation requirements are coded adjacent to each applicable course title. The codes used are listed below:

A1	=	Algebra 1 or equivalent (or an accelerated course that satisfies this course graduation requirement)
AG	=	American Government
AH	=	United States (American) History
BI	=	Biology or equivalent (or an accelerated course that satisfies this course graduation requirement)
EC	=	Economics
EN	=	English
EQ	=	Equally Rigorous course that counts for Science credit
GE	=	Geometry or equivalent (or an accelerated course that satisfies this course graduation requirement)
MA	=	Mathematics
PA	=	Career and Technical Practical Arts Courses that count for Fine Arts credit
PE	=	Physical Education
PF	=	Visual and Performing Arts
VO	=	Career and Technical Education (Vocational)
WH	=	World History

COURSE LEVELS

Course levels are designated in the following way:

Level 1 = Basic courses. For students with an individual educational plan (IEP) who entered the 9th grade prior to the 2013-14 school year, if the IEP team determined and documented, in accordance with Section 1003.43(7)(d), F.S., that a rigorous course of study would be inappropriate, the student may be granted core academic credit toward a standard high school diploma for any Level 1 course taken prior to the 2013-14 school year. Any student taking a Level 1 course in the 2013-14 school year or later, may not earn credit towards a standard diploma (including an elective credit).

Students with disabilities who entered grade 9 prior to the 2014-2015 school year and who are pursuing a special diploma, who successfully completed a Level 1 course, may receive credit toward a special diploma in accordance with the district's student progression plan.

Level 2 = Regular, mainstreamed courses.

Level 3 = Honors, IB, AP, AICE, advanced college-preparatory courses, and other courses containing rigorous academic curriculum and performance standards. In addition, numerous career and technical education courses are designated as Level 3. Please refer to [Section 5 – Career Technical Education Program and Course Listing](#) to review associated course levels. The level for CTE courses is included in the long course title.

(Blank) = If the course level field is blank, that indicates that the course number is either 1) a subject area transfer, 2) a waiver or substitution, or 3) a non-credit bearing course.

Examples: Level 1 = Fundamental Algebraic Skills (7912100)
 Level 2 = Algebra 1 (1200310)
 Level 3 = Algebra 1 Honors (1200320)
 (Blank) = NC Study Hall 1 (2200300)

COURSE LENGTH CODES

The following codes are used in the CCD to indicate the course length of a course:

M = Multiple (this indicates a course for which there is no seat time requirement, which can be offered as needed throughout the school year)
R = Credit Recovery (this indicates a credit recovery course for which there is no seat time requirement, which can be offered as needed throughout the school year)
S = Semester (this indicates a semester-long course)
Y = Year (this indicates a year-long course)
Z = Not Applicable (this indicates there is no course length associated with the course; this code is typically used for waiver, substitution and transfer course numbers)

COURSE CREDIT/MULTIPLE-CREDIT CODES

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, with the exception of courses in [Section 4](#) identified as “Access” courses for students with significant cognitive disabilities. Access courses listed as multiple-credit can be awarded up to 2.0 credits maximum.

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. 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
Multiple = 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
Career-Technical (requires job experience and can be taught at any level that the course is offered)	=	7
Preschool (Birth through age 4)	=	A
Primary (K-3)	=	B ***
Middle Grades (5-9)	=	C
Preschool-Secondary (PK-12)	=	D
Endorsement	=	E*
District determined, valid at any level	=	F**
District issued employment certificate (career and technical education courses only)	=	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 [CCD](#) that requires the teacher to hold a bachelor's degree or higher.

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 program(s) or course(s) for which such coverage has been specified in the current CCD or the curriculum framework, as referenced.

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 or programs (Section 5) 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, 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 state standards.
N	α	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.
	*	This symbol indicates a course that meets the definition of core curricula for class size under Section 1003.03(6), F.S.

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.
O	?	This symbol indicates coverage appropriate only for appointments prior to July 1, 2012.
R	%	This symbol indicates coverage appropriate only for appointments prior to July 1, 2014.

C) Supplemental Information

Courses listed in the Course Code Directory are available on the Office of Articulation website at <http://www.fldoe.org/policy/articulation/ccd/> by selecting the appropriate school year on the left navigation menu or through Northwest Regional Data Center (NWRDC) for school districts with access to download the electronic files.

NWRDC DATABASE FILE NAMES

- DPS.DISTRICT.K9.F62806.Y1617 (District CCD Data File)
- DPS.DISTRICT.FORMAT.Y1617.F62806 (District CCD Data File Format)
- DPS.DISTRICT.K9.CCD.Y1617 (CCD Print Version File)
- DPS.DISTRICT.K9.F60150.Y1617 (CCD Subject File)
- DPS.DISTRICT.K9.F61707.Y1617 (CCD Certification File)
- DPS.DISTRICT.K9.F61847.Y1617 (CCD Required Courses File)
- DPS.DISTRICT.FORMAT.Y1617.F61847 (CCD Required Courses File Format)
- DPS.DISTRICT.K9.F71327.Y1617 (CCD File of Courses by Certification Code)
- DPS.DISTRICT.K9.F70743.Y1617 (CCD Certification Crosswalk File)

RELATED DOCUMENTS

- [Florida Bright Futures' Comprehensive Course Table](#)
- [Florida Counseling for Future Education Handbook](#)
- Florida Statutes:
 - [s. 445.07, F.S., Economic security report of employment and earning outcomes.](#)
 - [Chapter 458, F.S., Medical Practice](#)
 - [Chapter 459, F.S., Osteopathic Medicine](#)
 - [s. 1000.36, F.S., Interstate Compact on Educational Opportunities for Military Children](#)
 - Student and Parental Rights and Educational Choices
 - [s. 1002.20, F.S., K-12 student and parent rights.](#)
 - [s. 1002.3105, F.S., Academically Challenging Curriculum to Enhance Learning \(ACCEL\) options.](#)
 - [s. 1002.45, F.S., Virtual instruction programs.](#)
 - Public K-12 Education/Public K-12 Educational Instruction
 - [s. 1003.41, F.S., Next Generation Sunshine State Standards.](#)
 - [s. 1003.4156, F.S., General requirements for middle grades promotion.](#)
 - [s. 1003.42, F.S., Required instruction.](#)
 - [s. 1003.4281, F.S., Early high school graduation.](#)
 - [s. 1003.4282, F.S., Requirements for a standard high school diploma.](#)
 - [s. 1003.4285, F.S., Standard high school diploma designations.](#)
 - [s. 1003.4295, F.S., Acceleration options.](#)
 - [s. 1003.433, F.S., Learning opportunities for out-of-state and out-of-country transfer students needing additional instruction to meet high school graduation requirements.](#)
 - [s. 1003.436, F.S., Definition of "credit."](#)
 - [s. 1003.437, F.S., Middle and high school grading system.](#)
 - [s. 1003.455, F.S., Physical Education; assessment.](#)
 - [s. 1003.491, F.S., Florida Career and Professional Education Act.](#)
 - [s. 1003.492, F.S., Industry-certified career education programs.](#)
 - Public K-12 Education/Specialized Instruction for Certain Public K-12 Students
 - [s. 1003.52, F.S., Educational services in Department of Juvenile Justice programs.](#)
 - [s. 1003.53, F.S., Dropout prevention and academic instruction.](#)
 - [s. 1003.54, F.S., Teenage parent programs.](#)
 - [s. 1003.56, F.S., English language instruction for limited English proficient students.](#)
 - [s. 1004.93, F.S., Adult general education.](#)

- Articulation and Access
 - [s. 1007.02, F.S., Students with disabilities; definition.](#)
 - [s. 1007.2615, F.S., American Sign Language; findings; foreign-language credits authorized; teacher licensing.](#)
 - [s. 1007.27, F.S., Articulated acceleration mechanisms.](#)
 - [s. 1007.271, F.S., Dual enrollment programs.](#)
- Assessment and Accountability
 - [s. 1008.212, F.S., Students with disabilities; extraordinary exemption.](#)
 - [s. 1008.22, F.S., Student assessment program for public schools.](#)
 - [s. 1008.25, F.S., Public school student progression; remedial instruction; reporting requirements.](#)
 - [s. 1008.30, F.S., Common placement testing for public postsecondary education.](#)
 - [s. 1008.44, F.S., CAPE Industry Certification Funding List and CAPE Postsecondary Industry Certification Funding List.](#)
- Educational Scholarships, Fees, and Financial Assistance/Financial Assistance
 - [s. 1009.53, F.S., Florida Bright Futures Scholarship Program.](#)
 - [s. 1009.531, F.S., Florida Bright Futures Scholarship Program; student eligibility requirements for initial awards.](#)
 - [s. 1009.532, F.S., Florida Bright Futures Scholarship Program; student eligibility requirements for renewal awards.](#)
 - [s. 1009.533, F.S., Florida Bright Futures Scholarship Program; eligible postsecondary education institutions.](#)
 - [s. 1009.534, F.S., Florida Academic Scholar Award.](#)
 - [s. 1009.5341, F.S., Florida Bright Futures Scholarship awards for graduate study.](#)
 - [s. 1009.535, F.S., Florida Medallion Scholars award.](#)
 - [s. 1009.536, F.S., Florida Gold Seal Vocational Scholars award.](#)
 - [s. 1009.538, F.S., Bright Futures Scholarship recipients attending nonpublic institutions; calculation of awards.](#)
- State Board of Education Administration Rules (Florida Administrative Code):
 - [Rule 6A-1.0503, F.A.C., Definition of Qualified Instructional Personnel](#)
 - [Rule 6A-1.0943, F.A.C., Statewide Assessments for Students with Disabilities.](#)
 - [Rule 6A-1.0955, F.A.C., Education records.](#)
 - [Rule 6A-6.020, F.A. C., Granting high school credits and diplomas to Adults](#)
 - [Rule 6A-6.03020, F.A.C., Specially Designed Instruction for Students Who Are Homebound or Hospitalized.](#)
 - [Rule 6A-6.054, F.A.C., K-12 Student Reading Intervention Requirements.](#)
 - [Rule 6A-14.064, F.A.C., College Credit Dual Enrollment.](#)

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.

These requirements will remain in place for the 2016-2017 school year until full implementation of the [Every Student Succeeds Act \(ESSA\)](#) in school year 2017-2018.

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 use a High, Objective, Uniform State Standard of Evaluation (HOUSSE) plan to document HQT in the core academic areas being taught, as authorized by [Rule 6A-1.0503, F.A.C.](#)

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

- a child development associate (CDA) credential **-OR-**
- a state-approved child care training credential as defined in [Rule 65C-22.003, F.A.C.](#)

English for Speakers of Other Languages (ESOL)

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-4.0244, 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/endorsement 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 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.

Prekindergarten Program Basic Definitions

Early childhood 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 (VPK) 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, was implemented as provided in [Sections 1\(b\) and \(c\), Article IX of the State Constitution](#). School districts are required to provide a summer prekindergarten program as provided in [Section 1002.61\(1\), F.S.](#)

The credential requirements for staff differ between the school-year and summer program. [Section 1002.63\(4\), F.S.](#), outlines the credentials required for the school-year VPK program; requirements for the summer program are outlined in [Section 1002.61\(4\), F.S.](#) For detailed information, visit <http://info.fldoe.org/docushare/dsweb/Get/Document-4196/07-02att1.pdf>.

Requirements for ESE Endorsements

Three endorsement areas are provided for teachers of students with disabilities in the areas of Severe or Profound Disabilities, Prekindergarten Disabilities and Autism Spectrum Disorders (ASD).

The ASD endorsement, as described in [Rule 6A-4.01796, F.A.C., *Specialization Requirements for Endorsement in Autism – Academic Class*](#), is required for K-12 ESE teachers with 100 percent of students on their caseload or in their class identified as having ASD. 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
- have an ESE Florida educator certificate and can document at least two full years of teaching experience (including satisfactory teacher evaluations as determined by the school district) 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*](#), is required 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 the requirement for this endorsement 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
- have a Florida educator certificate in one of the following subjects: any ESE subject, primary education, elementary education K-6, or early childhood education and can document at least two full years of teaching experience (including satisfactory teacher evaluations as determined by the school district) with prekindergarten children with disabilities between July 1, 2006 – June 30, 2011.

Highly Qualified Requirements for ESE Courses for Students with Disabilities

All K-12 ESE teachers teaching ESE core academic subjects as described in [Section 4](#) must be highly qualified in the appropriate core academic subject areas as noted below.

- An ESE teacher teaching students in grades K-6 enrolled in 7700 (K-5 students) and 7800 (Grade 6 students) series core academic subject courses must be highly qualified in elementary education.
- An ESE teacher teaching 7800 and 7900 series core academic courses must be highly qualified for either elementary, middle or secondary level content area certification. The level of instruction is based on the grade level content that is being taught, not the reading or math performance level of the student.
- An ESE Teacher of 7800 or 7900 series core academic courses may use the Middle Grades Integrated Curriculum (MGIC) subject area test to meet HQT requirements when the content of the ESE course is applicable to MGIC**.

- A newly hired middle (grades 7 and 8)/secondary special education content teacher, if highly qualified in language arts, mathematics, or science at the time of hire, may have two additional years and use of the High Objective Uniform State Standard of Evaluation (HOUSSE) option to document HQT in the additional content subjects.

Teachers providing hospital/homebound (H/H) services (with the ESE H/H course numbers 7755020, 7855020, or 7900030 utilized), must be highly qualified for the basic core academic subjects taught. Note: 1) If a H/H teacher is teaching a general education course, the teacher must meet certification requirements in accordance with the general education course number; 2) Course 7900030 continues as a non-credit course.

Note: Refer to the table below for additional information regarding types of courses, scheduling methods/service delivery, certification, and HQT.

Certification 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
1. Grades K to 12 general education	<p>One teacher (Grades K to 12 general 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>Grades K to 12 general education teacher must meet certification requirements in accordance with the Grades K to 12 general 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 in accordance with the IEP, the required certification may be hearing impaired, visually impaired, or mentally handicapped.</i></p>	<p>Grades K to 12 general education teacher must meet HQT requirements for Grades K to 12 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>The Grades K to 12 general education teacher and ESE teacher meet face-to-face or 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 (consultation model).</p>

		<p><i>If consultation is being provided by an occupational or physical therapist, or speech-language pathologist, see related therapy courses (e.g., 7763030, 7763040, 7763050, 7763070, etc.) in Section 4 for applicable certifications.</i></p>		
<p>2. Grades K to 12 general 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 Grades K to 12 general 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><i>Note: If specially-designed instruction is provided to address a student's visual impairment in accordance with the IEP, the required certification is visually impaired. If specially-designed instruction is provided to address a student's hearing impairment in accordance with the IEP, the required certification is hearing impaired. If specially-designed instruction is provided to address a student's dual sensory impairment in accordance with the IEP, the required certification may be hearing impaired, visually impaired, or mentally handicapped. If specially-designed instruction is being provided by an occupational or physical therapist, or speech-language pathologist, see related therapy</i></p>	<p>Both teachers must meet HQT requirements for Grades K to 12 core academic subjects taught.</p>	<p>Example: Two teachers co-teach an Algebra 1 course composed of students with disabilities and students without disabilities. This means both teachers share responsibility of planning, instructing, and evaluating all students in the class.</p>

		<p><i>courses (e.g., 7763030, 7763040, 7763050, 7763070, etc.) in Section 4 for applicable certifications.</i></p>		
<p>3. Grades K to 12 general education</p>	<p>Two teachers are providing instruction (not co-teaching). The Grades K to 12 general education teacher is teaching the Grades K to 12 general education course content.</p> <p>AND</p> <p>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>Grades K to 12 general education teacher must meet certification requirements in accordance with the Grades K to 12 general education course number.</p> <p>ESE teacher must meet certification requirements for any ESE area unless the exceptions noted below are applicable.</p> <p><i>Note: If in class one-on-one instruction is provided to address a student’s visual impairment in accordance with the IEP, the required certification is visually impaired. If in class one-on-one is provided to address a student’s hearing impairment in accordance with the IEP, the required certification is hearing impaired. If in class one-on-one is provided to address a student’s dual sensory impairment in accordance with the IEP, the required certification may be hearing impaired, visually impaired, or mentally handicapped. If in class one-on-one is being provided by an occupational or physical therapist, or speech-language pathologist, see related therapy courses (e.g., 7763030, 7763040, 7763050, 7763070, etc.) in Section 4 for applicable certifications.</i></p>	<p>Grades K to 12 education teacher must meet HQT requirements for Grades K to 12 core academic subject.</p> <p>ESE teacher is not required to meet HQT requirements since this teacher is not providing instruction for the Grades K to 12 core academic subject.</p>	<p>Example: Students with disabilities working on general education standards who require specially-designed instruction by a support facilitator receive it inside the general education classroom (rather than a resource room).</p>

<p>4. Grades K to 12 general education</p>	<p>One teacher serves as both the Grades K to 12 general 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 Grades K to 12 general education course number.</p> <p>AND</p> <p>ESE teacher must meet certification requirements for any ESE area unless the exceptions noted below are applicable.</p> <p><i>Note: If all students in the classroom are hearing impaired, the required certification for the teacher is hearing impaired. If all students in the classroom are visually impaired, the required certification for the teacher is visually impaired. If all students in the classroom are dual sensory impaired in accordance with the IEP, the required certification for the teacher is either hearing impaired, visually impaired, or mentally handicapped.</i></p>	<p>The teacher must meet HQT requirements for Grades K to 12 core academic subject.</p>	<p>The teacher may sign the IEP as the general education teacher and the special education teacher.</p> <p>Example: A teacher in a center school is teaching a general education course in math to students with emotional/behavioral disabilities and is also implementing other services indicated on the student's IEP.</p>
<p>5. Grades K to 12 general education and ESE 7700, 7800, 7900 series</p>	<p>One teacher (Grades K to 12 general education) is providing instruction for both the Grades K to 12 and ESE courses.</p> <p>AND</p> <p>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</p>	<p>Grades K to 12 general education teacher must meet certification requirements in accordance with the Grades K to 12 general education course number. <i>Note: The Grades K to 12 general 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 unless the exceptions noted below are applicable.</p> <p><i>Note: If in class one-on-one instruction is provided to address a student's visual impairment in</i></p>	<p>Grades K to 12 general education teacher must meet HQT requirements for Grades K to 12 core academic course.</p> <p>ESE teacher is not required to meet HQT requirements since this teacher is not providing instruction for the Grades K to 12 core academic subject.</p>	<p>Example: A student participating in access points (who takes the FAA) attends a Biology I course, but the content for that student is differentiated by the support facilitator to reflect the complexity levels identified by the Access Biology Course.</p>

	<p>known as, “support facilitation,” or “inclusion teaching” in accordance with s. 1003.03(5), F.S.</p>	<p><i>accordance with the IEP, the required certification is visually impaired. If in class one-on-one is provided to address a student’s hearing impairment in accordance with the IEP, the required certification is hearing impaired. If in class one-on-one is provided to address a student’s dual sensory impairment in accordance with the IEP, the required certification may be hearing impaired, visually impaired, or mentally handicapped. If in class one-on-one is being provided by an occupational or physical therapist, or speech-language pathologist, see related therapy courses (e.g., 7763030, 7763040, 7763050, 7763070, etc.) in Section 4 for applicable certifications.</i></p>		
<p>6. Grades K to 12 general education and ESE 7700, 7800, 7900 series</p>	<p>One teacher serves as both the Grades K to 12 general 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 Grades K to 12 general education course number.</p> <p>AND</p> <p>ESE teacher must meet certification requirements for any ESE area unless the exceptions noted below are applicable.</p> <p><i>Note: If all students in the classroom are hearing impaired, the required certification for the teacher is hearing impaired. If all students in the classroom are visually impaired, the required certification for the teacher is visually impaired. If all students in the classroom are</i></p>	<p>The teacher must meet HQT requirements for the 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 the grade 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</p>	<p>Example: A teacher who is certified for the ESE course number and the general education course number is teaching a diverse class of ESE students, some who work on general education standards and others who work on alternate standards (access points).</p>

		<i>dual sensory impaired in accordance with the IEP, the required certification for the teacher is either hearing impaired, visually impaired, or mentally handicapped.</i>	secondary core academic subject area (e.g., English).	
7. ESE 7700, 7800, 7900 series	One teacher (ESE) is providing instruction.	ESE teacher must meet certification requirements for any ESE area unless the exceptions noted below are applicable. <i>Note: If all students in the classroom are hearing impaired, the required certification for the teacher is hearing impaired. If all students in the classroom are visually impaired, the required certification for the teacher is visually impaired. If all students in the classroom are dual sensory impaired in accordance with the IEP, the required certification for the teacher is either hearing impaired, visually impaired, or mentally handicapped.</i>	The teacher must meet HQT requirements for the 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 the grade 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 core academic subject area (e.g., English).	Example: A teacher who teaches Access Language Arts for grade 3 is ESE certified and is also highly qualified in elementary education. Example: A teacher who teaches Access Algebra 1 for grade 9 is ESE certified and is also highly qualified in middle grades math.

COURSE INFORMATION

The courses listed in [Section 4](#) represent a range of exceptional student education (ESE) courses available for students with disabilities and students who are gifted. Some courses in [Section 4](#) include a range of intended student outcomes and may be repeated.

Access Courses For Students With Significant Cognitive Disabilities

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access courses in the core academic areas require teachers to be highly qualified in the applicable core content area in accordance with the level of instruction.

Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are designed to foster higher expectations for students with significant cognitive disabilities. Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English/Language Arts

and Mathematics do not contain these tiers, but contain Essential Understandings (EUs). Essential Understandings consist of skills at varying levels of complexity and are a resource when planning for instruction.

Fundamental Courses

Fundamental courses are academic skill-building courses that support a student's participation in general education classes by allowing them more time to build the necessary skills for success. Fundamental courses in the core academic areas require teachers to be highly qualified in the applicable core content area.

Fundamental courses are not multiple credit courses, and a maximum of one (1) credit may be earned for the successful completion of a fundamental course. These courses are not intended to replace core academic courses required for a standard diploma in grades 9-12.

Additionally, a student who entered 9th grade prior to 2014-15 for which the individual educational plan (IEP) team has determined the general education curriculum, with accommodations and supports, is not appropriate, may take fundamental courses to earn credit toward a special diploma, in accordance with the district's student progression plan. These courses are appropriate for students working towards a special diploma as general education courses may not be modified for this purpose.

Legislation passed in Florida during the 2014 session repealed the special diploma law, s. 1003.438, F.S., effective July 1, 2015. See [Chapter 2014-184, Section 19, Laws of Florida](#). Students with disabilities who entered 9th grade prior to the 2014-15 school year, whose IEP was in effect on June 20, 2014, indicated that the student was pursuing a special diploma, may continue to pursue a special diploma authorized in accordance with s. 1003.438, F.S. Students with disabilities who enter the 9th grade in 2014-15 or thereafter, may not earn a special diploma but will have the opportunity to earn a standard diploma in accordance with the provisions of [s. 1003.4282, F.S.](#) The requirements related to s. 1003.4282 are further described in [Rule 6A-1.09963, F.A.C.](#) **Fundamental courses are scheduled for deletion from the CCD upon completion of the 2016-17 school year.**

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](#)).

<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

Services for students who are gifted may be provided directly or indirectly. For more information on Gifted Education, please visit <http://www.fldoe.org/academics/exceptional-student-edu/gifted-edu.stml>.

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 Nonpublic Schools and Residential Facilities*, 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.

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 individual educational plan (IEP), or these programs are “blended” with the prekindergarten disabilities program, 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. For the models described in this section (inclusive or blended settings), the teacher must meet one of the certifications or credential requirements specified in [Section 4](#) for the applicable prekindergarten disabilities course number. The exceptions to the requirement for the prekindergarten disabilities endorsement, as noted on Page 19, are applicable.

Other ESE Courses

- The courses listed under **Special Skills Courses** are designed to meet the specialized needs of students with disabilities. Some courses are tailored to meet the specific needs of a particular 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 disabilities who need to learn special content or skills in these 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. These courses are not offered for 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.

Credit Recovery Courses

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by [s. 1003.436\(1\)\(a\), F.S.](#), requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should

only be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

Industry Certification Substitutions for Mathematics and Science

As provided in [s. 1003.4282, F.S.](#), industry certifications (IC) that lead to college credit may substitute for up to two (2) mathematics credits and up to one science credit toward high school graduation. The IC mathematics substitutions may not be used to substitute for Algebra 1 or Geometry requirements. The IC science substitution may not be used to substitute for the Biology 1 requirements specified in [s. 1003.4282, F.S.](#)

The CCD lists the following industry certification substitution titles and numbers:

- 1200998, Industry Certification Math Substitution 1 (MA subject code)
- 1200999, Industry Certification Math Substitution 2 (MA subject code)
- 2000999, Industry Certification Science Substitution (EQ subject code)

The school district would determine which industry certification exams (passing scores) can yield course substitutions for mathematics and science. It is important to note that one qualifying industry certification attainment equates to one substitution credit. A student would need to earn three distinct industry certifications tied to college credit in order to earn the maximum three substitution credits (two for math, one for science). The eligible industry certifications that are tied to statewide college credit may be found at <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml>.

Physical Education High School Waiver Options

For students entering 9th grade in 2007-2008 school year and thereafter, the following waiver options are available for Physical Education.

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. <i>(NOTE: Another option is to have this waive the performing arts requirement.)</i> 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. <i>(NOTE: Another option is to have this waive the performing arts requirement.)</i> 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.	

The capitalized portion in the "Description of Waiver" in the table below 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 cannot 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 grade point average (GPA).

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 AND HOPE
1500420	INTERSCH SSN 2 – COM (completion of interscholastic sport season 2)	Personal Fitness/Physical Education Activity Elective AND HOPE
1500430	INTERSCH SPTS WAIVER (Personal Fitness Competency Test waiver)	Personal Fitness/Physical Education Activity Elective AND 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 YR1 WAIVER (JROTC Physical Education waiver: completion of year 1)	Personal Fitness/Physical Education Activity Elective AND HOPE (Students under personal fitness option must still take Personal Fitness class).
1500460	JROTC/PE YR2 WAIVER (JROTC Physical Education waiver: completion of year 2)	Personal Fitness/Physical Education Elective AND HOPE (Students under personal fitness option must still take Personal Fitness class).
1500470	JROTC/PE WAIVER COMP (completion of JROTC year 1, JROTC year 2, and Personal Fitness course)	Personal Fitness/Physical Education Activity Elective
1500480	JROTC/PE/PF WAIVER	Personal Fitness/Physical Education Activity Elective AND HOPE (Students under personal fitness option must still take Personal Fitness course).

World Languages

It is each district school board's responsibility to determine high school world language placement policies for those students who complete the Middle/Junior (M/J) World Languages two-course or three-course sequence in middle school. Districts may use the high school world language course number(s) for middle school students who will be awarded high school credit for successfully completing the course and passing the end-of-course (EOC) examination.