

## ***SECTION 4: Exceptional Student Education***

### ***Elementary, Middle/Junior, Senior High, and Adult Education***

#### *Area*

*Elementary*

*Prekindergarten*

*Grades PK-5*

*Academics-General*

*Academics-Subject Areas*

*Special Courses*

*Non-credit*

*Middle/Junior High*

*Grades 6-8*

*Academics-General*

*Academics-Subject Areas*

*Special Skills Courses*

*Miscellaneous*

*Therapy*

*Non-credit*

*Senior High, Adult*

*Grades 9-12, 30, 31*

*Academics-Subject Areas*

*Supported Levels: 9-12*

*Participatory Levels: 9-12*

*Special Skills Courses*

*Miscellaneous*

*Gifted*

*Therapy*

*Career and Technical Education for Students with Disabilities*

*Non-Credit*

## ***Explanation of Courses for Students with Exceptionalities***

This section of the directory contains course titles that are available for students with exceptionalities. This section lists only those courses that are different in content from those listed in other sections of this directory. In addition to the courses listed in this section of the *Course Code Directory*, students with exceptionalities may be enrolled in basic or career and technical courses. The courses for grades 9-12 in this section may be used for elective credit or for credit for a special diploma. Other courses appropriate for students with exceptionalities may be selected from those in basic and career and technical education and may be modified as indicated in Rule 6A-6.0312, FAC. See section 1, Graduation Requirements, of this directory for a complete explanation of graduation requirements, course modifications and diploma options for certain students with exceptionalities. Selected career and technical education courses for students with disabilities may be used to satisfy the practical arts requirement for obtaining a standard diploma. These courses are indicated by the letters "VO" adjacent to the title. Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards that a student must master to earn credit must be specified on the student individual educational plan (IEP).

Programs for students with exceptionalities encompass instructional and related services that provide significant adaptations in curriculum, methodology, materials, equipment, or the learning environment (Rule 6A-6.0311, FAC). The courses listed in section 4, Exceptional Student Education, of this directory represent the content of instruction and do not indicate the variety of appropriate instructional strategies that should be used with different students with exceptionalities. All 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.

Individual students with a disability may access different courses at different levels of functioning, (i.e., Independent, Supported, Participatory) depending on their individual needs and abilities. Courses listed under **Academics-Subject Areas** with "Life Skills" in the title are for students with mild disabilities and are designed as lower level courses. Reading: 9-12, English: 9-12, and Math: 9-12 are for students with mild disabilities and are designed as higher level courses. The remaining courses under **Academics-Subject Areas** are designed for all students with mild disabilities.

The courses listed under **Supported Levels: 9-12** are designed for students with moderate disabilities.

The courses listed under **Participatory Levels: 9-12** are designed for students with severe or profound disabilities.

The courses listed under **Special Skills Courses** are designed to meet the special needs of students with exceptionalities. Individual courses are tailored to meet the specific needs of a particular category of exceptionality. Other courses in this section 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 **Gifted** are designed to meet the needs of students identified as gifted. 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.

The courses listed under **Career and Technical Education 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 career and technical courses.

The titles listed under **Non-Credit** represent instructional settings and are included only for the purposes of funding. The specific content of instruction is determined by the specific courses being taken.

### ***Certification:***

The required teacher certification for serving exceptional students is dependent upon the composition of the class when: (1) all students in the class are identified as exceptional and (2) exceptional students are receiving special education services through co-teaching, support facilitation, content mastery or learning lab ("limited pull-out"), and consultation models.

The No Child Left Behind (NCLB) Act changes highly qualified requirements for ESE teachers of core academic subjects. By June 30, 2006, all K-12 ESE teachers teaching core academic subjects to students with disabilities must have certification in the appropriate area of ESE (see ESE certification table) and meet the highly qualified requirements of the core academic subject area. A K-6 grades ESE teacher must meet the highly qualified requirements for elementary education if teaching a core academic course. A 7-12 grades ESE teacher must meet the highly qualified requirements for the core academic subject area, e.g., biology, English, unless the core course is an ESE 78 or 79 course and the level of instruction is at the elementary level. If the level of instruction is at the elementary level then the ESE teacher must meet the highly qualified for elementary. However, if a newly hired ESE teacher teaching multiple subjects is already highly qualified in math, science, or language arts, the teacher will be given two years from the date of employment to meet the HOUSSE or certification requirements in the other core academic subjects the teacher teaches.

Basic Education Courses: Certification requirements for teaching basic education courses for students identified with exceptionalities are contained in the following paragraphs defining service delivery models currently used in Florida.

1. Co-teaching - A classroom in which two teachers, an ESE and a general education teacher, share responsibility for planning, delivering, and evaluating instruction for all students in a class, some of whom are ESE and some of whom are not. In order to be considered co-teaching, this delivery system is provided whenever a class/subject is taught by two teachers and must continue for the entire class period. The ESE certification must be in accordance with the Exceptional Education table following this Preface.
2. Support facilitation - An ESE teacher provides support for ESE students' achievement in the general classroom. Support facilitators may work and move among two or more basic education classrooms working with the general education teachers and students identified with exceptionalities as needed. The frequency and intensity of support varies based upon students' and/or general educators' need for assistance. In cases where non-ESE certified teachers have classes in which students are enrolled in basic courses as well as students who are enrolled in ESE courses, the basic education teacher is not out-of-field for the ESE courses if an ESE certified teacher is providing support facilitation services. Due to direct student contact, required ESE certification must be in accordance with the Exceptional Education table.
3. Content mastery or learning lab ("limited pull-out") - Direct content instruction is primarily provided by the general education teacher in a general education classroom. Individual support for students identified with exceptionalities is provided by ESE teachers in a content mastery or learning lab center when additional support is needed for a **specific and defined time-limited task** (students would not be scheduled on a regular basis, only as needed). Required ESE certification must be in accordance with the Exceptional Education table.
4. Consultation - General education teachers and ESE teachers meet regularly to plan, implement, and monitor instructional alternatives designed to ensure that the student with an exceptionality is successful in the general education classroom. All teachers providing support to students via consultation with the students' general education teachers are required to maintain a record of the teachers, courses, and ESE students to whom they are providing services. ESE teachers providing support to students with disabilities via consultation with the students' general education teachers are required to have any ESE coverage. The allowance for any ESE certificate coverage is because ESE teachers using consultation are not necessarily providing direct services to students with disabilities. ESE teachers providing support to students who are gifted via consultation with the students' teachers are required to have the gifted endorsement coverage. Beginning July 1, 2011, teachers providing consultation services for prekindergarten children with disabilities for Course Number 7650030 (Prekindergarten Disabilities 0-2) or Course Number 7650130 (Prekindergarten Disabilities 3-5) must be certified in one of the following areas: any ESE area with the prekindergarten disabilities/handicapped endorsement, early childhood education with the prekindergarten disabilities/handicapped endorsement, primary education with the prekindergarten disabilities/handicapped endorsement, prekindergarten/primary education or preschool education.

5. Resource room or self-contained - ESE teachers would provide total instruction and focused services in these models in which all of the students being served are students with exceptionalities. The setting for this service delivery model is other than the general education classroom for a period(s) of the school day. The ESE certification must be in accordance with the Exceptional Education table following this Preface. In addition, the No Child Left Behind (NCLB) Act changes certification requirements for teachers of core academic subjects. For “new” teachers (no teaching experience) in Title I School-wide or Targeted Assistance programs, ESE teachers teaching core academic subjects to students with disabilities in grades 7-12 must have certification in both ESE (see ESE certification table) and the core academic subject area. However, if a new ESE teacher teaching multiple subjects already has certification in math, science, or language arts the teacher will be given two years from the date of employment to meet the HOUSSE or certification requirements.

By July 1, 2006, all ESE teachers teaching core academic subjects to students with disabilities in grades 7-12 must have ESE certification in accordance with the ESE certification table and certification in the core academic subject area or if an experienced teacher, the High, Objective Uniform State Standard of Evaluation (HOUSSE) plan. See <http://info.fldoe.org/dscgi/ds.py/Get/File-2439/Forms.pdf>.

However, for basic education courses in physical education, art, or music, certification may be either in accordance with basic education requirements or with the Exceptional Education table. Due to NCLB highly qualified personnel requirements, by July 1, 2006, basic education courses in art or music will require certification to be in accordance with basic education requirements.

Exceptional Education Courses: The required certification for the exceptional student education courses listed in section 4, course listings, is addressed in the certification column adjacent to the particular course.

Career and Technical Education Courses (Regular and ESE): Students with exceptionalities may enroll in regular or ESE career and technical courses. Districts are encouraged to use allowable accommodations and modifications or modified occupational completion points (MOCPs) to enable ESE students to participate in regular career and technical programs. Required certification for specific career and technical courses in which students enroll is listed in the certification column adjacent to the particular course.

***Exceptional Education Table - Required Certification***

This table shows the required teacher certification when all of the students are identified as exceptional students. For help with symbols, refer to the section titled Explanation of Symbols.

<b>Type of Students in the Class</b>	<b>Certification Coverage Required</b>
All Students Identified as Educable Mentally Handicapped	VARYING EX @3 @4 @6, INTL DISAB @3 @4 @6, MN TL RETAR @6, MN TL HND CP @6, ESE 6
All Students Identified as Trainable Mentally Handicapped	VARYING EX @3@4 @6, INTL DISAB @3@4@6, ESE 6, MN TL RETAR @6, MN TL HND CP @6

<b>Type of Students in the Class</b>	<b>Certification Coverage Required</b>
All Students Identified as Physically Impaired (Orthopedically Impaired, Other Health Impaired, and Traumatic Brain Injured)	VARYING EX @3@4 @6, MOTR DISAB @3@4@6, ESE 6, SPC LRN DS @6 , PHYS IMPRD @6
All Students with Identified Physical Therapy Needs	LIC AS PHY THER, PH THERAPY @6, LIC AS PTA, PH THERTEC
All Students with Identified Occupational Therapy Needs	LIC AS OCCUP THER, OCCUP THER @6, LIC AS OTA, OC THER AS
All Students Identified as Speech and Language Impaired	SPCH CORR @3@4@6, LIC SP LG PATH , SP LG IMPRD 6
All Students Identified as Deaf and Hard of Hearing	HEAR DISAB @3@4@6 , HEAR IMPRD 6
All Students Identified as Visually Impaired	VISU DISAB @3@4@6, VISU IMPRD 6
All Students Identified as Emotionally Handicapped	EMTL DIST @6, EMTL HNDCP @6, ESE 6 , VARYING EX @3@4 @6
All Students Identified as Specific Learning Disabled	SPC LRN DS @6, ESE 6, VARYING EX @3@4 @6
All Students Identified as Gifted	<b>Gifted E/Academic</b> coverage required for subject and content of course, GIFTED @6/Academic coverage required for subject and content of course
Hospital or Homebound Student	Any field when cert reflects bachelor's or higher degree, § ANY FIELD Under NCLB, beginning July 1 2006, teachers providing hospital/homebound services must meet highly qualified requirements for core academic subjects.
All Students Identified as Autistic	MNTL RETAR @6, EMTL DIST @6, MNTL HNDCP @6, EMTL HNDCP @6, VARYING EX @3@4 @6, ESE 6, EMTL HNDCP @6, MNTL HNDCP @6, INTL DISAB @3@4@6  Autism and/or severe or profound disabilities endorsement may be added to any certification identified in this section
All Students Identified as Dual Sensory Impaired	HEAR DISAB @3@4@6, INTL DISAB @3@4@6, HEAR IMPRD 6, VISU IMPRD 6, MNTL HNDCP @6, MNTL RETAR @6, MNTL HNDCP @6, HEAR IMPRD 6, VISU IMPRD 6, VISU DISAB @3@4@6, MNTL RETAR @6, MNTL HNDCP @6 , HEAR IMPRD 6, VISU IMPRD 6, VISU DISAB @3@4@6  Severe or profound disabilities endorsement may be added to any certification identified in this section.
All Students Identified as Profoundly Mentally Handicapped	VARYING EX @3@4 @6, VARYING EX @6 , MNTL HNDCP @6, MNTL RETAR @6, MNTL HNDCP @6, INTL DISAB @3@4@6 , ESE 6  Severe or profound disabilities endorsement may be added to any certification identified in this section.
All Students Identified as Severely Emotionally Disturbed	EMTL DIST @6 , VARYING EX @3@4 @6 , ESE 6 , EMTL HNDCP @6
The students in the class have differing exceptionalities or the teacher has classes for more than one exceptionality during the school week (Varying Exceptionalities) ** See note following this table.	VARYING EX @3@4 @6, EMTL DIST @6 , EMTL HNDCP @6 , MNTL HNDCP @6 , ESE 6 , SPC LRN DS @6, MNTL RETAR @ 6 , INTL DISAB @3@4@6
All PK Students with Disabilities: 0-2 Prekindergarten Students with Disabilities: 0-2 (Includes Developmentally Delayed and Established Conditions)	ANY EXCEPT ED FIELD, E CHILD ED !@0 , PRESCH ED A , PRIMARY ED !@B , PK PRIMARY H  IF CONTRACTED, IN ACCORDANCE WITH RULE 6A-6.0361 ,FAC  Pre K disabilities/handicapped endorsement may be added to any certification identified in this section.

	Beginning July 2011, the endorsement will be required for any EXCEPT ED FIELD, Early Childhood and Primary Education, as specified in Section 1, Prek Exceptional
All PK Students with Disabilities: 3-5 Prekindergarten Students with Disabilities: Age 3-5 (Includes Developmentally Delayed)	<p>ANY EXCEPT ED FIELD , CDA or CDA – Equivalent In accordance with 6A-1.0502, FAC</p> <p>If contracted, in accordance with 6A-6.0361, FAC</p> <p>Pre K disabilities/handicapped endorsement may be added to any certification identified in this section. Beginning July 2011, the endorsement will be required for any EXCEPT ED FIELD, Early Childhood and Primary Education as specified in Section 1, prek exceptional</p> <p>PK PRIMARY H , PRIMARY ED !@B , PRESCH ED A , E CHILD ED !@0</p> <p>If children are served in an inclusive setting or blended program through a district operated Head Start, Title I program, school readiness, prek other or voluntary prekindergarten education, see section 1, PreK Exceptional</p>

**\*\*NOTE:** The following groupings of exceptionalities may occur without classifying the class as Varying Exceptionalities:

Grouping

Exceptionality

- 1
- 2
- 3
- 4
- 5
- 6
- 7

- A(EMH), B(TMh), N(PMH)
- C(OI), S(TBI), V(OHI)
- F(SI),G(LI)
- H(Deaf or Hard of Hearing), O(DSI)
- I(VI),O(DSI)
- J(EH),Q(SED)
- N(PMH), O(DSI), P(AUT), Q(SED)

**EXCEPTIONAL STUDENT EDUCATION**  
**ELEMENTARY**  
**GRADES PREK-5**

SECTION 4

GRADES PK-5

COURSE NUMBER	ABBREVIATED TITLE COURSE TITLE	EXCEPTIONAL STUDENT EDUCATION ELEMENTARY COURSE LEVEL	CERTIFICATION
-----   PREKINDERGARTEN   -----			
7650030	PK DISABS:0-2 Prekindergarten Disabilities: Age 0-2		SEE EXCEPT ED TABLE
7650130	PK DISABS:3-5 Prekindergarten Disabilities: Age		SEE EXCEPT ED TABLE

## SECTION 4

GRADES PK-5

EXCEPTIONAL STUDENT EDUCATION ELEMENTARY  
COURSE  
LEVELCOURSE  
NUMBER      ABBREVIATED TITLE  
                    COURSE TITLE

CERTIFICATION

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COURSE NUMBER	ABBREVIATED TITLE COURSE TITLE	EXCEPTIONAL STUDENT EDUCATION ELEMENTARY COURSE LEVEL	CERTIFICATION
-----  ACADEMICS-GENERAL  -----			
7755010	ACAD: K-5 Academics: K-5		SEE EXCEPT ED TABLE
7755030	ACAD SKLS:K-5 Academic Skills: K-5		SEE EXCEPT ED TABLE
7755040	ADV ACAD: K-5 Advanced Academics: K-5		SEE EXCEPT ED TABLE
7755050	DEV SKLS:K-5 Developmental Skills: K-5		SEE EXCEPT ED TABLE
-----  ACADEMICS-SUBJECT AREAS  -----			
7701010	ART: K-5 Art: K-5		ART ED @3 @6      ART      6 SEE EXCEPT ED TABLE
7710010	LANG ART: K-5 Language Arts: K-5		SEE EXCEPT ED TABLE
7710020	READ: K-5 Reading: K-5		SEE EXCEPT ED TABLE
7710030	COMMS:K-5 Communications: K-5		SEE EXCEPT ED TABLE
7710040	SPELLING: K-5 Spelling: K-5		SEE EXCEPT ED TABLE
7710050	WRITING: K-5 Writing: K-5		SEE EXCEPT ED TABLE

## SECTION 4

GRADES PK-5

COURSE NUMBER	ABBREVIATED TITLE COURSE TITLE	EXCEPTIONAL STUDENT EDUCATION ELEMENTARY COURSE LEVEL	CERTIFICATION
-----  ACADEMICS-SUBJECT AREAS  -----			
7712010	MATH: K-5 Mathematics: K-5		SEE EXCEPT ED TABLE
7713010	MUSIC:K-5 Music: K-5		MUSIC 6 SEE EXCEPT ED TABLE
7715010	PE: K-5 Physical Education: K-5		PHYS ED 5 6 PHYS ED 5/@ADAPT PE E SEE EXCEPT ED TABLE
7720010	SC: K-5 Science: K-5		SEE EXCEPT ED TABLE
7721010	SOC ST: K-5 Social Studies: K-5		SEE EXCEPT ED TABLE
7721020	SOC PERS:K-5 Social Personal: K-5		SEE EXCEPT ED TABLE
-----  SPECIAL COURSES  -----			
7755020	H/H ACAD U SKLS:PK-5 Hospital and Homebound Academic and Unique Skills: PK-5		ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER
7763010	U SKLS:PK-5 Unique Skills: PK-5		SEE EXCEPT ED TABLE
7763020	SPCH AUD TRNG: PK-5 Speech and Auditory Training: PK-5		HEAR DISAB @3 @6 SPCH CORR @3 @6 LIC SP LG PATH

## SECTION 4

GRADES PK-5

COURSE NUMBER	ABBREVIATED TITLE COURSE TITLE	EXCEPTIONAL STUDENT EDUCATION ELEMENTARY COURSE LEVEL	CERTIFICATION
-----  SPECIAL COURSES  -----			
7763030	SPCH THRPY: PK-5 Speech Therapy: PK-5	SPCH CORR @3 @6 LIC SP LG PATH	SP LG IMPR 6
7763040	LANG THRPY: PK-5 Language Therapy: PK-5	SPCH CORR @3 @6 LIC SP LG PATH	SP LG IMPR 6
7763050	OCCU THRPY: PK-5 Occupational Therapy: PK-5	LIC AS OCCUP THER LIC AS OTA OC THER AS	OCCUP THER @6
7763060	ORIEN MOBLTY: PK-5 Orientation and Mobility: PK-5	VISU IMPRD 6/ORIEN MOBL E VISU IMPRD 6	
7763070	PHY THRPY:PK-5 Physical Therapy: PK-5	LIC AS PHY THER LIC AS PTA PH THERTEC	PH THERAPY @6
7763080	U SKLS VISION:PK-5 Unique Skills Vision: PK-5	VISU DISAB @3 @6	VISU IMPRD 6
7763090	U SKLS HEAR IMP:PK-5 Unique Skills Hearing Impaired: PK-5	HEAR DISAB @3 @6	HEAR IMPRD 6
-----  NON-CREDIT  -----			
7700010	THRP INSTR SPT:PK-5 Therapeutic Instructional Support: PK-5	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER	