

# 2014 - 2015

## 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 2014-2015 school year through the day prior to the beginning of the 2015-2016 school year.

Florida Department of Education

# Section 1 - Course Code Directory System Guide

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# A) Curriculum and Standards

## INTRODUCTION

[State Board of Education Rule 6A-1.09441, Florida Administrative Code](#) (FAC), requires that programs and courses funded through the Florida Education Finance Program (FEFP) and courses or programs for which students may earn credit toward high school graduation must be listed in the 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 a course submission form on the CCD website: <http://www.fldoe.org/articulation/CCD/default.asp>. *Note: Please be sure to obtain the signature(s) required on the form.*
- 2) Develop a comprehensive course description that follows the general template of examples found at <http://www.cpalms.org/Courses/CourseDescriptionSearch.aspx>. *Note: Please be sure you use the most current state standards, as adopted. The Florida Standards are located online at <http://www.cpalms.org/standards/FLStandardSearch.aspx>.*
- 3) Submit the required information to the DOE:
  - Email the course submission form, course description, and evidence of school board approval to [trinity.colson@fldoe.org](mailto: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/workforce/dwdframe/> for additional information.

## FLORIDA STANDARDS

The DOE, with assistance from education stakeholders throughout the state, developed the [Next Generation Sunshine State Standards](#) (NGSSS) that identify what Florida public school students should know and be able to do. The benchmarks are in the subject areas of mathematics beyond college and career ready (calculus, discrete mathematics, and financial literacy), science, social studies, the arts (dance, music, theatre, and visual arts), health education, physical education, world languages, gifted education and special education skills. In addition, Florida adopted Common Core State Standards in mathematics, language arts, and literacy in history/social studies, science, and technical subjects in July 2010, which were fully implemented in 2013-14. Beginning in 2014-15, statewide assessments will be aligned to these new standards. The Common Core (CC) standards may be accessed at [http://www.cpalms.org/Standards/Common\\_Core\\_Standards.aspx](http://www.cpalms.org/Standards/Common_Core_Standards.aspx). These standards describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the Florida Standards are authorized by [Section 1003.41, F.S.](#), and are adopted by the State Board of Education (SBE). [Rule 6A-1.09401, FAC](#), requires public schools to provide appropriate instruction to assist students in the achievement of these standards. [Section 1008.25, F.S.](#), requires each district school board to incorporate the Florida Standards into the district student progression plan.

*NOTE: Students enrolled in 2014-2015 courses in English/Language Arts and/or Mathematics that include the Common Core State Standards will be assessed on statewide assessments that measure student success in mastering these same standards. Students will be required to earn passing scores or have the results of the assessments included in course grade averages to meet high school graduation requirements.*

## WORLD LANGUAGES

It is each district school board's responsibility to determine high school world language placement policies for those students who complete the 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.

## MULTIPLE-CREDIT COURSES

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

## B) Educator Certification

### HIGHLY QUALIFIED TEACHERS

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

### ANY FIELD CERTIFICATION COVERAGE

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

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

To be “in-field” and “highly qualified” when assigned to Dropout Prevention, Teenage Parent, or Department of Juvenile Justice programs, teachers must be certified in the specific core academic areas being taught or use a High, Objective, Uniform State Standard of Evaluation (HOUSSE) plan to document HQT in the core academic areas being taught.

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

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

### READING CERTIFICATION

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

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

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) CERTIFICATION, TRAINING, AND REPORTING REQUIREMENTS

As specified in the [1990 League of United Latin American Citizens \(LULAC\) et. al. v. the State Board of Education Consent Decree](#) and [Rule 6A-1.0014, 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. Certification coverage and training requirements for instructional personnel serving ELL students must be adjusted as indicated below.

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



5. In accordance with the in-service requirements under [Rule 6A-6.0907, F.A.C.](#), all subjects taught to ELLs other than English, Developmental Language Arts, Reading, Mathematics, Science, Social Studies, and Computer Literacy using ESOL strategies require the appropriate subject area coverage and level, and one of the following:
- a. 18 in-service points in ESOL strategies as documented by the school district; or
  - b. 3 semester hours in ESOL strategies; or
  - c. ESOL endorsement; or
  - d. K-12 ESOL certification.

## HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION (HOPE)

School districts have some flexibility in staffing for the HOPE Core Physical Education course (3026010). Depending upon staff available, school districts can choose to staff this course with one teacher who is certified in both physical education and health education, **OR** they can choose to have a physical education certified teacher and a health education certified teacher share the teaching responsibility for this course.

## PREKINDERGARTEN BASIC DEFINITIONS

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

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

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

**School Readiness Programs:** Any program serving children below kindergarten age, including home-visitor programs for infants and toddlers and their families that are operated with funds provided through an early-learning coalition. [These programs, when previously supported through funds made directly available to school districts, were identified as Prekindergarten Early-Intervention Programs, Florida First Start, or District-Operated Subsidized Child Care programs.]

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

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

## Staff Qualifications

Course Number:     5100580

Course Name:       Voluntary Prekindergarten Education: School-Year Program

### Qualification:

- Child Development Associate (CDA) or CDA Equivalent.
- Bachelor's degree or higher in any of the following areas: early childhood education, prekindergarten or primary education, preschool education, or family and consumer science.
- Bachelor's degree or higher in elementary education, if teacher has been certified to teach children any age from birth through 6th grade, regardless of whether certificate is current, as long as the certificate has not been revoked or suspended.
- Associate's degree or higher in child development.
- An Associate's or higher degree in an unrelated field, at least 6 credit hours in early childhood education or child development, and at least 480 hours of experience in teaching or providing child-care services for children any age from birth through 8 years of age.
- Educational credentials approved by the DOE as equivalent to, or greater than, the educational credentials described above.
- The VPK implementing legislation authorizes the DOE to approve educational credentials for VPK instructors that are equivalent to, or greater than, the prescribed Bachelor's or Associate's degrees noted above. Based on an analysis of the content requirements of these and proposed degrees, the Department recommends the following as approved credentials for instructors in the school-year VPK program: Bachelor's (or higher) degree, ESE, Special Education, Mental Disabilities, Specific Learning Disabilities, Physically Impaired, Varying Exceptionalities, Emotional Disabilities, Visually Impaired, Hearing Impaired, Speech-Language Pathology, Associate's degree, Early Childhood Education.
- For each of the proposed Bachelor's and Associate's degrees listed above, related competencies and skills (defined in terms of applicable Florida Certification Coverages) are delineated in Attachments A and B found in Technical Assistance Paper (TAP) #07-01 [Voluntary Prekindergarten \(VPK\) Instructor Qualification](#).
- Upon receipt of a written request and appropriate supporting documentation, the DOE will review any related Bachelor's degree area, certification coverage, or Associate's degree to determine the extent to which the proposed credential incorporates competencies and skills equivalent to, or greater than, those delineated for other approved VPK instructor credentials at the Bachelor's or Associate's degree levels. If a program serves children with disabilities as an inclusive setting, see page 43.

Course Number:     5100590

Course Name:       Voluntary Prekindergarten Education: Summer Program

### Qualification:

- Certified teacher with a valid Florida educator certificate under [Section 1012.56, F.S.](#), with qualifications specified by the district school board. Priority must be given to teachers who have experience or coursework in early childhood education.
- A Bachelor's degree or higher in any of the following areas: early childhood education, prekindergarten or primary education, preschool education, or family and consumer science.
- A Bachelor's degree or higher in elementary education if the teacher has been certified to teach children any age from birth through 6th grade, regardless of whether certificate is current, as long as the certificate has not been revoked or suspended.
- If program serves children with disabilities as an inclusive setting, see page 43.

## C) Student Progression

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

It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon satisfactory performance in reading, writing, science, and mathematics; that district school board policies facilitate student achievement of proficiency; that each student and his/her parent(s) be informed of that student's academic progress; and indicate that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to [Section 1002.3105, F.S.](#)

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

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

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

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

### **ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS** ([Section 1008.25\(2\)\(e\)-\(g\), F.S.](#))

The district student progression plan must:

- List the student eligibility and procedural requirements established by the school district for whole-grade promotion, mid-year promotion, and subject-matter acceleration that would result in a student attending a different school, pursuant to [Section 1002.3105\(2\)\(b\), F.S.](#)
- Notify parents and students of the school district's process by which a parent may request student participation in whole-grade promotion, mid-year promotion, or subject-matter acceleration that would result in a student attending a different school, pursuant to [Section 1002.3105\(4\)\(b\)2, F.S.](#)
- Advise parents and students that additional ACCEL options may be available at the student's school, pursuant to [Section 1002.3105, F.S.](#)
- Advise parents and students to contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, mid-year promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to [Section 1002.3105\(2\)\(a\), F.S.](#)
- Advise parents and students to contact the principal at the student's school for information related to the school's process by which a parent may request student participation in whole-grade promotion, mid-year promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to [Section 1002.3105\(4\)\(b\)1, F.S.](#)
- Advise parents and students of the early graduation option under Section [1003.4281, F.S.](#)

- List, or incorporate by reference, all dual enrollment courses contained within the dual enrollment articulation agreement established pursuant to [Section 1007.271\(21\), F.S.](#)
- Provide instructional sequences by which students in kindergarten through high school may attain progressively higher levels of skill in the use of digital tools and applications. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards required pursuant to ss. 1003.41 and 1003.4203, F.S., through attainment of industry certifications and other means of demonstrating credit requirements under ss. 1002.3105, 1003.4203, 1003.428, and 1003.4282, F.S.

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

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

### **ASSESSMENT AND REMEDIATION** ([Section 1008.25\(4\)\(a\), \(b\) and \(c\), F.S.](#))

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

In accordance with [Rule 6A-1.0943\(5\), F.A.C.](#), *Statewide Assessment for Students with Disabilities*, students with disabilities who have an Individual Educational Plan (IEP) may be eligible for consideration of a special exemption from participation in statewide assessments, including the alternate assessment, under extraordinary circumstances. Extraordinary circumstances are events or conditions that prevent the student from physically demonstrating the mastery of skills that have been acquired and are measured by statewide assessments. A learning, emotional, behavioral, or significant cognitive disability or the receipt of services through the homebound or hospitalized program in accordance with [Rule 6A-6.03020, F.A.C.](#), does not, in and of itself, constitute extraordinary circumstance. Extraordinary circumstances are physical conditions that affect a student's ability to communicate in modes deemed acceptable for statewide assessments, creating a situation where the results of administration of a statewide assessment would reflect a student's impaired sensory, manual or speaking skills rather than the student's achievement.

A request for consideration of this special exemption must be submitted to the Commissioner of Education in writing from the district school superintendent no later than thirty (30) school days prior to the assessment administration window and must include the documentation specified in [Rule 6A-1.0943\(5\), F.A.C.](#)

Students who fail to meet performance expectations on the required assessments, as determined by the district school board, or who scores below Level 3 on FCAT 2.0 Reading or FCAT 2.0 Mathematics or on the statewide, standardized English/Language Arts (ELA) or mathematics assessments under s. 1008.22, F.S., must be provided with an additional diagnostic assessment to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The school must develop and implement, in consultation with the parent, a Progress Monitoring Plan (PMP). A PMP is intended to provide the school district and the school flexibility in meeting the academic needs of the student and reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and mathematics shall be covered by one of the following plans to target instruction and identify ways to improve his/her academic achievement: a federally-required student plan; a school-wide system of progress monitoring for all students; or an individualized PMP.

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

Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the State Board of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is no longer subject to compulsory school attendance.

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

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

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

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

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

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

- that the child has a substantial reading deficiency.
- of a description of current and proposed supplemental instructional services provided to the child to remediate the reading deficiency.
- that, if the child's reading deficiency is not remediated by the end of third grade, the child must be retained unless he/she is exempt from mandatory retention for good cause.
- of strategies for parents to use in helping their child succeed.
- that the FCAT 2.0 is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to assist parents and districts in knowing when a child is reading at or above grade level and ready for grade promotion.
- of the district's specific criteria and policies for mid-year promotion.

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

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

If a student's reading deficiency is not remedied by the end of third grade, as demonstrated by scoring at Level 2 or higher on the statewide, standardized assessment required under s. 1008.22, F.S., for grade 3, the student must be retained.

#### Good Causes Exemptions to Third Grade Retention ([Section 1008.25\(6\)\(b\)1.-6., F.S.](#))

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

- Limited English Proficient (LEP) students with less than two years of ESOL instruction;
- Students with disabilities whose IEP indicates participation in FCAT 2.0 is not appropriate;
- Students who demonstrate an acceptable level of performance on an alternative standardized reading or English/Language Arts assessment approved by the SBE (*DOE Note: SAT 10, ITBS, TerraNova*);
- A student who demonstrates through a student portfolio that he/she is performing at least at a Level 2 performance on the FCAT Reading or statewide, standardized English/Language Arts assessment;
- Students with disabilities who participate in the statewide, standardized English/Language Arts assessment, and who have an IEP or a 504 plan that reflects that the student has received intensive remediation in reading and English/Language Arts for more than two years, but still demonstrates a deficiency and was previously retained in Grades K-3; or,
- Students who have received intensive remediation in reading or English/Language Arts for two or more years but still demonstrate a deficiency, and who were previously retained in K-3 for a total of two years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

#### Procedures for Good Causes Exemptions to Third Grade Retention ([Section 1008.25\(6\)\(c\), F.S.](#))

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

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

#### Successful Progression of Retained Third Grade Readers ([Section 1008.25\(7\)\(a\) and \(b\), F.S.](#))

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

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

The district must provide students who are retained with intensive instructional services and supports to remediate identified areas of reading deficiency, including participation in the school district's summer reading camp and a minimum of 90 minutes of daily, uninterrupted, research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, which may include, but are not limited to:

- Integration of science and social studies content within the 90-minute block
- small-group instruction
- reduced teacher-student ratios
- more frequent progress monitoring
- tutoring or mentoring
- transition classes containing third and fourth grade students
- extended school day, week, or year.

#### Parental Notification for Retained Third Grade Students ([Section 1008.25\(7\)\(b\)2., F.S.](#))

Each district must provide written notification to the parent(s) of any mandatorily-retained student that the child has not met the proficiency level required for promotion and the reason(s) the child is not eligible for a good-cause exemption. The notification must comply with the new provisions of [Section 1002.20\(15\), F.S.](#), and must include a description of proposed interventions and support that will be provided to the child to remediate the identified areas of reading deficiency.

#### Mid-year Promotion for Retained Third Grade Students ([Section 1008.25\(7\)\(b\)3., F.S.](#))

Districts must implement a policy for the mid-year promotion of any retained student who can demonstrate that he/she is a successful and independent reader and performing at or above grade level in reading and English/Language Arts. *(Note: Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. [Section 1008.25\(5\)\(c\)7., F.S.](#))* Tools that school districts may use in reevaluating any student retained may include subsequent assessments, alternative assessments, or portfolio reviews, in accordance with rules of the SBE.

#### Parental Notification of Instructional Options for Retained Third Grade Students ([Section 1008.25\(7\)\(b\)4., F.S.](#))

Students who are retained in third grade must be provided with a highly effective teacher as determined by the teacher's performance evaluation.

### Intensive Acceleration Class for Retained Third Grade Students (Section 1008.25(7)(b)5, F.S.)

Each district must establish at each school, when applicable, an Intensive Acceleration Class for retained third grade students who subsequently score Level 1 on the required statewide, standardized assessment. The focus of the Intensive Acceleration Class is to increase a child's reading and English/Language Arts skill level at least two grade levels in one school year.

The Intensive Acceleration Class must:

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

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

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

Each school board must annually publish on the district website and in the local newspaper, the following information on the prior school year:

- The provisions of law relating to student progression and the school board's policies and procedures on student retention and promotion.
- By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the FCAT Reading 2.0.
- By grade, the number and percentage of all students retained in grades 3-10.
- Information on the total number of students who were promoted for good cause, by each category of good cause.
- Any revisions to the district school board's policy on student retention and promotion from the prior year.



## D) Middle Grades Promotion

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

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

1. English/Language Arts - 3 middle school or higher courses  
These courses must emphasize literature, composition, and technical text.
2. Mathematics - 3 middle school or higher courses  
Each middle school must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra 1 or Geometry course is not contingent on a student passing the end-of-course (EOC) assessment required under [s. 1008.22\(3\)\(b\)1., F.S.](#) Beginning with school year 2011-12, a middle grades student must pass the Algebra 1 statewide, standardized assessment to earn high school credit. Beginning with school year 2012-13, a middle grades student must take the statewide, standardized Geometry assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
3. Social Studies - 3 middle school or higher courses  
Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that a student successfully completes in accordance with [s. 1008.22\(3\)\(b\)\(3.\), F.S.](#), and that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of the Confederation, the Declaration of Independence, and the Constitution of the United States.  
  
Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized end-of-course assessment in civics education constituted 30 percent of the student's final course grade.
4. Science - 3 middle school or higher courses  
Successful completion of a high school level Biology 1 course is not contingent upon the student passing the Biology 1 EOC assessment. However, beginning with the 2012-13 school year, a middle grades student must take the statewide, standardized Biology 1 EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
5. Career and Education Planning – to be completed in 6<sup>th</sup>, 7<sup>th</sup>, or 8th grade  
The course may be taught by any member of the instructional staff. At a minimum, the course must be Internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. In addition the course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills, technology, or the application of technology in career fields; and, beginning with the 2014-15 academic year, must include information from the Department of Economic Opportunity's economic security report as described in [s. 445.07, F.S.](#)

The required personalized academic and career plan must inform students of high school graduation requirements (including a detailed explanation of the diploma designation options provided under [s. 1003.4285, F.S.](#)), high school assessment and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida College System institution admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy and career-themed course opportunities, and courses that lead to national industry certification.

Each student shall complete a personal education plan that must be signed by the student and the student's parent.

6. **Physical Education** – One semester of physical education is required each year for students enrolled in grades 6-8, as required by [s. 1003.455, F.S.](#) The following waiver options are available:
- 1) The student is enrolled or required to enroll in a remedial course
  - 2) The student's parent indicates in writing to the school that:
    - a) the parent requests that the student enroll in another course from among those courses offered as options by the school district;
    - OR-
    - b) the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

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

### **INTENSIVE INTERVENTION ([Section 1003.4156\(2\) and \(3\), F.S.](#))**

For each year in which a student scores at Level 1 or 2 on FCAT 2.0 Reading, or when the state transitions to statewide, standardized assessments on the English/Language Arts assessments required under s. 1008.22, F.S., the following year the student must enroll in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.

For each year in which a student scores at Level 1 or 2 on FCAT 2.0 Mathematics, , or when the state transitions to statewide, standardized assessments on the mathematics assessments required under s. 1008.22, F.S., the following year the student must receive remediation which may be integrated into the student's required mathematics courses.

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

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

## **AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION) COURSES**

Advancement Via Individual Determination (AVID) is an elective class that provides support for students in the AVID program through curricular and mentoring activities. AVID courses are designed to provide students with academic instruction and other support who are taking college preparatory or advanced courses at the high school level. These courses are listed in the Grades PreK to 12 Education section ([see Section 3](#)) of the Course Code Directory.

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

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

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

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

## E) Graduation Requirements for Grades 9-12, Adult, and Special Programs

### DISTRICT POLICIES TO ASSIST STUDENTS IN MEETING GRADUATION REQUIREMENTS

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

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

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

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

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

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

Sections [1003.428](#), [1003.4282](#), and [1003.438](#), F.S., identify state minimum graduation requirements for grades 9-12, adult students, and students with disabilities who are to be awarded a standard high school diploma by a public school. The state has specified a total number of credits that students shall earn in certain subject areas.

Florida students entering high school may choose from the following options to earn a standard diploma:

- 24-credit program
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- AICE curriculum
- IB diploma curriculum

All of these graduation paths include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. All students, regardless of graduation program, must still earn a cumulative GPA of 2.0 on a 4.0 scale and achieve a passing score on the Grade 10 FCAT 2.0 Reading or, for the 2013-2014 entering 9th-grade cohort year, the statewide, standardized Grade 10 ELA Assessment. Beginning with students in the 2013-2014 9th-grade cohort, all students must achieve a passing Algebra 1 EOC Assessment score to graduate with a standard diploma.

Each high school is required to advise each student of courses through which a high school student can earn college credit, including AP, IB, AICE, dual enrollment, early admission and career academy courses and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction. Each high school is also required to advise each student of the early and accelerated graduation options under [S. 1003.4281](#). Students must be advised of eligibility requirements for state scholarship programs and postsecondary admission.

### Early High School Graduation

A high school student who pursues the 24-credit high school graduation program may have the option to participate in early graduation (graduating in fewer than eight semesters). A student who completes a minimum of 24 credits, achieves a cumulative GPA of 2.0 on a 4.0 scale and earns a passing score on the statewide assessments required for high school graduation may have this option (outlined in [S. 1003.4281, F.S.](#)).

A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award (if eligible) under [sections 1009.53-1009.538, F.S.](#), during the spring term following the student's graduation, as long as the student applies for the scholarship award no later than August 31 of the student's graduation year.

A student who receives an initial award during the spring term will be evaluated for scholarship renewal after a full academic year (fall through spring) of award eligibility has passed. This provides students who graduate from high school midyear and receive an initial award in the spring term a full academic year (potentially three terms of funding) before they will be evaluated for scholarship renewal.

## Academically Challenging Curriculum to Enhance Learning Options ([S. 1002.3105\(1\)\(b\), F.S.](#))

Each school must provide ACCEL options. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students, such as:

- Whole-grade and midyear promotion
- Enrichment programs
- Subject matter acceleration
- Virtual Instruction in higher grade-level subjects
- CAP, as specified in [S. 1003.4295, F.S.](#)
- Enriched science, technology, engineering and mathematics (STEM) coursework

### ACCEL Option – 18 credits

Students who complete a minimum of 18 credits, achieve a cumulative GPA of a 2.0 on a 4.0 scale and earn a passing score on the statewide assessments required for high school graduation have an option to earn a standard high school diploma. This option requires that a student complete the standard course requirements for the 24-credit program without the required physical education course and only three elective courses.

### Credit Acceleration Program

The CAP is available to allow a secondary student to earn high school credit in Algebra 1, Algebra 2 (when the state transitions to state assessments), geometry, U.S. History or biology if the student passes the statewide, standardized assessment administered under S. 1008.22, F.S. A school district must award credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. A school district must permit a student who is not enrolled in the course, or who has not completed the course, to take the assessment during regular administration of the assessment as specified in [S. 1003.4295, F.S.](#)

### Standard High School Diploma Designations

Students may earn one or more designations on their standard high school diploma: the scholar designation and the merit designation. Students are encouraged, but are not required, to work toward a designation. The requirements for both designations are in addition to the 24-credit program requirements.

The requirements for a scholar designation include the following:

- Meet standard high school diploma requirements based on the year the student entered 9th grade
- Pass the ELA Grade 11 state assessment, once implemented
- Earn one credit in Algebra 2 and pass the Algebra 2 EOC state assessment, once implemented
- Earn one credit in statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC Assessment
- Earn one credit in chemistry or physics
- Earn one credit in a course equally rigorous to chemistry or physics
- Pass the U.S. History EOC Assessment
- Earn two credits in the same world language

- Earn at least one credit in AP, IB, AICE or a dual enrollment course

The requirements of a merit designation include the following:

- Meet standard high school diploma requirements based on the year the student entered 9th grade
- Attain one or more industry certifications from the list established under [S. 1003.492, F.S.](#)

#### Physical Education ([s. 1003.455, F.S.](#))

Students are required to earn one credit of physical education under the 24-credit program that must include the integration of health. Options that will count toward meeting this requirement include the following:

- Participation in an interscholastic sport at the junior or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of C or better. District school boards may not require students to complete the one credit in physical education during the 9th grade year. Please refer to the Physical Education High School Course Waiver Options in the CCD.
- Completion of one semester with a grade of C or better in a marching band class, in a physical activity class that requires participation in marching band activities as extracurricular activity or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan. Completion of two years in a Junior Reserve Officer Training Corps class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

#### Online Course Credit

Beginning with students entering 9th grade in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning (excluding a driver education course for students who enter 9th grade in the 2013-2014 school year). An online course taken during 6th-8th grades fulfills this requirement. A school district may not require a student to take the online course outside the school day or in addition to a student's course for a given semester. This requirement shall be met through an online course offered by the Florida Virtual School, an online course offered by the high school or an online dual enrollment course. A student who is enrolled in a full-time or part-time virtual instruction program under [S. 1002.45, F.S.](#), meets this requirement. This requirement does not apply to a student who has an IEP that indicates an online course would be inappropriate or an out-of-state transfer student who is enrolled in a Florida high school and has less than one academic year remaining in high school.

#### Reading Remediation ([SBE Rule 6A-6.054, F.A.C.](#))

Beginning with the 2013-2014 ninth grade cohort, students who scored at Level 1 or Level 2 on FCAT Reading 2.0, or when implemented 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade statewide, standardized English Language Arts assessments, must enroll in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery the following year. High school students in the ninth-grade cohorts for 2011-12 or 2012-13 who scored at Level 1 on the FCAT Reading 2.0 must enroll in and complete an intensive reading class the following year. Students who score at Level 2 may be placed in an intensive reading class or a content area course in which reading strategies are delivered.

## High School Remediation Mathematics

High school students who score at Level 1 or Level 2 on the Algebra 1 EOC Assessment, or upon transition to the statewide, standardized Algebra 1 assessment, must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. The content area course must include remediation of skills not acquired by the student.

## Postsecondary Preparatory Instruction

[Section 1008.30, F.S.](#), requires students who score at Levels 2 or 3 on the 10<sup>th</sup> grade FCAT or at Levels 2, 3, or 4 on the statewide, standardized Algebra 1 assessment, to take the common placement test and students whose scores are not at or above the stated identified minimum must complete postsecondary preparatory instruction.

Statutory requirements and other resources relating to high school graduation may be viewed on the Graduation Requirements website at <http://www.fldoe.org/bii/studentpro/grad-require.asp>.

## **ADULT GENERAL EDUCATION** ([Section 1004.93, F.S.](#))

To determine graduation requirements, including course requirements and state assessments, for student who are not enrolled in the K-12 educational system and enroll in adult high school, the following shall apply ([Rule 6A-6.020, F.A.C.](#)):

- 1) Students entering adult high school and whose 9<sup>th</sup> grade cohort has not graduated must meet the graduation requirements based on the year that the student entered the 9<sup>th</sup> grade, and
- 2) Students entering adult high school after their 9<sup>th</sup> grade cohort has graduated or who are not a part of a 9<sup>th</sup> grade cohort must meet the current 12<sup>th</sup> grade cohort graduation requirements that are in effect for the year they enter adult high school.

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

## **DEPARTMENT OF JUVENILE JUSTICE**

Students participating in educational programs in Department of Juvenile Justice (DJJ) facilities who have not graduated from high school must be enrolled in courses listed in the appropriate Grades PreK to 12 academic, career and technical, or exceptional courses as provided in [Sections 3-6](#). Districts must report student membership data using the appropriate course numbers. These students are eligible for services afforded to students enrolled in programs pursuant to [Section 1003.53, F.S.](#), and all corresponding requirements as prescribed in [Section 1003.52\(1\), F.S.](#) This stipulation would include, but not be limited to, "*Temporary Instructional Placement*" as cited below under Dropout Prevention Programs. Additionally, these students participating in General Educational Development (GED) preparation courses shall be funded at the basic program cost factor in the FEFP, as per [Section 1003.52\(3\)a\), F.S.](#)

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



## STUDENTS IN LOCAL JAIL PROGRAMS

Students who have not graduated from high school who are detained in a local jail must be offered educational services by the local school district. Students must be enrolled in appropriate Grades PreK to 12, adult, exceptional, or career and technical courses as provided in [Sections 3-6](#).

## DROPOUT PREVENTION, ACADEMIC INTERVENTION, AND TEENAGE PARENT PROGRAMS

Students participating in district dropout prevention, academic intervention, and teenage parent programs, pursuant to Sections [1003.53](#) and [1003.54, F.S.](#), must be enrolled in courses listed in the appropriate Grades PreK to 12 academic, career and technical, or exceptional courses as provided in [Sections 3-6](#). Districts must report student membership data using the appropriate course numbers.

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

In the assignment designation described above, districts may report the student as enrolled in "Temporary Instructional Placement" listed in the appropriate Grades PreK to 12 Education section ([see Section 3](#)). Districts using this designation must, to the fullest extent possible, either provide instruction in the student's regularly scheduled courses or provide an individualized developmental program which focuses on identified skill deficiencies in basic subject areas. This assignment designation must only be used up to 21 days and will not appear on student records and must only be used as a temporary means of placing students. Upon receipt of student records or other means of determining an appropriate program of study, students must be assigned to specific classes that will permit them to earn credit toward graduation or grade promotion.

## GRADES 9 TO 12 COURSE SUBSTITUTIONS

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

## PRACTICAL ARTS COURSES THAT MEET THE ARTS HIGH SCHOOL GRADUATION REQUIREMENT

[Section 1003.428\(2\)\(a\)5., F.S.](#), requires that students earn one credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified with a "PA" designation in [Sections 3-6](#).

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

Districts Choosing the Personal Fitness/Physical Education Activity Elective	Districts Choosing Health Opportunities through Physical Education (HOPE)
Two seasons of an interscholastic sport at the junior varsity or varsity level <u>AND</u> a grade of "C" or better on the Personal Fitness competency test waives the .5 credit in Personal Fitness and the .5 credit requirement in a physical education activity elective.	Two seasons of an interscholastic sport at the junior varsity or varsity level <u>AND</u> a grade of "C" or better on the Personal Fitness competency test waives the full one-credit physical education requirement.
One semester of marching band with a grade of "C" or better waives the .5 credit requirement of a physical education activity elective. <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.	

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

\*Please Note: The capitalized portion in the “Description of Waiver” is identical to the language in [Section 3](#). The portion in parenthesis is for clarification of the requirements for the waiver. For example, course code #1500410 is for the completion of one season of interscholastic sports. It 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 student’s grade on the Personal Fitness Competency Test) do not factor into a student’s GPA.

### **World Language and Other Academic Courses**

Pursuant to Section [1007.2615, F.S.](#), students may elect to take two consecutive courses in American Sign Language (ASL 1 and 2) to meet the world language requirement for admission to Florida’s state universities.

### **INDUSTRY CERTIFICATION SUBSTITUTION INFORMATION FOR MATHEMATICS AND SCIENCE**

Course code waiver numbers have been added to the CCD for student transcript purposes. The Industry Certification Mathematics Waiver numbers are 1200998 and 1200999; the Industry Certification Science Waiver number is 2000999 (see [Section 3](#) of the CCD).

For a listing of applicable industry certifications, please visit the Resources section located on <http://www.fldoe.org/articulation/CCD/1314.asp>.

### **CREDIT RECOVERY COURSES**

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/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 [Section 1003.436\(1\)\(a\), Florida Statutes](#), 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.

### **ACCELERATION PROGRAMS**

Pursuant to [Section 1003.4295, F.S.](#), each high school must offer either the International Baccalaureate or Advanced International Certificate of Education Programs, or a combination of at least four dual enrollment and/or Advanced Placement courses that include one course each in English, mathematics, science and social studies. School districts may meet this requirement through virtual instruction if the virtual course significantly integrates postsecondary level content for which a student may earn college credit and for which a standardized EOC assessment is administered.

## **ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION (AICE) DIPLOMA**

The Cambridge Advanced International Certificate of Education (AICE) Diploma program is administered and assessed by Cambridge International Examinations (Cambridge), a not-for-profit department of the world-renowned University of Cambridge in the United Kingdom. Cambridge offers a wide range of academic and vocational qualifications in more than 160 countries.

AICE is an international curriculum and examination system, which emphasizes the value of broad and balanced study for academically able students. Its strengths lie in the flexibility and structure of the curriculum encouraging in-depth, working knowledge of each subject, and essay-based examinations of knowledge and skill mastery. The curriculum includes Cambridge Global Perspectives which encourages students to think critically, evaluate arguments and understand global issues from multiple perspectives. Cambridge AICE examinations are available at the Advanced Subsidiary (AS) level after one year (180 hours) of study and/or at the Advanced (A) level after two years (360 hours) of study.

Cambridge AICE courses are equivalent to those offered at U.S. university freshmen level or beyond. Routes to the Cambridge AICE Diploma are extremely flexible and offer students the opportunity to tailor their studies to individual interests, abilities, and future plans within an international curriculum framework.

### AICE Subjects

Within AICE, there are over 60 subjects from four subject group areas:

1. Mathematics and Science
2. Languages
3. Arts and Humanities
4. Global Perspectives

Most subjects may be studied at the Advanced (A) Level, which has been offered worldwide for over 50 years, or at the Advanced Subsidiary (AS) Level. Cambridge A Level examinations require two years (360 hours) of study in a subject while Cambridge AS Level examinations cover the first year (180 hours) of the two-year A Level syllabi. Students are allowed to choose specific subjects and levels of study for each.

It is possible to take the AS Level examination one year and then continue study in that subject and take the remaining examination papers (called A2) required for an A Level examination the following year. Alternatively, students may opt to wait until after the second year of study to take all the examination papers at the A Level. Other students may choose to study a subject for a year and be assessed only at the AS Level and then select a different subject to study and be assessed at the A Level the following year.

### The Cambridge AICE Diploma

To be considered for an AICE Diploma, students must earn the equivalent of six credits by passing a combination of examinations at either double credit (A level) or single credit (AS level), with at least one course coming from each of the subject group 1, 2, 3 areas:

1. Mathematics and Sciences
2. Languages
3. Arts and Humanities

4. Global Perspectives (effective Spring 2017, Cambridge Global Perspectives will be required as a seventh credit for the Cambridge AICE Diploma).

The Cambridge AICE Diploma is awarded at Distinction, Merit or Pass level depending on the passing grades earned on the AICE subject examinations. For Cambridge AICE exams, the passing letter grades range from A\* (at A level only) to E with A\* being the highest. Grades are reported in upper case if awarded at the A level and lower case if reported at the AS level. The lowest passing grade of E (or e) is comparable to a US course grade of C (or c) or a 3 on an AP examination. Students who do not qualify for a Cambridge AICE Diploma will receive AS or A Level General Certificate of Education (GCE) subject certificates for the subject examinations passed. Students who complete the Cambridge AICE curriculum will be provided with the best possible foundation for advanced postsecondary studies anywhere in the world.

### Cambridge AICE Exams and College Credits

Both Cambridge International AS and A Levels are considered college-level courses of study and students passing these examinations with a Cambridge grade of E (or e) or higher may receive up to 45 hours of college credit or advanced standing based on their scores in these examinations from universities throughout the United States and all public universities and colleges in Florida.

### AICE Diploma Curriculum Requirements

Per [s. 1003.4282, F.S.](#), students may complete either a minimum of 24 academic credits in grades 9-12 or an AICE Diploma curriculum to fulfill high school graduation requirements. The corresponding AICE Diploma curriculum requirements include:

Complete a minimum of 12 AICE credits\* identified by the University of Cambridge International Examinations (Cambridge) in three academic areas as follows:

- Two credits\* from Group A – Mathematics and Sciences
- Two credits\* from Group B – Languages
- Two credits\* from Group C – Arts and Humanities
- Six additional credits\* in any combination from the above three Groups or from Global Perspectives.

\*Students earn one credit by completing one AICE full credit course and another credit for taking the corresponding AICE examination.

Completion of AICE Diploma Curriculum prerequisites as identified by the AICE program school are presumed.

### AICE Diploma and Curriculum Completion to Qualify for Florida Bright Futures Scholarships

Students who have earned an AICE Diploma and completed an approved 100-hour community service program automatically qualify for the Florida Academic Scholars Award from the Florida Bright Futures Scholarship Program. Students who complete the AICE curriculum with best composite score of 1,290 SAT or 29 ACT and 100 hours of community service will also receive the Florida Academic Scholars Award. Students who have completed the AICE curriculum with best composite score of 1170 SAT or 26 ACT will receive the Florida Medallion Scholars Award from the Florida Bright Futures Scholarship Program.

## How to Find Out More

For additional information about the AICE program, please contact Sherry Reach, Cambridge Regional Manager, Americas, at (850) 230-4770 or email [reach.s@cie.org.uk](mailto:reach.s@cie.org.uk). To see a list of subjects, downloadable syllabi and sample examination papers, please visit the Cambridge website at [www.cie.org.uk/usa](http://www.cie.org.uk/usa).

## **THE INTERNATIONAL BACCALAUREATE (IB) DIPLOMA**

[Section 1003.428, F.S.](#), requires successful completion of either a minimum of 24 academic credits in grades 9-12 or an IB curriculum for graduation. The components of the IB curriculum that meet this requirement are as follows: The IB Diploma program is a rigorous pre-university course of studies, leading to internationally-standardized examinations that meet the needs of highly-motivated secondary students. The program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems. The IB Organization, a nonprofit educational foundation, has been in existence since 1963.

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

The IB Diploma curriculum requires completion of:

- all prerequisite courses identified in the school's IB program.
- a minimum of 13 credits in courses identified by the IB Organization, or equivalent courses as identified in the Bright Futures Comprehensive Course Table ([https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx)), in grades 9-12 as follows:
  - Two credits\* in each of the following areas: 2 Language Arts credits at the level of grades 11 and 12, World Language, Social Studies, Science, Mathematics and Arts/Electives. (\* Students may satisfy the two-credit requirement for up to three SL subjects by completing the curriculum for each course and taking the IB exam in that subject area.)
  - One credit in Theory of Knowledge.
- Creativity, Action and Service (CAS), which includes at least 75 hours of community service completed in grades 9-12.
- an extended essay.

For additional information about the IB Diploma Program, you may contact Karen Brown at [karen.brown@flibs.org](mailto:karen.brown@flibs.org).

## **DUAL ENROLLMENT**

[Rule 6A-1.09441, F.A.C.](#) requires that for students to generate funding through the FEFP and earn credit toward high school graduation, the student must be in membership in a course or program listed in the CCD. However, for students who are officially dually-enrolled in an area career and technical center, Florida college, or university course as provided for in [Section 1011.62\(1\), F.S.](#), the course number and title used by the postsecondary institution to schedule the student must be recorded in the student's school district records and must be reported by the district to the DOE.

Pursuant to [Section 1007.271\(21\), F.S.](#), school districts and colleges must agree to the courses available through dual enrollment. Students should be advised of their dual enrollment options, guarantees, privileges, and responsibilities. Students should be made aware of the requirements to receive college credit for dual enrollment as outlined in [Rule 6A-14.064, F.A.C.](#) Students should also be made aware that there is no transfer guarantee for locally-approved courses. [Section 1007.271\(18\), F.S.](#), requires districts to weigh dual enrollment courses the same as AP, IB, and AICE courses when grade point averages are calculated. Alternative grade calculation, weighting systems, or information regarding student education options which discriminate against dual enrollment courses are prohibited. For the purpose of class ranking, district school boards may exercise a weighted grading system pursuant to [Section 1007.271, F.S.](#)

## **ADVANCED PLACEMENT (AP) PROGRAM®**

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

## **FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM**

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

- complete a Florida Financial Aid Application (FFAA) available at [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org) (choose **State Grants, Scholarships and Applications**, then **Apply Here**, then **Initial State Student Application**) during the last year in high school (as of December 1 and prior to high school graduation);
- be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the postsecondary institution the student attends;
- earn a Florida standard high school diploma or its equivalent;
- be accepted by and enrolled in an eligible Florida public or private postsecondary educational institution;
- enroll in a postsecondary educational institution in Florida for at least six semester credit hours, or the equivalent, per term;
- not have been found guilty of, or pled no contest to, a felony charge; and
- begin using the award within two years of high school graduation. If the student enlists directly in the military after graduation, the student's two-year period begins upon date of separation from active duty.

The requirements for the Bright Futures Scholarship Program must be met prior to earning a standard Florida high school diploma from a Florida public high school or a registered DOE private high school. Bright Futures program requirements are listed in the Florida Counseling for Future Education Handbook available online at [http://www.flvc.org/flvc/portal/Home\\_Page/Advising\\_Manuals/Counseling\\_for\\_Future\\_Education\\_Handbook](http://www.flvc.org/flvc/portal/Home_Page/Advising_Manuals/Counseling_for_Future_Education_Handbook) or the Office of Student Financial Assistance website at <http://www.FloridaStudentFinancialAid.org/SSFAD/bf/acadrequire.htm>. NOTE: The Florida Legislature is authorized to change eligibility and funding requirements.

## F) Exceptional Student Education

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. Students with disabilities entering the 9<sup>th</sup> grade in or prior to 2010-2011 may access different courses at different levels of complexity, depending on their individual needs and abilities. When using multiple-credit courses (e.g. Unique Skills 9-12), the course requirements and performance objectives must be specified on an individual basis for each credit earned. Students may earn multiple credits in courses for grades 9-12.

### ACCESS COURSES FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Access courses are designed solely for students working on the access points. Only students with a significant cognitive disability may take access courses. Access courses can be taken for up to two (2.0) credits maximum.

The Next Generation Sunshine State Standards (NGSSS) include access points for students with significant cognitive disabilities, which are organized into the access courses. The access points allow students with significant cognitive disabilities to access the general education curriculum. Access points reflect the core intent of the standards with reduced levels of complexity. The three levels of complexity include participatory, supported and independent, with the participatory level being the least complex.

Access courses in both Mathematics and English/Language Arts are being revised to include the Core Content Connectors (CCCs). Core Content Connectors allow students with significant cognitive disabilities to access the Florida Standards. The CCCs build on increasing levels of understanding called *essential understandings*, or EUs. The EUs help to further unpack the standards so students with significant cognitive disabilities can access the curriculum in a way that is developmentally appropriate.

In 2014-15, access courses in both Mathematics and English/Language Arts will be revised to reflect a blended curriculum of both NGSSS access points and CCCs. In content areas other than Mathematics and English/Language Arts, access points will continue to be used.

### 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. Students with disabilities may earn elective credit toward a standard diploma for the successful completion of a fundamental course. 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 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.



## 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.

## READING CERTIFICATION REQUIREMENTS FOR ESE READING COURSES

Grades K-6: The elementary ESE teacher must meet the highly qualified requirements for an elementary education teacher. If the ESE teacher meets the highly qualified requirements of a general education elementary teacher, then the ESE teacher also meets the highly qualified requirements for reading, grades K-6. An ESE teacher may also go beyond this requirement and obtain the reading endorsement or reading certification.

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

## REQUIREMENTS FOR ESE ENDORSEMENTS

Four endorsement areas are provided for teachers of students with disabilities:

- Severe or profound disabilities
- Orientation and mobility
- Prekindergarten disabilities
- Autism spectrum disorders

The autism spectrum disorders (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% of students on their caseload or in their class** identified as having autism spectrum disorders. The endorsement can be added to any ESE Florida educator certificate. The exceptions to this requirement are for ESE teachers who:

- have the severe/profound endorsement, as described in [Rule 6A-4.01793, F.A.C., Specialization Requirements for Endorsement in Severe or Profound Disabilities, Academic Class](#), on their Florida teaching certificates or

- 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 meet the HQT requirements for 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 meet the HQT requirements for elementary education.
- An ESE teacher teaching 7800 and 7900 series core academic courses must meet the HQT requirements for elementary if the level of instruction\* (not the performance level of the student) is at the elementary level (K – 6).
- An ESE teacher teaching 7800 or 7900 series core academic courses must meet the HQT requirements for the core academic subject if the level of instruction\* (not the performance level of the student) is at the middle/secondary level (7<sup>th</sup> grade and above). 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 **new** 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 beginning on Page 35 for additional information regarding types of courses, scheduling methods/service delivery, certification, and HQT.*

*\*Level of instruction is based on the grade level content that is being taught, not the reading or math performance level of the student.*

*\*\*The use of MGIC certification for infield purposes is governed by the grandfathering provision of the Department's May 13, 2011 Memorandum (<http://www.floridafoi.com/wp-content/uploads/2011/12/MGIC-Memo-Grandfather-Plan-2.pdf>).*

## CERTIFICATION/HIGHLY QUALIFIED REQUIREMENTS FOR 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 <a href="#">SBE Rule 6A-1.0503, F.A.C.</a>	HQT Requirements in accordance with NCLB	Additional Comments
<b>1. Grades K to 12 general education</b>	<p><b>One teacher (Grades K to 12 general education) is providing instruction.</b></p> <p style="text-align: center;">AND</p> <p><b>An ESE teacher is providing consultation services</b> 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. 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 <a href="#">Section 4</a> for applicable certifications.</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 <u>or</u> via conference call or virtual technologies on a regular basis to plan, implement, and monitor instructional alternatives designed to ensure that the student with a disability is successful in the general education classroom (consultation model).</p>
<b>2. Grades K to 12 general education</b>	<p><b>Two teachers are providing instruction through co-teaching</b> in accordance with <a href="#">Section 1003.03(5)(c), F.S.</a> Both teachers share responsibility for planning, delivering, and evaluating</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>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</p>

	<p>instruction for <b>all students</b> in a class/subject for the entire class period.</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 courses (e.g., 7763030, 7763040, 7763050, 7763070, etc.) in <a href="#">Section 4</a> for applicable certifications.</i></p>		<p>share responsibility of planning, instructing, and evaluating all students in the class.</p>
<p><b>3. Grades K to 12 general education</b></p>	<p><b>Two teachers are providing instruction (not co-teaching). The Grades K to 12 general education teacher</b> is teaching the Grades K to 12 general education course content.</p> <p style="text-align: center;">AND</p> <p><b>An ESE teacher provides services via “in class one-on-one.”</b> 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</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</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>

	individualized basis within a traditional classroom but not as a co-teacher.” In <b>class one-on-one</b> is also known as, “ <b>support facilitation,</b> ” or “ <b>inclusion teaching</b> ” in accordance with <a href="#">s. 1003.03(5), F.S.</a>	<i>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 <a href="#">Section 4</a> for applicable certifications.</i>		
<b>4. Grades K to 12 general education</b>	<b>One teacher serves as both the Grades K to 12 general education teacher and the ESE teacher</b> to provide the specially-designed instruction as identified on the students’ IEPs.	The teacher must meet certification in accordance with the Grades K to 12 general education course number.  <b>AND</b>  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 Grades K to 12 core academic subject.	The teacher may sign the IEP as the general education teacher and the special education teacher.  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.
<b>5. Grades K to 12 general education and ESE 7700, 7800, 7900 series</b>	<b>One teacher (Grades K to 12 general education) is providing instruction for both the Grades K to 12 and ESE courses.</b>  AND  <b>An ESE teacher provides services via “in class one-on-one.”</b> In	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>  ESE teacher must meet certification requirements for any ESE area unless the exceptions noted below are applicable.	Grades K to 12 general education teacher must meet HQT requirements for Grades K to 12 core academic course.  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.	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

	<p>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." <b>In class one-on-one</b> is also known as, "<b>support facilitation,</b>" or "<b>inclusion teaching</b>" in accordance with <a href="#">s. 1003.03(5), F.S.</a></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 <a href="#">Section 4</a> for applicable certifications.</i></p>		<p>Course.</p>
<p><b>6. Grades K to 12 general education and ESE 7700, 7800, 7900 series</b></p>	<p><b>One teacher serves as both the Grades K to 12 general education teacher and the ESE teacher</b> 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><b>AND</b></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 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).</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 and/or Core Content Connectors).</p>

<p><b>7. ESE 7700, 7800, 7900 series</b></p>	<p><b>One teacher (ESE) is providing instruction.</b></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 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).</p>	<p>Example: A teacher who teaches Access Language Arts for grade 3 is ESE certified and is also highly qualified in elementary education.</p>
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**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  
Prekindergarten Disabilities: Age 3-5

Any prekindergarten program for children with disabilities, birth through age two (2).  
Any prekindergarten program for children with disabilities, ages three (3) to five (5).

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

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

When the Head Start, Title I, school readiness, prekindergarten other, or VPK education program serves as an inclusive setting for a child with a disability receiving special education in accordance with an 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/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 35, are applicable.

**GIFTED SERVICE MODELS**

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

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

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

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

**CAREER AND TECHNICAL EDUCATION COURSES (REGULAR AND ESE)**

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

**WAIVER OF STATEWIDE ASSESSMENT RESULTS FOR GRADUATION FOR STUDENTS WITH DISABILITIES**

In accordance with [Section 1008.22\(3\)\(c\)1., F.S.](#), each school district must provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. [Section 1008.22\(3\)\(c\)2., F.S.](#), provides for the waiver of statewide assessment results for students with disabilities, after their participation in a statewide, standardized assessment, for the purpose of receiving a course grade and a standard high school diploma. In order for the assessment results to be waived, teams must meet to determine whether or not the assessment can accurately measure the student’s abilities, taking into consideration any allowable accommodations that the student may have received. In accordance with the [Individuals with Disabilities Education Act \(IDEA\)](#),



students with disabilities may receive services through the public school system through age 21 (i.e., until their 22nd birthday or, at the option of the school district, the end of the semester or school year in which the student turns age 22) or until they graduate with a standard diploma, whichever occurs first.

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

## **EXTRAORDINARY EXEMPTION**

In accordance with Rule 6A-1.0943(6), *Statewide Assessment for Students with Disabilities*, an individual educational plan (IEP) team may determine that a student with a disability is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by statewide standardized assessments. Section 1008.212(1)(a), F.S. defines "circumstance" as a situation in which accommodations allowable for use on the assessment are not offered to a student during the current year's assessment administration due to technological limitations in the testing administration program which lead to results that reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the assessed benchmarks. Section 1008.212(1)(b), F.S. , defines "condition" as an impairment, whether recently acquired or longstanding, which affects a student's ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided and creates a situation in which the results would reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the assessed benchmarks. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, Florida Administrative Code, is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

The IEP team, which must include the parent, may submit to the district school superintendent a written request for an extraordinary exemption at any time during the school year, but not later than 60 calendar days before the first day of the administration window of the statewide standardized assessment for which the request is made. The request must include the documentation specified in Rule 6A-1.0943(6)(b)1.-8. Based upon the documentation provided by the IEP team, the school district superintendent shall recommend to the Commissioner of Education whether an extraordinary exemption for a given assessment administration window should be granted or denied. If the Commissioner grants the exemption, the student's progress must be assessed in accordance with the goals established in the student's individual educational plan.

## **REQUIREMENTS FOR A SPECIAL DIPLOMA FOR STUDENTS WITH DISABILITIES**

[Section 1003.438, F.S.](#), authorizes the awarding of special diplomas to certain students with disabilities. Upon meeting all applicable requirements found in [Rule 6A-1.09961, F.A.C.](#), any such student who meets all special requirements of the district school board for certain special programs, but is unable to meet the appropriate special state minimum requirements, must be awarded a special certificate of completion in a form prescribed by the Commissioner. Any student who graduates with a credential other than a standard high school diploma and who chooses to continue to receive a free appropriate public education (FAPE), can continue to generate weighted FTE through the FEFP until the student receives a standard high school diploma or the student reaches age 22, whichever occurs first. The decision for determining if a student with a disability will pursue a standard or special diploma is made by the IEP team. Because students who do not participate in FCAT 2.0 will not be eligible for a standard high school diploma, the IEP team should ensure that the requirements found in [Rule 6A-1.0943, F.A.C.](#), *Statewide Assessment for Students with*

*Disabilities*, are met. When modifying CTE courses, the particular outcomes and student performance standards that a student must master to earn credit must be specified on an individual basis.

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

[Rule 6A-1.09961, F.A.C.](#), *Graduation Requirements for Certain Students with Disabilities*, provides two special diploma options. The first special diploma option (Option 1) is based on course credit requirements aligned with the standard graduation requirements. The second special diploma option (Option 2) is based on mastery of employment and community competencies.

## G) 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 [Section 1011.62, F.S.](#), may use the private institution course numbers.
3. Students enrolled in courses that are included in either postsecondary adult CTE (non-college credit) or postsecondary CTE programs (college credit) must use either the numbers listed in 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 to 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.

A Few Examples:

#### Permanent Records and Report Cards

1200310	=	ALG 1	(Algebra 1)
1800300	=	AERO SCI 1	(Aerospace Science 1)

## GRADES PREK TO 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 510000 or 520000 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 to 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       | 14 = Peer Counseling                |
| 02 = Computer Education     | 15 = Physical Education             |
| 03 = Dance                  | 16 = Remedial/Compensatory          |
| 04 = Drama-Theatre Arts     | 17 = Research and Critical Thinking |
| 05 = Experiential Education | 18 = J.R.O.T.C./Military Training   |
| 06 = Exploratory Education  | 19 = Safety and Driver Education    |

07 = World Languages  
08 = Health  
09 = Humanities  
10 = Language Arts  
11 = Library Media  
12 = Mathematics  
13 = Music

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

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

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

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

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

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

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

## APPLIED, COMBINED, OR INTEGRATED 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

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

## EXCEPTIONAL STUDENT EDUCATION 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 PK 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 to 12 and CTE

00	=	Noncredit Courses	55	=	General Academics
01	=	Art	60	=	Life Management
02	=	Computer Education	61	=	Skills for Students with Moderate Disabilities

10	=	Language Arts	62	=	Skills for Students with Severe/Profound Disabilities
12	=	Mathematics	63	=	Special Skills Courses
13	=	Music	65	=	Gifted
15	=	Physical Education	66	=	Therapy
19	=	Driver Education	67	=	Arts
20	=	Science	80	=	CTE for Students with Disabilities
21	=	Social Studies			
50	=	Prekindergarten			

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

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

## CAREER AND TECHNICAL EDUCATION NUMBERING SYSTEM

### Seven-Digit Numbering System: XXXXXXX

#### XX(first two) XX(second two) XXX(last three)

-The **first two** digits (XXXXXX) represent the career area

80 = Agriculture, Food & Natural Resources  
 81 = Architecture & Construction  
 82 = Arts, A/V Technology & Communication  
 83 = Business Management & Administration  
 84 = Education & Training  
 85 = Finance  
 86 = Government & Public Administration  
 87 = Health Science  
 88 = Hospitality & Tourism

89 = Human Services  
 90 = Information Technology  
 91 = Law, Public Safety & Service  
 92 = Manufacturing  
 93 = Marketing, Sales & Service  
 94 = Engineering & Technology  
 95 = Transportation, Distribution & Logistics  
 96 = Additional CTE  
 97 = Energy

-The **second two** digits (XXXXXX) indicate the career pathway

-The **last three** digits (XXXXXX) indicate programs and courses.

## GRADES PREK TO 5 SUBJECT AREAS

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

## GRADES 6 TO 8 SUBJECT AREAS

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

## GRADES 9 to 12 AND ADULT EDUCATION SUBJECT AREAS

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



## MIDDLE/JUNIOR HIGH EXPLORATORY WHEEL

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

Example:      0600000      =      Wheel Art French

## 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/workforce/dwdframe/rtf/2014-15\\_secondary\\_program\\_list.rtf](http://www.fldoe.org/workforce/dwdframe/rtf/2014-15_secondary_program_list.rtf).

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

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

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

**Postsecondary Adult Levels** - CTE programs that can be offered at the postsecondary adult levels have been assigned a seven-figure, alpha-numeric identifier. Each identifier consists of a three-letter prefix and a four-digit number. For example, the alpha-numeric designation for the Practical Nursing 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 pupil progression plan.

Example: 1800990 = Military Transfer

### **COURSE DATA/FTE REPORTING**

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

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

Additionally, the DOE will begin to collect information on blended learning courses via a new data element added to the Teacher Course record during Surveys 1-4. The new element will be an indicator of whether a student took the course under conditions that met the definition of a blended learning model (Section 1003.499(1)(b), F.S.). Blended learning is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace, and at least in part at a supervised brick-and-mortar location away from home.

## H) Codes and Symbols

### GRADE-LEVEL CODES

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

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

### SUBJECT-AREA GRADUATION REQUIREMENT CODES

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

A1	=	Algebra 1 or equivalent (or an accelerated course that satisfies this course graduation requirement)
A2	=	Algebra 2 or equivalent (or an accelerated course that satisfies this course graduation requirement)
AG	=	American Government
AH	=	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 & Technical Practical Arts Courses that count for Fine Arts credit
PE	=	Physical Education
PF	=	Visual and Performing Arts
VO	=	Career and Technical Education
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 pursuing a special diploma in accordance with Section 1003.438, F.S., who successfully completed a Level 1 course, may receive credit towards 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.
- (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 3) a non-credit bearing course.

Example:

Level 1	=	Basic Mathematics Skills (1200300)
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 that 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 and transfer course numbers)

**COURSE CREDIT/MULTIPLE-CREDIT CODES**

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

0.5	=	half credit
1.0	=	one credit
2.0	=	2 years of instruction of 300 hours
3.0	=	Course may be taken for up to three credits
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	=	7 (requires job experience and can be taught at any level that the course is offered)
Preschool (Birth through age 4)	=	A
Primary (K-3)	=	B ***
Middle Grades (5-9)	=	C
Preschool-Secondary (PK-12)	=	D
Endorsement	=	E*
District determined level	=	F**
District issued employment certificate	=	G (career and technical education courses only)
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

Any Field

Any Field when certificate reflects Bachelor's Degree or Higher

Any Academic Coverage

Any Vocational Field or Coverage

## Definition of Term

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

Any coverage listed in the [CCD](#) that requires the teacher to hold a bachelor's degree or higher.

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

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

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

## **EXPLANATION OF SYMBOLS**

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

### CDB   CCD

D	a	This symbol indicates (1) courses that may be deleted the following school year, (2) course titles or numbers that may be replaced with a new title or number the following school year, and/or (3) courses in <a href="#">Section 3</a> 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	⌘	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.

## 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.

## I) Course Code Directory Courses

Courses listed in the Course Code Directory are available on the Office of Articulation website at <http://www.fl DOE.org/articulation/CCD/default.asp> 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.Y1415 (District CCD Data File)
- DPS.DISTRICT.FORMAT.Y1415.F62806 (District CCD Data File Format)
- DPS.DISTRICT.K9.CCD.Y1415 (CCD Print Version File)
- DPS.DISTRICT.K9.F60150.Y1415 (CCD Subject File)
- DPS.DISTRICT.K9.F61707.Y1415 (CCD Certification File)
- DPS.DISTRICT.K9.F61847.Y1415 (CCD Required Courses File)
- DPS.DISTRICT.FORMAT.Y1415.F61847 (CCD Required Courses File Format)
- DPS.DISTRICT.K9.F71327.Y1415 (CCD File of Courses by Certification Code)
- DPS.DISTRICT.K9.F70743.Y1415 (CCD Certification Crosswalk File)

### WEB FILES FOR 2014-2015

- [Administrative, Curricular, Service Assignments Course Listing](#)
- [Grades PreK to 5 Education Course Listing](#)
- [Grades 6 to 8 Education Course Listing](#)
- [Grades 9 to 12 and Adult Education Course Listing](#)
- [Exceptional Student Education Course Listing](#)
- [Career Technical Education Program and Course Listing](#)
- [Adult General Education Course Listing](#)