

# Frequently Asked Questions

## 2017-18 Special Education Course Code Revisions

### Special Education Preschool

- 1. Several general education endorsements have been removed from the 9421 Comprehensive Pre-Kindergarten course code. Are these teachers still allowed to teach this course?**

Yes; a teacher who holds a general education pre-K endorsement **only** may teach this class; however, he/she will need to apply for a waiver and pursue an applicable special education pre-K endorsement. The Tennessee Department of Education's office of educator licensing will provide additional information regarding this process and its timeline for completion. All questions should be directed to [Education.Licensing@tn.gov](mailto:Education.Licensing@tn.gov).

### Comprehensive Course Codes

- 2. Do special education classes with comprehensive course codes count toward graduation requirements for a regular high school diploma?**

While these courses should be aligned to grade-level standards, they do not meet graduation requirements pursuant to the Tennessee State Board of Education, High School Policy 2.103 ([here](#)). Thus, these courses should be reserved for students on a special education diploma path.

- 3. The 2017-18 course codes under general notes state that comprehensive course codes are to be used when scheduling students with more severe disabilities who require a replacement of core content instruction. What is the definition of severe disabilities?**

These course codes should be reserved for students who, because of their disabilities, cannot meet the graduation requirements for a regular high school diploma. This is an Individualized Education Program (IEP) team decision that should be made based upon multiple sources of data to include the student's present level of educational performance (PLEP), progress monitoring reports, and evaluation/eligibility documentation and should only include a very small percentage (e.g., 1-2 percent) of the overall student population.

- 4. For the comprehensive course codes, must a different special education teacher teach each of the separate content areas?**

No; the endorsements are generally the same across subject areas but vary by grade level. Moreover, the same teacher can teach these courses in a self-contained, special education environment. However, the schedule of a student with a disability should mirror that of a non-disabled peer, and districts should be intentional in ensuring that time is devoted to the content/subject-specific areas in a student's schedule each day. Concerted effort should also be made to include the student in general education classes where he/she can be successful.

**End-of-Course Requirements (EOC)**

**5. If we use the special education comprehensive course codes for content areas, are the students responsible for taking the EOC at the end of the year?**

Yes; IEP teams are responsible for determining how students participate in the assessment system for accountability. Students may participate in the EOC assessments with or without accommodations or may participate in the alternate assessment if they meet the participation guidelines. If a student is scheduled with a comprehensive course code, the student must still be scheduled with the appropriate code in order to ensure the student is included in the data pull for the applicable assessment. As a reminder, the assessments for accountability are Algebra I, Biology, and English II. The IEP team must determine how the student will participate in those assessments and the student's schedule should include the applicable course codes.

The following scenarios are available as examples for scheduling purposes:

Special Education Diploma Path—Non Alternate Assessment				
Content Area:	Grade:			
	Grade 9	Grade 10	Grade 11	Grade 12
English	9820 CP9 -12 ELA	3002 Eng II [EOC]	9820 CP9 -12 ELA	9820 CP9 -12 ELA
Math	31025 Alg 1A	31026 Alg 1B [EOC]	9821 CP9 -12 Math	9821 CP9 -12 Math
Science	32105 Biol 1A	32106 Biol 1B [EOC]	9822 CP9 -12 Sci	

Special Education Diploma Path—Alternate Assessment				
Content Area:	Grade:			
	Grade 9	Grade 10	Grade 11	Grade 12
English	9820 CP9 -12 ELA	9820 CP9 -12 ELA	53002 Eng II [EOC]	9820 CP9 -12 ELA
Math	9821 CP9 -12 Math	9821 CP9 -12 Math	53102 Alg 1[EOC]	9821 CP9 -12 Math
Science	9822 CP9 -12 Sci	53210 Biol 1[EOC]	9822 CP9 -12 Sci	

**Special Education Intervention**

**6. What course codes should be used for intervention/instruction provided outside of core content areas?**

There are two special education intervention course codes: 9723 Special Education Intervention (K–8) and 9724 Special Education Intervention (6–12). These course codes should be used for students receiving supplemental intervention in areas of identified deficit.

**7. *Can the 9724 Special Education Intervention (6-12) course code be used for elective credit?***

Yes; use of this course as an elective credit was approved by the Tennessee State Board of Education as part an academic intervention focus area of study. This will allow a student to receive intervention aligned to the area of deficit prescribed by his/her IEP and obtain elective course credit to count toward a regular diploma. Local school boards, however, must approve the use of “academic intervention” as a focus area of study.