

## Notes

### Note #1:

#### Rule 6A-6.0571 Vocational and Workforce Development Standards and Industry-Driven Benchmarks

(1) District school boards and community colleges boards of trustees variance authority. District school boards of education and community colleges boards of trustees are authorized, to vary up to ten (10) percent of the intended outcomes of each framework included in the document, "Vocational Education Program Course Standards, July 1999," (revised annually) and the "Adult Education Program Course Standards, July 1999." The variance does not apply to frameworks identifying occupations requiring state or federal licensure, certification, or registration.

### Note #2:

#### Rule 6A-6.0312 Course Modifications for Exceptional Students

(1) Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational education courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's individual educational plan.

### Note #3:

Modified Occupational Completion Points (MOCPs) are selected sets of student performance standards that fall between established occupational completion points identified in curriculum frameworks.

## Contacts

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Florida Department  
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## Resources

### Florida Department of Education Division of Community Colleges and Workforce Education

<http://www.firn.edu/doe/workforce>

- **Technical Assistance Paper:** Basic Skills Tests, Academic Skills Tests for Adults, General Educational Development (GED) Tests, Licensure Examinations, and Accommodations and Exemptions for Students with Disabilities

<http://www.firn.edu/doe/workforce/tap.htm>

- **Technical Assistance Paper:** Assessment of Adult General Education and Postsecondary Career and Technical Education Students

<http://www.firn.edu/doe/programs/pdf/tapaj.pdf>

- Program Courses Standards  
<http://www.firn.edu/doe/dwdframe/>

### Florida Department of Education Bureau of Exceptional Education and Student Services

<http://www.myfloridaeducation.com/commhome/>

- Planning FCAT Accommodations for Students with Disabilities, April 2004 (ESE 9603)
- Accommodations: Assisting Students with Disabilities, A Guide for Educators, 2003 (ESE 10522)
- Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education, 2005 (Guide, ESE 311201)

**Note:** Products listed above are available from the Bureau of Exceptional Education and Student Services, Clearinghouse Information Center, 850/245-0477, e-mail: [cicbiscs@FLDOE.org](mailto:cicbiscs@FLDOE.org), or online at <http://www.myfloridaeducation.com/commhome/clerhome.htm>

# ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH DISABILITIES

## Career Education and Adult General Education



# ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH DISABILITIES

## Career Education and Adult General Education

This brochure identifies accommodations and modifications that may be needed by students with disabilities in mainstream and specialized secondary and postsecondary career education and adult general education programs. Federal and state legislation requires the provision of accommodations and modifications for students with disabilities. These accommodations and modifications are identified on transition individual educational plans (IEPs) or 504 Plans (for secondary students) or other plans that may be used for individual students with disabilities at the postsecondary/ adult level.

Setting	Mainstream				
	Level	Secondary	Postsecondary	Secondary	Postsecondary
<b>Type of Activity</b>		Mainstream exploratory, pre-vocational, and job preparatory career education programs	Mainstream career education and adult general education programs	Vocational Education for Students with Disabilities; ESE/Career Education courses	Vocational Education for Students with Disabilities; Adult General Education for Adults with Disabilities; Supported Competitive Employment Phase I
<b>Instructional Accommodations *</b>		Instructional methods and materials; assignments and assessments; time demands and schedule; learning environment; special communications systems	Instructional methods and materials; assignments and assessments; time demands and schedule; learning environment; special communications systems	Instructional methods and materials; assignments and assessments; time demands and schedule; learning environment; special communications systems	Instructional methods and materials; assignments and assessments; time demands and schedule; learning environment; special communications systems
<b>Testing Accommodations *</b>		Presentation, responding, scheduling, setting, assistive devices	Presentation, responding, scheduling, setting, assistive devices	Presentation, responding, scheduling, setting, assistive devices	Presentation, responding, scheduling, setting, assistive devices
<b>Career Education and Adult General Education Curriculum Modifications **</b>		10% Variance for career education (except licensure programs); applicable to all students (see note #1) Modifications through the individual educational plan (IEP) process – Modified Occupational Completion Points (see notes #2 & #3)	10% Variance for career education (except licensure programs) and adult general education; applicable to all students (See Note #1)	Student performance standards selected on individual basis for customized program	Student performance standards selected on individual basis for customized program
<b>Assistive Technology ***</b>		Examples: special keyboard, speech synthesizer, talking calculator, telecommunication device for the deaf, computer, braille, voice recognition software, closed-circuit TV, pencil grips, clamps	Examples: special keyboard, speech synthesizer, talking calculator, telecommunication device for the deaf, computer, braille, voice recognition software, closed-circuit TV, pencil grips, clamps	Examples: special keyboard, speech synthesizer, talking calculator, telecommunication device for the deaf, computer, braille, voice recognition software, closed-circuit TV, pencil grips, clamps	Examples: special keyboard, speech synthesizer, talking calculator, telecommunication device for the deaf, computer, braille, voice recognition software, closed-circuit TV, pencil grips, clamps
<b>Support Services (Personnel)</b>		Examples: special counselors, interpreters, readers, notetakers, tutors, support teachers (exceptional student education consult/ itinerant)	Examples: special counselors, interpreters, readers, notetakers, tutors, support teachers	Examples: special counselors, interpreters, readers, notetakers, tutors, support teachers (exceptional student education consult/ itinerant)	Examples: special counselors, interpreters, readers, notetakers, tutors, support teachers
<b>Legal Basis</b>		Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 as Amended (504), Individuals with Disabilities Education Improvement Act (IDEA 2004), Florida's state and district laws and regulations (Florida Statutes, State Board of Education Rules)	ADA, 504, IDEA 2004 (dual enrolled secondary students), Florida Statutes, State Board of Education Rules	ADA, 504, IDEA 2004, Florida Statutes, State Board of Education Rules	ADA, 504, Florida Statutes, State Board of Education Rules

\* Generally, students need the same kinds of accommodations for both assignments and assessments.

\*\* Accommodations provide access to required standards. They do not change the content or the skill level of standards expected. Modifications change the content, level of skill learned, or number of skills learned.

\*\*\* Assistive technology includes both "high tech" and "low tech" items.