



ESE Scheduling Meeting



Department of Exceptional Student Education
Miami Dade County Public Schools

Objective

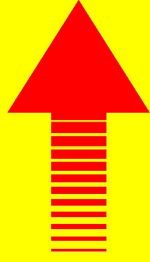
To share a strategic approach to ESE scheduling that will allow school teams to maximize resources and meet the needs of students with disabilities in the least restrictive environment (LRE).

Tip #1: Identify and Organize a Scheduling Team

- Don't do it alone!
- One of the team members should have an ESE background in order to:
 - Ensure that IEPs are being followed
 - Review student data to see if a change in educational placement should be considered by IEP team
 - Think about the services outlined on their IEP and where that IEP can be implemented best

Tip #2: Know your ESE students

Pull report on File Download Manager to get all of your ESE student information.



The screenshot shows a software interface for generating reports. It features several panels and controls:

- Categories/Fields:** A list of fields including Birth Country, Birth Date, Cohort year, Community Serv Hours, Contact1 Email Address, Contact2 Email Address, Class, Academic, Hide ESE, Alt Assess Date, Alt Assess Flag, Consent Date, Consult/Collab Flag, CST Conference Date, Dismissal Date, ESOL, and Testing.
- Selected Fields:** A list of fields currently selected for the report: First Name, Grade, Last Name, Consult/Collab Flag, ESE Exceptionality, and Time-% w/ Non-disabled F.
- Sort By:** A list of sorting options: First Name, Grade, Last Name, Consult/Collab Flag, ESE Exceptionality, and Time-% w/ Non-disabled F.
- Location:** A text input field for specifying the report location.
- Prepared Files:** A list of file types: Accelerated Reader, Test Chairs, CELLA subscores, SPED FTE, and ESE-HRS.
- Navigation:** Buttons for navigating between fields and categories.
- Download File:** A button to download the generated report.

Red arrows in the image point to the 'Selected Fields' list, the 'Sort By' list, and the 'Download File' button, highlighting the steps to customize and download the report.

Activity: Taking a Closer Look at the File Download Manager Report

[Sample FDM Report](#)

[Directions: LRE Monitoring Reports](#)

File Download Manager: ESE-HRS Report

Directions to get ESE-HRS report

Pull ESE-HRS report from the File Download Manager mainframe to find out which of your ESE students are pulled out and for which classes.

The screenshot displays the File Download Manager interface for generating an ESE-HRS report. The interface is organized into several sections:

- Categories/Fields:** A list of available fields including Birth, Country, Date, Cohort, Community Serv Hours, Contact1 Email Address, Contact2 Email Address, Class, Academic, Hide ESE, Alt Assess Date, Alt Assess Flag, Consent Date, Consult/Collab Flag, CST Conference Date, Dismissal Date, ESOL, and Testing.
- Selected Fields:** A list of fields currently selected for the report, including First Name, Grade, Last Name, Consult/Collab Flag, ESE Exceptionality, and Time-% w/ Non-disabled f.
- Sort By:** A list of sorting options, including First Name, Grade, Last Name, Consult/Collab Flag, ESE Exceptionality, and Time-% w/ Non-disabled f.
- Include Headings:** A checkbox labeled "Include Headings" which is checked, with a "Download File" button below it.
- Prepared Files:** A list of files that can be prepared, including Accelerated Reader, Test Chairs, CELLA subscores, SPED FTE, and ESE-HRS. A red arrow points to the "ESE-HRS" file.
- Location:** A text input field for specifying the report location.

Activity: Taking a Closer Look at the ESE-HRS Report on File Download Manager

Let's take a look at an ESE-HRS report using a pivot table: your choice!

- A pivot table allows you to group data together in different ways so you can more easily extract meaning and make comparisons.

[Pivot Table Directions](#)

[Creating a Pivot Table from a File Download Manager Spreadsheet](#)

Tip #3: Know What's on the IEP

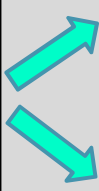
The student's schedule must match the services outlined on the IEP. You will need to cross-reference your schedule with the services outlined on your students' IEPs.

[ESE Services/Scheduling Organizational Tool](#)

- Take IEP information you are gathering now in preparation for scheduling
- Organize it on an excel document
- LEA Representative/ESE Chairperson maintain document throughout school year

Tip #4: Know the Models of Support for SWD

GENERAL EDUCATION SETTING (80%-100%)



CONSULTATION

“External Support”

COLLABORATION

“In-Class Support”



SUPPORT FACILITATION

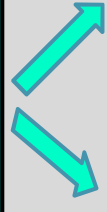
Flexible; frequency, duration outlined in IEP



CO-TEACH

Daily; entire instructional block

SPECIAL EDUCATION SETTING



RESOURCE ROOM Placement (41%-79%)

Pull out for services some of the time.

SEPARATE CLASS Placement (0%-40%)

Pull out for services most if not all of the time.

Comparison of Collaborative Models

Support Facilitation

- ✓ Set daily/weekly schedule
- ✓ ESE certification only
- ✓ Less intense support
- ✓ Plan and deliver instruction and assessment
- ✓ Flexible, ongoing co-planning
- ✓ Class size stays the same
- ✓ Contact logs must be kept on ESE-EMS

Shared roles and responsibilities
Common goals
Heterogeneity

Co-Teaching

- ✓ Set daily, period, or block schedule
- ✓ ESE Certification and HQT in co-taught subject areas
- ✓ More intense support
- ✓ Plan and deliver instruction and assessment
- ✓ Regular, ongoing, co-planning
- ✓ Class size may increase
- ✓ Contact logs not needed

Instructional Grouping for Students with Disabilities (SWD)

To the greatest extent possible, be mindful of your instructional groupings of students in ESE classrooms.

Student Progression Plan, p.48

<http://ehandbooks.dadeschools.net/policies/93.pdf>

Tip # 5: Identify All Staff That are Available to You

- Check certifications of all teachers in the building so you know who is available to you
- Think about GE teachers who would be a good match to teach Inclusion classes

Tip #6: Make Sure your ESE Services are Documented Correctly

No Contact Hours:

- If a student with a disability is in a class that also has general education students (inclusion class), there should be **NO** contact hours on the PF4 screen for that class.
- Students who are included for a class and receive consultation or collaboration services need to have a “Y” on the PF17

Contact Hours:

- If a student with a disability is in a class that has only ESE students in it, being taught by an ESE certified teacher, then they should have contact hours for that class on the PF4 screen.

A student with a disability can have contact hours on the PF4 screen and a “Y” on the PF17 screen. For example, a student may receive pull out services in an ESE class for a subject(s) and also receive consultation or collaboration services in a GE class for another subject(s).

Elementary Scheduling: ESAP Codes

ESAP – Division of Exceptional Student Education – March 2015		Comments
Grades K-5 Program No. 11	Eligible Student Only for students with disabilities who take state assessments (FCAT, CELLA, SAT, NRT, etc.)	Special education pullout for Reading/Language Arts/Math
Program No. 12	Only for students with disabilities who take the Florida Alternate Assessment and do not take state assessments (FCAT, etc.)	Separate special education class (all subjects)
Program No. 14	Only for students with disabilities who take state assessments (FCAT, CELLA, SAT, NRT, etc.)	ESOL/SPED separate class for all core subjects (ESOL-Reading/ESOL-Language Arts/ESOL Math/Science/Social Studies). Electives in general education
Program No. 17	Only for students with disabilities who take state assessments (FCAT, CELLA, SAT, NRT, etc.) – NOTE: For Kindergarten and Grade 1 use Program 11; add Spanish-S if needed.	Special education pullout for Reading/Language Arts/Math with Spanish-S
Program No. 21	Only for students with disabilities who take state assessments (FCAT, CELLA, SAT, NRT, etc.)	ESOL/Special education pullout for ESOL-Reading/ESOL-Language Arts/ESOL Math. Electives with Spanish-S in general education
Program No. 25	Only for students with disabilities who take the Florida Alternate Assessment and do not take state assessments (FCAT, etc.)	ESOL/Special education separate class (all subjects).
Program No. 26	Only for students with disabilities who take the Florida Alternate Assessment and do not take state assessments (FCAT, etc.)	Special education separate class (all subjects) with Spanish-S/SL/Haitian-Creole
Program No. 31	Only for students with disabilities who take state assessments (FCAT, CELLA, SAT, NRT, etc.)	ESOL/Special education pullout for ESOL-Reading/ESOL-Language Arts. All other courses in general education with Spanish-S/SL/Haitian-Creole
Program No. 32	Only for students with disabilities who take state assessments (FCAT, CELLA, SAT, NRT, etc.) and need intervention course.	Special education pullout for Reading/Language Arts with Functional Basic Skills Reading (intervention course).
Program No. 33	Only for students with disabilities who take state assessments (FCAT, CELLA, SAT, NRT, etc.)	Special education class for all subjects including electives
Program No. 34	Only for students with disabilities who take state assessments (FCAT, CELLA, SAT, NRT, etc.)	ESOL/Special education class for all subjects including electives
Program No. 35	Only for students with disabilities who take state assessments (FCAT, CELLA, SAT, NRT, etc.)	ESOL in general education with Special education pullout for Math. All other courses in general education with Spanish-S/SL/Haitian-Creole
Program No. 36	Only for students with disabilities who take state assessments (FCAT, CELLA, SAT, NRT, etc.)	Special education pullout for Math. All other courses in general education with Spanish-S/SL/Haitian-Creole
Program No. 44	Only for students with disabilities who take the Florida Alternate Assessment and do not take state assessments (FCAT, etc.)	Special education class for all core subjects with electives in general education
Program No. 46	Only for students with disabilities who take state assessments (FCAT, CELLA, SAT, NRT, etc.)	SPED separate class for all core subjects (Reading/Language Arts/Math/Science/Social Studies)
Program No. 47	Only for students with disabilities who take the Florida Alternate Assessment and do not take state assessments (FCAT, etc.)	General education classes for all subjects [modified curriculum (7000 level) courses are used]
Program No. 48	Only for students with disabilities who take the Florida Alternate Assessment and do not take state assessments (FCAT, etc.)	ESOL/General education classes for all subjects [modified curriculum (7000 level) courses are used]
If none of the above programs match the student's schedule, and you need a variation of the above programs for a student, choose the program that is most similar to meeting the student's schedule and modify/change the course/sequence section.		

NOTE: The appropriate general education program code must be used for students with disabilities who are being provided instruction only in general education (full inclusion). For school year 2015-2016 Program 17 was deleted for Kindergarten and Grade 1. Use Program 11 as an alternate. Program 32 will be used for special education pull out (Reading; Language Arts) with interventions (Functional Basic Skills) for Kdg. – Grade 5. Program 11 can be used if student with disability does not need intervention but needs Spanish; Spanish must be manually input for Program 11.

ELEMENTARY

ESE ESAP & Course Codes – Some ESE classes

GRADE - 04 PROGRAM NO - 17 - ESE READ/HAND/WRIT/8/SPIN-5/SL/HC

ESAP #17

SUBJECT/TITLE
5010045F0 Language Arts Grade 4
5010045F3 Language Arts Reading Grade 4
5012060F7 Mathematics - Grade Four
5020050F1 Science - Grade Four
5021060F1 Social Studies Grade Four
5001050F1 Art - Intermediate 2
5013100F1 Music - Intermediate 2
5015040F1 Physical Education - Grade 4
5007020F6 Spanish as a Second Language
5000060F0 Elementary Baccalaureate

Course #	Course Name	FTE
5010045FB	Language Arts Grade 4 (ESE)	200
5010045FS	Language Arts Reading Grade 4 (ESE)	200
5012060F7	Mathematics Grade 4 (ESE)	200
5020050F1	Science Grade 4	101
5021060F1	Social Studies Grade 4	101
5001050F1	Art Intermediate 2	101
5013100F1	Music Intermediate 2	101
5015040F1	PE Grade 4	101
5007020FL	Spanish as a Second Lang	101

ELEMENARY

ESE ESAP & Course Codes – ALL ESE classes

GRADE - 04 PROGRAM 00 - 03 - ESE ESAP (LANGUAGE/MAPE/SCT/SOCSTUD)

ESAP # 33

SUBJECT/TITLE

501004SP8 Language Arts Grade 4
 501004SPC Language Arts Reading Grade 4
 501004OP8 Mathematics - Grade Four
 502005OP8 Science - Grade Four
 502106OP8 Social Studies Grade Four
 770101OP1 Art: Grade 4
 771001OP1 Music Grade 4
 771501OP1 Physical Education Grade 4
 540000OP0 Elementary Homeroom

Course #	Course Title	FTE
501004SP8	Language Arts Grade 4 (ESE)	200
501004SPC	Language Arts Reading Grade 4 (ESE)	200
501206OP8	Mathematics - Grade Four (ESE)	200
502005OP8	Science - Grade Four (ESE)	200
502106OP8	Social Studies Grade Four (ESE)	200
770101OP1	Visual Arts - Grd 4 (ESE)	200
771301OP1	Music - Grd 4 (ESE)	200
771501OP1	Physical Ed - Grd 4 (ESE)	200

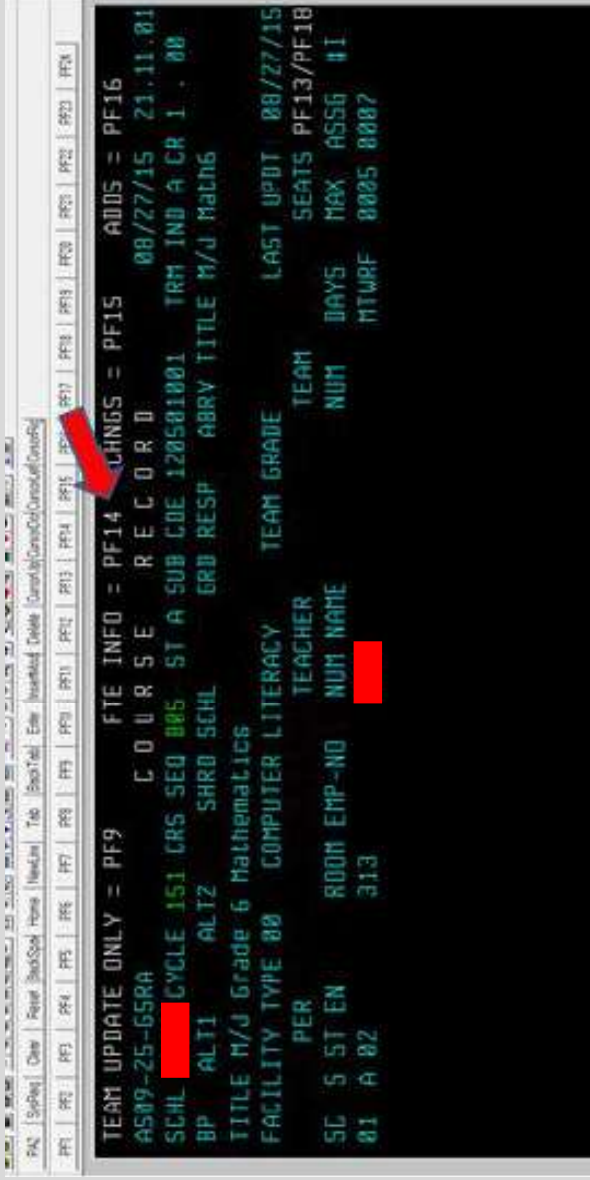
What if the ESAP Program Code Doesn't Match the Student's Services?

If none of the programs match a student's schedule, and you need a variation of the above programs for a student, choose the program that is most similar to meeting the student's schedule and modify/change the course sequence/section.

<http://oada.dadeschools.net/CBI/CBI.asp>

Secondary: Grades 6-12 Hard Coding ESE Classes "200"

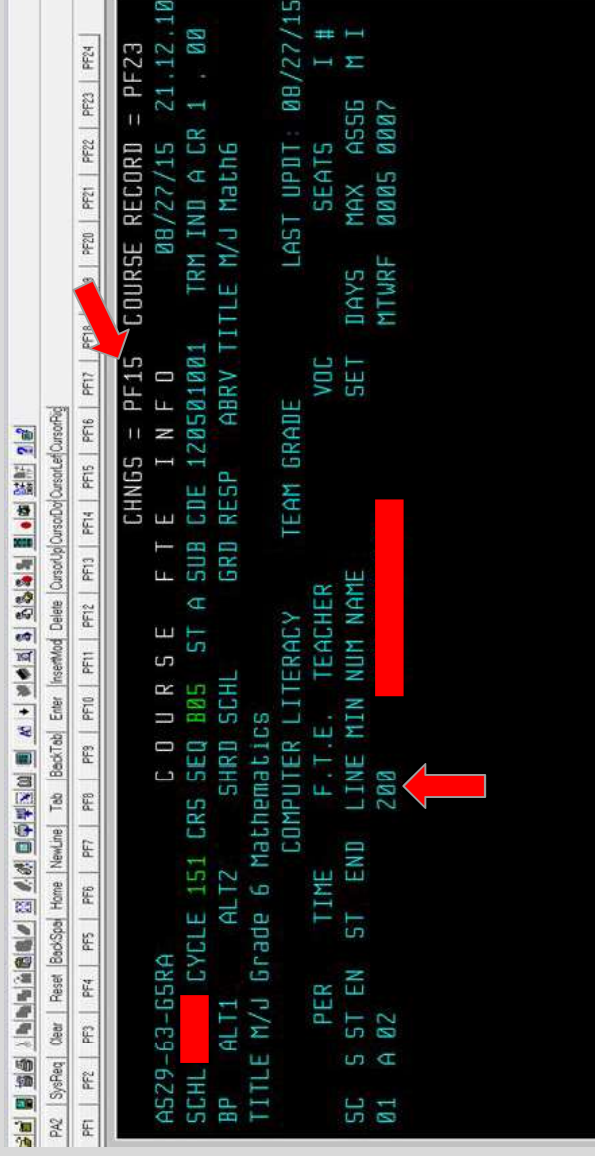
Step 1: Go to PF9- Course Record Screen. Click PF14 (FTE Info)

A screenshot of a terminal window showing a course record screen. The window title is "Secondary: Grades 6-12 Hard Coding ESE Classes '200'". The terminal output displays course information for course #509-25-65RA. A red arrow points to the PF14 key in the terminal's command line. The course details include: SCHL [redacted] CYCLE 151 CRS SEQ 005 ST A SUB COE 120501001 TRM IND A CR 1 00, BP ALT1 ALT2 SHRD SCHL GRD RESP ABRV TITLE M/J Math6, TITLE M/J Grade 6 Mathematics, FACILITY TYPE 00 COMPUTER LITERACY, PER [redacted], SD 5 ST EN ROOM EMP-NO NUM NAME, 01 A 02 313. The bottom of the screen shows function keys PF1 through PF24.

```
Secondary: Grades 6-12 Hard Coding ESE Classes "200"
PF1 PF2 PF3 PF4 PF5 PF6 PF7 PF8 PF9 PF10 PF11 PF12 PF13 PF14 PF15 PF16 PF17 PF18 PF19 PF20 PF21 PF22 PF23 PF24
TEAM UPDATE ONLY = PF9 FTE INFO = PF14 CHNGS = PF15 ADDS = PF16
#509-25-65RA COURSE RECORD 08/27/15 21.11.01
SCHL [redacted] CYCLE 151 CRS SEQ 005 ST A SUB COE 120501001 TRM IND A CR 1 00
BP ALT1 ALT2 SHRD SCHL GRD RESP ABRV TITLE M/J Math6
TITLE M/J Grade 6 Mathematics
FACILITY TYPE 00 COMPUTER LITERACY TEAM GRADE LAST UPDT 08/27/15
PER [redacted] TEACHER TEAM SEATS PF13/PF18
SD 5 ST EN ROOM EMP-NO NUM NAME DAYS MAX ASSG #I
01 A 02 313 MTWTF 0005 0007
```

Secondary: Grades 6-12 Hard Coding ESE Classes “200”

Step 2: Once you are on PF14, click on PF15 and you change by tabbing over line 200. This tells DSIS it is an ESE Course.



```
AS29-63-65RA          COURSE RECORD = PF23
SCHL [REDACTED] CYCLE 151 CRS SEQ 005 ST A SUB CDE 120501001 TRM IND A CR 1 . 00
BP ALT1 ALT2 SHRD SCHL GRD RESP ABRV TITLE M/J Math6
TITLE M/J Grade 6 Mathematics
PER TIME F.T.E. TEACHER VDC LAST UPDT: 08/27/15
SC S ST EN ST END LINE MIN NUM NAME SET DAYS MAX ASSG MI I #
01 A 02 200 [REDACTED] MTWRF 0005 0007

CHNGS = PF15
C O U R S E   F T E   I N F O
C O U R S E   0 8 / 2 7 / 1 5   2 1 . 1 2 . 1 0
C R S   S E Q   0 0 5   S T   A   S U B   C D E   1 2 0 5 0 1 0 0 1   T R M   I N D   A   C R   1   .   0 0
S H R D   S C H L   S H R D   S C H L   G R D   R E S P   A B R V   T I T L E   M / J   M a t h 6
T I T L E   M / J   G r a d e   6   M a t h e m a t i c s
C O M P U T E R   L I T E R A C Y   T E A M   G R A D E   L A S T   U P D T :   0 8 / 2 7 / 1 5
P E R   T I M E   F . T . E .   T E A C H E R   V D C   S E A T S   I   #
S C   S   S T   E N   S T   E N D   L I N E   M I N   N U M   N A M E   S E T   D A Y S   M A X   A S S G   M I   I
0 1   A   0 2   2 0 0   [REDACTED]   M T W R F   0 0 0 5   0 0 0 7
```

Secondary: How to Code SWD Receiving Collaboration Services in the GE Classroom

- When you assign sequence numbers for your courses, consider revising the sequence number for ESE students receiving collaboration services.
- This will allow you to easily account for your ESE students who are included in that GE class.

Example:

- A 6th grade GE math class may have a sequence number of B06. The administrator assigns a sequence number of I06 to the ESE students who are included for that same math class.

Elementary & Secondary Therapy Course Codes

- Therapy provided in an ESE setting must be documented in ISIS on PF4 for FTE funding
- Course seq/sec need to be created on PF9 and added to student's schedule on PF1
- Course codes are not grade level specific
 - 776303001 Speech Therapy
 - 776304001 Language Therapy
 - 776305002 Occupational Therapy
 - 776306001 Orientation and Mobility
 - 776307002 Physical Therapy
 - 776308002 Unique Skills Vision

Access Courses: Middle School

- Access Courses are intended for students with disabilities who are following the Florida Standards Access Points.
- This is only available for students who have significant cognitive disabilities (Intellectual Disability must be present).
- IEP team makes determination, with parent consent.
- Access Courses always begin with the number “7”
- M-DCPS Course Code Directory can be found here:
<http://oada.dadeschools.net/CBI/CBI.asp>

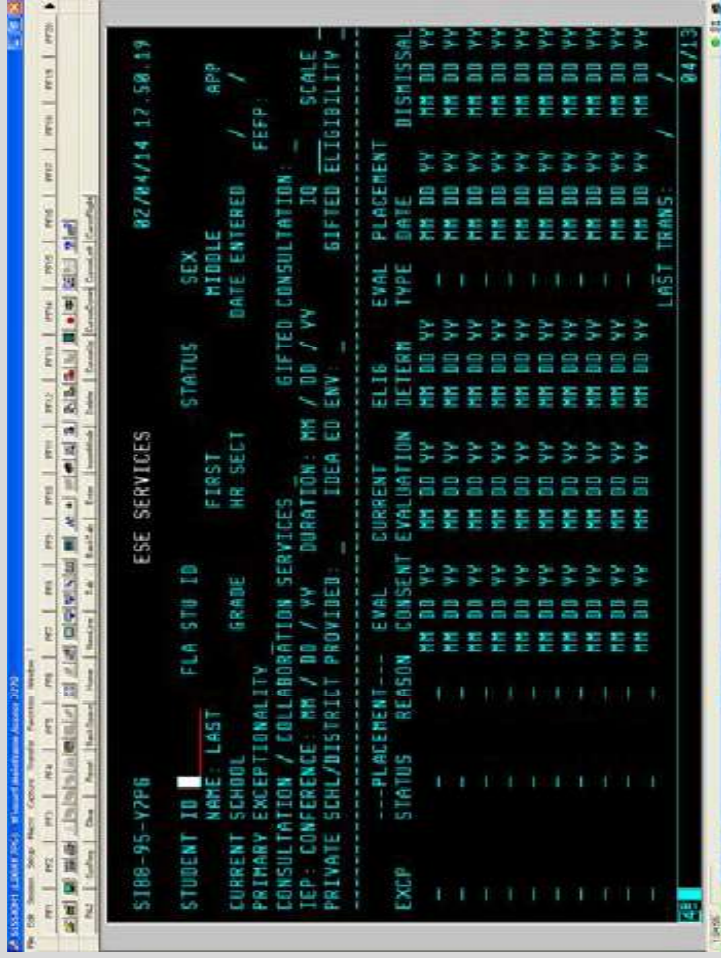
Access Courses- High School Course Progression

- Students on Access Point Standards 2014-beyond will now graduate with a standard diploma via Access Points.
- Very important that they be scheduled into correct course progression.
- High School Course Progression Chart can be found at ind.dadeschools.net

Reminder:

- Access Courses are intended for students with disabilities who are following the Florida Standards Access Points.
- These are students who have significant cognitive disabilities (Intellectual Disability must be present).
- IEP team makes determination, with parent consent.

Tip #7: Make Sure Student Information is Accurate on PF17



- PF17 data updated from ESE-EMS when Matrix is finalized**
- Primary Exceptionality
 - IEP/EP Date
 - FEFP (111, 112, 113, 254, 255)
 - Consult/Collab Flag “Y”
 - Placement Information
 - Last Transaction Date

Link to enter error information: [ESE-PF17 data error report](http://ESE-PF17_data_error_report)

Please email error report to sgottardi@dadeschools.net

Tip #8: Determine Next Steps and School Wide Needs

- Next Steps?
 - Re-analyze
 - Flexibility and creativity are key elements
- What types of resources/Professional Development does my staff need?

Resources

[IEP Services and Supports Organizational Tool](#)

[SG Scheduling Tool](#)

[MDCPS 2016-17 Curriculum Bulletin](#)

[Pivot Table Directions](#)

[ESE-PF17 data error report](#)

<http://sldinclusion.wikispaces.com/>

Questions?

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