

Scheduling Elementary Students by Subject

Introduction

During the 2007/2008 School Year, the District implemented a subject-based scheduling method for all elementary schools, including alternative education programs and charter schools who serve students at the elementary level. The system replaces the traditional method of scheduling students into grade level courses (i.e. 5100090 – Third Grade) and into subject matter courses (i.e. 5010050 – Reading) for the purpose of reporting FTE and grades.

For the 2008/2009 School Year, the grade level courses will no longer be active for scheduling. All elementary schedules must be completed using the subject-based scheduling approach.

Support Contacts

Policy questions should be directed to the appropriate department or area office. Questions about data input should be directed to your school's FTE Field Tech.

C01 – Room Resources:

The first step in setting up a master schedule involves setting up the school room resources (FISH). This information is maintained on TERMS, Panel C01. **Only instructional Rooms and Administrative offices should be listed on C01 – Room Resources.** Make sure all available instructional spaces have been added to the C01 Panel. Additions, deletions, and corrections should be completed prior to building the Master Schedule.

C04 – Staff/Faculty Query

At the beginning of the school year, it is necessary to add new teachers and drop (inactivate) teachers who no longer provide instruction at the individual school center. **All** staff who have **teaching certificates** (Principal, AP, guidance, teachers, etc.) **MUST** be assigned a number on TERMS Panel C05 – Staff/Faculty. Non-instructional staff (secretary) does not need to be added.

Some teachers who provide instruction at the school center actually are assigned to another school for payroll or are assigned to an area office. These “itinerant” teachers must also be included on the school's Staff/Faculty roster on C04/05

C03 – Homerooms

Homerooms, as defined on C03, must be built. This will identify the teacher's “primary” room. If the teacher instructs students in other classrooms (FISH rooms), the room will need to be adjusted on C17 – Master Schedule for each individual section.

Once a teacher has been added to C03 – Homerooms, the teacher number can be added for the individual students on Panel E06 – Homeroom/Team/Counselor.

C02 – Instructional Minutes

Every school must develop a Bell Schedule of their instructional time prior to building courses on C17. In the subject-based scheduling approach, the elementary school should have Twelve (12) 30-minute periods. This will cover 6 hours of time (typically 8:00 a.m. to 2:00 p.m.). Each school can customize their Bell Schedule to account for specific beginning and ending times. Period 1 will represent the first 30 minutes, period 2 the second 30 minutes, etc.

It is possible for a school to have additional Bell Schedules. The school administration may decide that students in 4th and 5th grade will be scheduled into 45-minute courses. The Data Processor can build additional Bell Schedules on C02 for the required length of time (i.e. period 01 = 0800 – 0845, period 02 = 0845 – 0930, etc.).

It is understood that each subject will not fall exactly into a 30-minute increment. The clock time in the Bell Schedule is an approximation. For example, when building an SAI course, the instructor may actually provide 45 minutes of instruction. It would be acceptable to build an SAI course for one period and adjust the total minutes to 45 per day/225 per week on C17 – Master Schedule. However, the school should be cautious of having 2 consecutive 45 minute periods, as this is not accurate. It would make more sense to build these courses during alternating periods (i.e. odd periods) for 45 minutes each. If the instruction actually last more than 45 minutes, the course should be set up 2 periods in length (i.e. 0405), which covers 60 minutes.

When scheduling students, the student must have 300 min per day (1500 min. per week) of instructional time to earn a full FTE. This represents 10 of the 12 periods.

The standard Bell Schedule (with school beginning at 8:00 a.m.) is provided below:

PRD	TIMES	FTE MIN (per day)	PER WEEK
1	0800 0830	30	0150
2	0830 0900	30	0150
3	0900 0930	30	0150
4	0930 1000	30	0150
5	1000 1030	30	0150
6	1030 1100	30	0150
7	1100 1130	30	0150
8	1130 1200	30	0150
9	1200 1230	30	0150
10	1230 1300	30	0150
11	1300 1330	30	0150
12	1330 1400	30	0150

A second Bell Schedule might appear as follows:

PRD	TIMES	FTE MIN (per day)	PER WEEK
1	0800 0830	30*	0150
2	0830 0915	45	0225
3	0915 1000	45	0225
4	1000 1045	45	0225
5	1045 1130	45	0225
6	1130 1150	20*	0100
7	1150 1235	45	0225
8	1235 1320	45	0225
9	1320 1405	45	0225

** In this model, Communication/Teacher PE would always be 0101 and lunch would be 0606. This would not be an entire school but only a grade level.*

C15 – Course Record

Subject-based scheduling utilizes subject content courses for FTE reporting. Adopting the appropriate courses into the school's Course Record must be completed on Panel C15. To add a course, type in the desired course number and hit <ENTER> twice.

These courses are very similar to those used in the traditional scheduling model for grading and are also FTE eligible. The district utilizes the Companion Field (eighth-digit) to designate specific FTE information. This logic is listed below:

Course	Companion Field	Purpose
5010030(0) (Fn Bas Sk Comm)	0	Grades KG – 3, FEFP 101
5010030(4) (Fn Bas Sk Comm)	4	Grades 4 – 5, FEFP 102
5010090(P) (Writing)	P	ELL (ESOL), Grades Kg – 5, FEFP 130
5010020(Z) (Reading SAI)	Z	SAI Instruction, Kg – 5, FEFP 101/102
77..... (E) (ESE Subject)	E	ESE Acad., Kg – 5, FEFP 111, 112, 254/5

The following courses should be adopted on C15 – Course Record before attempting to build a course on C17 – Master Schedule.

Basic Academic Courses: (For 09/10 – Math, Science, & PE are now grade specific, see next section)

50100300 Fn Bas Sk Comm (K-3)	50100304 Fn Bas Sk Comm (4-5)
50100500 Reading (K-3)	50100504 Reading (4-5)
50100900 Writing (K-3)	50100904 Writing (4-5)
50120000 Math (K-3)	50120004 Math (4-5)
50200000 Science (K-3)	50200004 Science (4-5)
50210000 Social Studies (K-3)	50210004 Social Studies (4-5)
50130000 Music (K-3)	50130004 Music (4-5)
50150100 P.E. (K-3)	50150104 P.E. (4-5)
50010000 Art (K-3)	50010004 Art (4-5)

Math, Science, & PE courses for 09/10

The course listed below have a Companion Field (CF) that corresponds with the logic above. In most cases, a 3rd grade student will participate in a 3rd grade course. However, a 3rd grade student may be working on 2nd grade level work. In this case, the student would be scheduled into the appropriate 2nd grade courses. GM = GIFTED MIXED

Kg – 03 FEFP 101	04 – 05 FEFP 102	Kg – 05 FEFP 130	Kg - 05 FEFP 250	Kg – 03 GM FEFP 101	04 – 05 GM FEFP 102	Description
50120200	50120204	5012020P	5012020L	5012020X	5012020W	Math Lvl K
50120300	50120304	5012030P	5012030L	5012030X	5012030W	Math Lvl 1 st
50120400	50120404	5012040P	5012040L	5012040X	5012040W	Math Lvl 2 nd
50120500	50120504	5012050P	5012050L	5012050X	5012050W	Math Lvl 3 rd
50120600	50120604	5012060P	5012060L	5012060X	5012060W	Math Lvl 4 th
50120700	50120704	5012070P	5012070L	5012070X	5012070W	Math Lvl 5 th
50200100	50200104	5020010P	5020010L	5020010X	5020010W	Sci Lvl K
50200200	50200204	5020020P	5020020L	5020020X	5020020W	Sci Lvl 1 st
50200300	50200304	5020030P	5020030L	5020030X	5020030W	Sci Lvl 2 nd
50200400	50200404	5020040P	5020040L	5020040X	5020040W	Sci Lvl 3 rd
50200500	50200504	5020050P	5020050L	5020050X	5020050W	Sci Lvl 4 th
50200600	50200604	5020060P	5020060L	5020060X	5020060W	Sci Lvl 5 th
50150200	50150204					PE Level K
50150300	50150304					PE Level 1 st
50150400	50150404					PE Level 2 nd
50150500	50150504					PE Level 3 rd
50150600	50150604					PE Level 4 th
50150700	50150704					PE Level 5 th

The following basic courses are optional:

50020000	Intro to Computers (K-3)	50020004	Intro to Comp (4-5)
50030000	Intro to Dance (K-3)	50030004	Intro to Dance (4-5)
50101900	Drama (K-3)	50101904	Drama (4-5)
50070000	French (K-3)	50070004	French (4-5)
50070100	German (K-3)	50070104	German (4-5)
50070200	Spanish (K-3)	50070204	Spanish (4-5)
50070300	Spanish/Span Speak (K-3)	50070304	Spanish/Span Speak (4-5)
50070400	Italian (K-3)	50070404	Italian (4-5)
50080000	Health (K-3)	50080004	Health (4-5)
50080100	Health, Safety, CA/N	50080104	Health, Safety, CA/N (4-5)

ESE Academic Courses: (E=ESE, H=Hearing, J=EH, V=Vision) (Courses linked to Report Card)

7710030E	Communication (ESE)*	7710020E	ESE Reading
7721010E	Social Studies (ESE)	7710050E	ESE Writing
7712010E	ESE Math	7720010E	ESE Science

* ESE Communications is used in place of Functional Basic Skills of Communication

ESE Courses not linked to the Elementary Report Card

- 7755010T ESE Support Facilitation (Inclusion)
7755010E ESE Pullout (limited to less than 150 minutes per week and no grade provided. This course is ONLY to be set up as periods 0188. Each student's days, times, & minutes MUST be adjusted on C20, just like speech/language therapy)
7721020J Social Personal
7701010E ESE Art (Only if the ESE students are isolated with the Art teacher OR the ESE teacher is the Art teacher)
7713010E ESE Music (Only if the ESE students are isolated with the Music teacher OR the ESE teacher is the Music teacher)

Detailed instructions for Elementary ESE Scheduling are provided in a separate document

ELL Courses:

5010030P	Fn Bas Sk Comm (ELL)	5012000P	Math (ELL)
5010050P	Reading (ELL)	5020000P	Science (ELL)
5010090P	Writing (ELL)	5021000P	Social Studies (ELL)

5010010P ESOL In-class direct (periods 0188, 1 minute, T, 0800 – 0801, regular room, no grade)

Gifted Courses

5010030L	Fn Bas Sk Comm (Gif)	5012000L	Math (Gif)
5010050L	Reading (Gif)	5020000L	Science (Gif)
5010090L	Writing (Gif)	5021000L	Social Studies (Gif)

If a school (Gifted centers only) is **mixing** “Gifted” & “non Gifted” students in the same room and are **implementing the students’ Educational Plans (EP)**, then adopt the same courses with an “X” (grades Kg – 03) and/or “W” (grades 04 – 05) in the last field. This course requires regular subject certification. The DISTRICT also requires the teacher to have “Gifted Endorsement”

SAI Course:

5010020Z SAI Fun Basic Skills Reading

Lunch: (This course is not reported for FTE, but is only a marker indicating the approximate time the student attends lunch). It will also be used to determine the number of grade level teachers (i.e. Kindergarten) who are assigned to a particular school. All students are to be assigned to their Homeroom Teacher for Lunch.

EVERYKg – 05 student must be scheduled into Lunch.

0000800	Lunch (ESE/ELL)	00008003	Lunch – 3 rd Grade
0000800K	Lunch – Kindergarten	00008004	Lunch – 4 th Grade
00008001	Lunch – 1 st Grade	00008005	Lunch – 5 th Grade
00008002	Lunch – 2 nd Grade	00008006	Lunch – 6 th Grade

Same courses, Different use: The following courses are used to account for various services offered in the schools. Each course is eligible for FTE reporting; therefore the teacher is required to have the appropriate certification.

50100501 READ E (K-3) LAB (*defaults to no grade*)
 50100503 READ E (4 - 5) LAB (*defaults to no grade*)
~~50120001 MATH (LAB) KG – 3 (*defaults to no grade*)~~
~~50120003 MATH (LAB) 4 – 5 (*defaults to no grade*)~~
~~50200001 SCIENCE (LAB) KG – 3 (*defaults to no grade*)~~
~~50200003 SCIENCE (LAB) 4 – 5 (*defaults to no grade*)~~

Kg – 03	04 – 05	Description
FEFP 101	FEFP 102	
50120201	50120203	Math Level Kg LAB (<i>defaults to no grade</i>)
50120301	50120303	Math Level 1 st LAB (<i>defaults to no grade</i>)
50120401	50120403	Math Level 2 nd LAB (<i>defaults to no grade</i>)
50120501	50120503	Math Level 3 rd LAB (<i>defaults to no grade</i>)
50120601	50120603	Math Level 4 th LAB (<i>defaults to no grade</i>)
50120701	50120703	Math Level 5 th LAB (<i>defaults to no grade</i>)
50200101	50200103	Science Level Kg LAB (<i>defaults to no grade</i>)
50200201	50200203	Science Level 1 st LAB (<i>defaults to no grade</i>)
50200301	50200303	Science Level 2 nd LAB (<i>defaults to no grade</i>)
50200401	50200403	Science Level 3 rd LAB (<i>defaults to no grade</i>)
50200501	50200503	Science Level 4 th LAB (<i>defaults to no grade</i>)
50200601	50200603	Science Level 5 th LAB (<i>defaults to no grade</i>)

Please note, each of the above courses is included in the Class Size Reduction calculation. ***Therefore, no 2 sections can occur during the same period on the same day in the same room.*** Extra care should be given to scheduling these courses.

Physical Education: EVERY student in grades **Kg – 05**, must participate in at least 150 minutes per week of “physical education”. To accommodate for this requirement, the following courses have been added to cover the “PE” instruction covered by the regular classroom teacher. Students currently receive one day of “PE” from the PE teacher. The academic grade is provided by the PE teacher. These courses are to be set up on days in which the graded PE is not provided to the student. This course will be set up the same period as 5010030 – Functional Basic Skills of Communication is scheduled. The 5010030 course will only be set up for one day. For ESE self contained teachers, 7710030E – Communication will be substituted for 50100300(4)

~~50150101 PHYS ED K-3 (TCHR) – *defaults to no grade*~~
~~50150103 PHYS ED 4-5 (TCHR) – *defaults to no grade*~~
 7715010E PE: Kg – 05 (ESE Room) - *defaults to no grade*

Kg – 03	04 – 05	Description
FEFP 101	FEFP 102	
50150201	50150203	PE Level Kg (Tchr) – <i>defaults to no grade</i>
50150301	50150303	PE Level 1 st (Tchr) – <i>defaults to no grade</i>
50150401	50150403	PE Level 2 nd (Tchr) – <i>defaults to no grade</i>

50150501	50150503	PE Level 3 rd (Tchr) – <i>defaults to no grade</i>
50150601	50150603	PE Level 4 th (Tchr) – <i>defaults to no grade</i>
50150701	50150703	PE Level 5 th (Tchr) – <i>defaults to no grade</i>

For example: If the 3rd grade students in Ms. Jones's class are scheduled in TERMS for Wednesday PE with Ms. Smith during 3rd period, the Master schedule would appear as follows::

Course	Section	Description	Period	Days	Tchr	Room	Gr
50150500	301	PHY ED E (K-3)	0303	W	Smith	Paviln	Y
50150501	301	PHYS ED K-3 (TCHR)	0505	MT RF	Jones	03-101	N
50100300	301	FN BAS SK COMM (K-3)	0505	W	Jones	03-101	Y

Every HR teacher (including ESE self contained) MUST have a combination of the Functional Basic Skills of Communication course and the Teacher PE course. This will account for up to 120 minutes per week of the PE requirement. The remaining 30 minutes will come from the regular PE course.

C17 – Master Schedule

In the scheduling by subject approach, it is necessary to determine the length of each course in advance of setting up the course. In most elementary schools, reading occurs for 90 minutes. Therefore, to set up a reading course, the administration would designate three consecutive periods (i.e. 0103), resulting in 90 minutes of clock time. **Reading must be at least 3 consecutive periods.** Historically, the length of instruction provided in other course subjects at the elementary level has been determined by the individual teacher. Additionally, the individual classroom teacher has determined the order of subjects taught. This poses a problem when scheduling by subject, as some consistency is required to convert these subjects from graded courses to FTE courses.

It will be necessary for the ***administrator*** to decide:

- How long individual subjects will be taught
- The sequence of subjects to be taught (during which periods).

This information will enable the data processor to setup courses by period (30 minute segments). The report card requires grades/progress reported for:

Classroom & ESE/ELL Teachers:

- Functional Basic Skills of Communication (Listening/Speaking/Viewing)
- Reading
- Writing
- Math
- Science
- Social Studies

Fine Arts Teachers:

- Art
- Music
- P.E.

There are no FTE reporting courses for Media or Guidance.

Additionally, ***if teachers at individual grade levels are departmentalized*** (each teacher covering particular subject(s)), it will be necessary to coordinate the development of these courses. For example, a student CANNOT receive Reading during 01**03** (8:00 – 9:30) and also be scheduled into Math during **0304** (9:00 – 10:00) as the times would overlap.

Although the courses may not follow precise 30-minute increments, minor adjustments should allow the DP to incorporate the scheduling. Often actual instruction time does not commence or end on the hour and half hour. Therefore, when setting periods, assume the period 0202 actually begins sometime after 8:15 a.m. and before 8:45 am. So if the teacher teaches math from 8:40 – 9:30 (50 minutes) the course would be set up for periods 0203 (8:30 – 9:30). The most important point is that the student does not have duplicate periods.

In some cases, a teacher instructs the students for 45 minutes (i.e. SAI). It would be acceptable to set this course up for 1 period (i.e. 0303) and actually **adjust the minutes** to 225 (45 X 5) instead of the default of 150. The DP **MUST not adjust the clock time** on C17.

A sample student schedule for homeroom teacher “Jones” is provided below:

COURSE	SEC	DESCRIP	TCH	BL-RM	DAYS	PRD	TIMES	MIN	M/WK
50100304	403	Fun Bas Sk Comm	Jones	01 103	M	0101	0800 0830	0030	0030
50150603	403	PE Level 4 (Tchr)	Jones	01 103	TWRF	0101	0800 0830	0030	0120
50100504	403	Reading (4-5)	Jones	01 103	MTWRF	0204	0830 1000	0090	0450
7712010E	708	ESE Math (4-5)	Smith	02 308	MTWRF	0506	1000 1100	0060	0300
00008004	403	Lunch – 4 th grade	Jones	CAFÉ	MTWRF	0707	1100 1130	0030	
50100904	403	Writing (4-5)	Jones	01 103	MTWRF	0809	1130 1230	0060	0300
50200504	403	Science Level 4(4-5)	Brown	01 106	MTWRF	1010	1230 1300	0030	0150
50210004	403	Social Studies (4-5)	Brown	01 106	MTWRF	1111	1300 1330	0030	0150
50150104	403	P.E. (4-5)	Jack	03 305	M	1212	1330 1400	0030	0030
50130004	403	Music (4-5)	King	04 103	T	1212	1330 1400	0030	0030
50010004	403	Art (4-5)	Davis	05 603	W	1212	1330 1400	0030	0030
50020004	403	Intro Comp. (4-5)	Brown	04 101	R	1212	1330 1400	0030	0030
50200503	403	Science Lvl 4 Lab	White	06 301	F	1212	1330 1400	0030	0030
Totals									1650

Please note that the section (SEC) is constant for this student, except for the ESE teacher (Smith) who “pulls” the student into her room for instruction in Math.

Instructional Support and Administrative Personnel

Course sections must be built for all staff in positions requiring a teaching certificate (i.e. Principal, Assistant Principal, Counselor, Media Specialist, etc). One section for each employee **MUST** be built on C17. Set: TERM=3, Periods=0112, DAYS=MTWRF, BLDG-RM=employee's office (FISH), STS(seats)=000. **STUDENTS ARE NOT ASSIGNED TO THESE COURSES.** The list of courses is provided below:

0073001	PRINCIPAL ELEM	0073201	INTERIM PRINCIPAL ELEM
0073008	ASSIST PRINCIPAL ELEM	0073208	INTERIM ASSIST PRIN ELEM
0061231	COUNSELOR - ELEM	0061231P	COUNSELOR - ELEM (ESOL)
0062030	LIB/MED SPEC-ELEM	0063100	PRIMARY SPECIALIST
0064024	MATH COACH – ELEM	0064021	READING COACH – ELEM
0063105	BEHAVIOR SPEC (CIT)	0063100M	MAGNET COORDINATOR
0063100P	TSA - ELL COORDINATOR	0063102	TSA – ESE (CONTACT)

Scheduling Special Program (ESE, ELL, SAI) Students

This scheduling approach requires ***coordination/collaboration*** among the special program teachers, regular teachers, and school administration. “Pullout” courses are subject based (i.e. 7710020E – ESE Reading). The DP will build a section of a course (i.e. 7710020E) **for each room** in which the teacher provides instruction. Therefore, if the teacher “pulls” the students into a specific room (i.e. 01 101), the section would be the special teacher’s number (i.e. 708) and it would be set for periods 0112. To add students to the course, the student will ***ONLY*** be entered into the course on Panel A10 – Student Schedule. **The student’s specific periods will be entered in the PRDS column on A10.**

The approach in the previous paragraph will be applied to all special-program academic subjects (ESE, ELL, SAI). If the teacher provides instruction in more than one course (i.e. reading, writing, & math), the appropriate courses will be set up for period 0112 in the special teacher’s room.

Some pullout courses are for very limited times or only one/two days per week (i.e. Speech, Language, OT, PT, Vision, Hearing, etc.). These courses will be set up for period ***0188*** (all day) and the therapist will need to provide the actual time/day the student is being pulled (this is the same as the traditional method). However, one caution: **the times must follow the bell schedule** and not overlap periods. For example, the times cannot be 8:45 – 9:15 as this would overlap 2 periods and the FTE would be pulled from each period. It would be necessary to report the student for either 8:30 – 9:00 or 9:00 – 9:30. The actual time the therapist works with the student does not need to be exact, just close.

Issues Specific to SAI/iii: For students going to the SAI/iii teacher for instruction, it will be necessary for the administration to determine whether the SAI/iii student will continue to earn a grade for each of their academic subjects (Reading, Writing, Listening, Math, Science, & Social Studies, Art, Music, & P.E.) as the student is removed for anywhere between 150 to 300 minutes per week. The SAI/iii course is a ***supplement*** to the regular reading course and is ***not coded*** for ***grading***.

If the administration determines that the SAI/iii student will continue to receive a grade on the report card for each academic subject, then the student will need to be placed into a “Grade Only” course to offset the FTE course that was removed to place the student into SAI. For example: if the student was removed from Science and placed into the SAI/iii course, the student would no longer be listed on the

science teacher's grade roster. Therefore, the student would not receive a grade in science. If the administration determines that the student should actually receive a grade in science, the DP would need to build a section of science (grade only) for the SAI/iii students. The DP would use the traditional course (5020000 – without the last 0 or 4) and set the class up period 0112. The course will be coded 999 on C17 (not FTE eligible) and will not print on the FTE report. However, the teacher will receive a grade scanner sheet for this course for the students enrolled.

The SAI/iii course will default to program **101** (grades K-3). If a student is in 4th or 5th grade, the student's funding must be changed to **102** on C20/A10. If the entire course is for students in 4/5, set the funding code to **102** on C17 before putting any students into the course.

Where do I start?

- **C02 – Instructional Minutes** – Build the Bell Schedule for 12 periods (or 2 or more Bell Schedules, depending upon the administration's instructional plan for the school)
- **C01 – Room Resources** – Make sure that **Bldg-Rm** represent all the **Instructional Space**. Delete non instructional spaces (i.e. bathrooms, electrical closets). It is acceptable to leave the cafeteria, office, etc. If portables have been added or removed, make the appropriate adjustments.
- **C05 – Staff/Faculty** – Add or remove staff for the current school year, accordingly.
- **C15 – Course Record** – Adopt the courses outlined in this document (page 4 – 7). Type in the course number and hit <ENTER> twice.
- **Teacher Schedules** – Obtain, from the school administration, a roster of teachers which identifies subjects, period taught, total minutes per week, and Bldg-Rm where the instruction occurs.
- **C17 – Master Schedule** – Build the academic courses according to the information on the aforementioned roster.
 - Use the Homeroom teacher's number for the section number for each academic and fine arts course.
 - Fine arts classes will be set up the number of days the students receive the particular subject. On a rotating basis, select a day for each subject. This should rotate between homeroom teachers (the P.E. teacher can't have all their students on Wednesday during period 0303).
 - If the students attend different fine arts classes during the same period, it will be necessary to make sure that the days do not conflict. The DP will need to customize the days on C17.
- **E06 – Homeroom/Team/Counselor** – Before proceeding to next step, make sure EVERY student who will be packaged is correct on E06. Any student, who is incorrect, will require an individual adjustment on A10 – Current Schedule at a later point (**DO NOT USE A04 TO ASSIGN A HOME ROOM TEACHER PRIOR TO PACKAGING**). After the students have been packaged, new homeroom teachers will be added on **AR1 - Registration** or **A04 – Current Assignments**
- **C18 – Class Package** – Build the Homeroom package by entering the Homeroom teacher number in the PKG field. Then, type in the academic and fine arts courses that the majority of the students in the course follow. Individual student adjustments will be made in a future scheduling step. This process can be a little complicated if the teachers share their students. For example, if two teachers in third grade, share their students for social Studies and Science, with one teacher teaching science and the other teaching social studies, it will be necessary to customize the package so that each student is assigned to the correct section. Most likely, the sections are the teacher numbers. However, if a teacher has more than one section of a subject (i.e. science), then the teacher number in the section will probably have an A, B, etc. added to differentiate the sections.

- **Packages complete** – The following procedures will assign students to the individual courses as a batch update.
 - Verify that the correct courses/sections are assigned to the correct teachers.
 - Once verified, Run <MST2E56P – EDIT package Schedules Post (space out the code under S/C Only and update to the current school year)
 - Once the EDIT is successful (**verified**), then run MST2P56P POST Package Schedules Post (Edit & Post job submissions will be the same)
- **A10 – Current Schedules** – Once the students are enrolled in the course, it will now be necessary to move students if their instructional teacher differs from the Homeroom teacher (i.e. SLD or ELL pullout).
 - Prior to completing this task, it will be necessary to build the ESE, ELL, & SAI courses on C17 – Master Schedule.
 - For each student who will be taking a different course, PURGE the course with the Homeroom teacher and ADD the student to the instructional (i.e. ESE/ELL) teacher’s course.
 - Verify that the student continues to have courses covering the entire school day (no duplicates, no missing course periods).
- **C20 – Classroll** – This panel will be used to enter students into speech/language therapy or a limited ESE academic pullout. . When scheduling students in the speech or language therapy courses or limited academic pullout (less than 150 min/wk), it is necessary to adjust the **TIMES, DAYS, & MINS** for each student. OT/PT/vision/hearing (itinerant)/specially designed P.E. will be scheduled by the district ESE Department.

Elementary School Tutorial

If a school offers an after or before school tutorial program and needs to keep track of which students participate, the students will be scheduled into appropriate courses.

To schedule students for an after/before school tutorial program, the following courses (end with a “7”) can be used:

<u>Course</u>	<u>Description on TERMS</u>
10000007	M/J Lang Arts (tutorial)
12040007	M/J Math (tutorial)
10000107	M/J Read (tutorial)
50100507	Read E (tutorial)
50100907	Writ E (tutorial)
50120007	Math E (tutorial)

When setting up a course, the following guidelines apply for C17:

TERM = 3

PRDS = 1313, 1414 (any periods not currently used during the regular day program)

TCH= teacher providing service (certification/HQT is not an issue with tutorials)

BLDG-RM = where the instruction occurs

PGM – E = 999 C

GE (Grade eligibility) = A

A (Attendance) = H

How do I get a Homeroom Roster? (The data processor can only run this report after students have been rolled into next SY (i.e. 2009/2010))

To generate homeroom rosters, the following steps must be taken:

- Every student must have a Homeroom Teacher assigned on E06.
- Run report MST1511P (Demographics) – *see request card below*

```
PANEL: _____ J02. STUDENT JOB SUBMISSION
                JOB: MTS1511P
                LAST SUBMISSION:
ACTION: _  PORT: PRT STAT: H COPY: 01 SCHL:

PRINT HOMEROOM ROSTER (NARROW PAPER)
R P S -----SELECT----- P
Q R Q SCHL GR ST HMRM S R BIRTHDAY SY SPG H
XN A A NNNN XX X XXXX X X XXXXXX NN XXX X
-----
01 01 N A 1234 A 08
```

Available Reports

The following are among the available reports listed on the “J” Panel under A-Demographics and B-Scheduling.

A - Demographics

MTS1108P	PRINT Entry/Withdrawal Activity
MTS1110P	PRINT Homeroom Master
MTS1111P	PRINT Homeroom Rosters (Wide Paper)
MTS1119P	PRINT School Roster
MTS1133P	PRINT Projected Student Roster
MTS1134P	PRINT Projected Enrollment Summary
MTS1511P	PRINT Homeroom Roster (Narrow Paper)
MTS1519P	PRINT School Roster (Narrow Paper)
MTS1520P	PRINT Student Address Roster (Narrow Paper)
MTS1542P	PRINT School Roster/Homeroom Locator (Narrow Paper)
MTS1543P	PRINT Homeroom Enrollment Summary* (For Use with Multiple Grades within A Single Homeroom Number)

B- Scheduling

MTS1156P	PRINT Staff/Faculty Detail
MTS1157P	PRINT Staff/Faculty Summary
MTS1161P	PRINT Room Resource Listing
MTS2002P	PRINT Course Master Listing
MTS2013P	PRINT Teacher Loads
MTS2034P	PRINT Master Schedule Summary
MTS2035P	PRINT Master Schedule Detail
MTS2042P	PRINT Classroll (Wide Paper)
MTS2503P	PRINT Classroll /Bus Number (Narrow Paper)
MTS2043P	PRINT Student Schedules

MTS2044P PRINT Student Locator
MTS2051P PRINT Package Master Schedule
MTS2501P PRINT Student Schedules for Student Distribution

Course Error Messages...

If errors are detected, one of the following error codes will be displayed next to the student number:

CLASS CLOSED - The Available Seats for the Course/Section is equal to 0 (zero) on the Master Schedule. Therefore, students may not be scheduled into the class.

NOT ON CAL - The Student's Calendar Number that is assigned on the Demographics Panel (**A03**) is not one of the Calendars defined on the Master Schedule record (**C17**) for the course/section.

WITHDRAWN - You are attempting to add a student who is in Withdrawn (Inactive) status.

The following situations may cause elements to highlight in error but a message will not be displayed on the line.

CALENDAR ERROR - The date entered in Class Start Date (**DATE**) is not defined as a valid date on the calendar(s) indicated by the class definition in the Master Schedule.

DAYS OF WEEK ERROR - The Course/Section is not defined in the Master Schedule (**C17**) as being offered on the Days entered.

INVALID GRADE - The student's grade level is not within the grade range specified for the Course/Section in the Master Schedule (**C17**). The Student Number will highlight in error.

NOTE: If a student is to be dropped from a course, type a "D" in the Action Code next to the student's number. The status of the student on that class roster will become inactive (**I**). However, a record of the student's participation in the class will be saved as an Inactive class. (Student is moved in the middle of the year from teacher A to teacher B, if Status (S) is blank then both classes will display.)

To reactivate an inactive student onto a class roster, type an "I" in the Status Code to display just the inactive students on the roster. Type an "R" in the Action Code field of the student to be added back onto the course roster.

If a student has been entered onto a class roster totally in error and you do not wish the course to be part of the student's academic history, the student's record should be (P)urged from the roster. Type a "P" in the Action Code of the student to be corrected on the class roster. Press the Enter key and the message Updates Applied. Next? will be displayed. This is probably the method to use for most students who should be removed from a class roster.

Printing a copy of an individual Class Roster:

To print a single copy of a class roster (C20) Panel, enter the course and section number and press the Enter key to display the Class Roster on the screen. Move the cursor to the Port element at the lower right of the screen and type in the two digit mainframe printer port number where the roster is to be printed (example: 06, 07, 08, etc.). Press the PF11 key and a roster of all students in the course in either term will be printed at the defined printer.

Note: If the defined printer is not on-line when PF11 is pressed, the request will be placed on hold in the queue until the printer is placed on-line. Requests that remain in a queue overnight will be dropped by the system. If the defined printer is actually turned off when PF11 is pressed, the request will be dropped by the system.

Schedule Changes for Students or Teachers

MOST IMPORTANT – Schedule change procedures will vary according to the **time of year** or the desired result.

Prior to the Start of School:

- If a teacher change is for an entire class, the new teacher number must match the section and package. Change the teacher on C05 to the new teacher (***only if school has not started***). Call your Field Tech to help you through this process.
- To change a student homeroom for an individual student, correct the A04 Homeroom if needed. Then it will be necessary to make individual adjustments on A10 – Student Schedule to reflect the teachers providing instruction.

After the Start of School:

- If a teacher change is for an entire class:
 - The new teacher number must be added on C05 – Staff/Faculty. If this is a Homeroom teacher, you must update **C03 – Homerooms** to reflect changes.
 - On C17 (or E11) replace the new teacher in the TCH field
 - Create a new package on C18 with the new teacher #, use the original courses and sections
- To change a student homeroom for an individual student, change the homeroom teacher number on E06. This bypasses the package program. It will be necessary to make individual student adjustments on A10 – Student Schedule. To drop a course on A10, it will be necessary to:
 - Put cursor on the course to be dropped <F9>
 - Action = D, WD – Date = enter drop date only <Enter>.
 - <F3> to go back to main A10 – Student Schedule.

How do I handle scheduling two teachers who share their students?

In some elementary schools, certain teachers may share their students by having one teacher teach the same subject more than one time during the day. For example, one teacher may teach math, science, and social studies in the morning to his/her homeroom students and then teach the same subjects to the other teacher's students in the afternoon. The other teacher teaches the communication (reading, writing, & listening) subjects in the morning and again in the afternoon.

To set this up in the new scheduling method, it will be necessary to set up the two academic courses for each teacher (as they have two groups to teach but only half the subjects). The DP will set up a set of courses for each Homeroom teacher using the HR teacher's number. It is critical the subjects are set up in the correct order for each HR teacher's students. Then, the DP will adjust the teacher number and room on C17 to reflect which teacher is teaching each course.

For each section, pay particular attention to where the course is being taught. If the teacher travels to the classroom, the RM BLDG will be different for each math section. If the students travel, then the room remains constant.

See the sample below (I excluded lunch during 6th period & specials during 11th period as these don't apply in the example). Each teacher has 3 courses covering 5 periods for each grouping, covering 10 instructional periods for academics.

COURSE	SEC	DESCRIP	TEACHER	BLDG-RM	PRD	TIMES	MIN	MIN/WK
50100304	403	Listening (4 -5)	Jones	01 103	0101	0800 0830	0030	0150
50100504	403	Reading (4-5)	Jones	01 103	0204	0830 1000	0090	0450
50100904	403	Writing (4-5)	Jones	01 103	0505	1000 1030	0030	0150
50100304	406	Listening (4 -5)	Jones	01 103	0707	1100 1130	0030	0150
50100504	406	Reading (4-5)	Jones	01 103	0810	1130 1330	0090	0300
50100904	406	Writing (4-5)	Jones	01 103	1212	1330 1400	0030	0150
50100504	406	Science Lvl 4 (4-5)	Brown	02 106	0101	0800 0830	0030	0150
50100704	406	Math Lvl 4 (4-5)	Brown	02 106	0204	0830 1000	0090	0450
50210004	406	Social Stud (4-5)	Brown	02 106	0505	1000 1030	0030	0150
50200504	403	Science Lvl 4 (4-5)	Brown	02 106	0707	1100 1130	0030	0150
50120704	403	Math Lvl 4 (4-5)	Brown	02 106	0810	1130 1330	0090	0300
50210004	403	Social Stud (4-5)	Brown	02 106	1212	1330 1400	0030	0150

A schedule for student who is in Jones's (403) homeroom would look like the following:

COURSE	SEC	DESCRIP	TEACHER	BLDG-RM	PRD	TIMES	MIN	MIN/WK
50100304	403	Listening (4 -5)	Jones	01 103	0101	0800 0830	0030	0150
50100504	403	Reading (4-5)	Jones	01 103	0204	0830 1000	0090	0450
50100904	403	Writing (4-5)	Jones	01 103	0505	1000 1030	0030	0150
50200504	403	Science Lvl 4 (4-5)	Brown	02 106	0707	1100 1130	0030	0150
50120504	403	Math Lvl 4 (4-5)	Brown	02 106	0810	1130 1330	0090	0300
50210004	403	Social Stud (4-5)	Brown	02 106	1212	1330 1400	0030	0150

Setting up Lab (Math, Science) and Foreign Language courses

Elementary school's often schedule classes in math or science labs or provide a foreign language to some or all of their students. The students usually attend as a homeroom group during the HR teacher's elective class time. Since math, science, & foreign language courses are used in the calculation of CSR, it is critical that each section is a **unique period-bldg/room**. If 2 or more sections are created during the same period in the same room, the CSR calculation will add the students together in both sections, yielding a high number of students in the class at the same time.

To create a math lab, reading lab, or foreign language course as a component of the elective block for teachers, the DP will need to set up the labs and foreign language courses first. Create a grid that represents the number of period (i.e. 12) and the number of days (5). Once a period/day has been selected for one section of the math lab (i.e. M 0303), the period can not be used for an additional math lab during the same time.

Instructional/Instructional Support/Administrative Personnel

Every teacher in an ***instructional*** position (Function 5000 range) must have one or more courses scheduled, ***with students enrolled***. In addition, instructional support and administrative personnel CANNOT have students in their courses. Therefore, the media specialist and guidance counselor WILL NOT have a student roster, even though the homeroom teacher's students may have an assigned time weekly during the elective period. The missing schedule will appear as a gap in the student's schedule. As long as each student has 10 periods of academic instruction per day, 5 days per week (reading, writing, math, science, social studies, function skill of communication, P.E.), the student will generate a full FTE (1500 minutes per week).

When can a course be set up for period 0188?

The only courses set up for periods 0188 are ESE pullout courses. These are limited to Speech/Language therapy (7763030F/7763040G), Occupational Therapy (7763050), Physical Therapy (7763070), vision/hearing itinerant services, and ESE Skills (7755010E – limited to 150 minutes maximum per week).

Academic courses ARE NEVER set up as a pullout in the current scheduling system. This includes: SAI, iii, remedial, labs, etc. These courses are to be set up for the specific period in which the instruction occurs, or for periods 0112, if the students participate at different time during the day/week. If the class is set up 0112, it will be necessary to individually adjust each student on A10 to the correct instructional periods & days.

Scheduling for PK Students

Introduction

It will be necessary for the data processor, PK teachers, and the school administrator to work closely together to determine which PK students will receive instruction through which type of PK program. The district operates various PK programs in multiple sites across the district. Please use the following guidelines to develop a master schedule and complete the scheduling requirements of PK students.

Setting up PK Courses

PK ESE Programs:

PK ESE students do not attend a full week. To accommodate their schedule, it is necessary to complete the following:

- Build a Bell Schedule 2
- Set up the following courses
 - 7650130 – PK Disabled (3-5)
 - 0000800P – Lunch PK
 - 00008009 – PK Quiet Time
 - 7763040G – LANG THRPHY: PK-5

PK ESE students are enrolled in one of the following programs:

A23 Mod Program	Description	Min/Wk	Days	Periods*	Bell Schedule
100	PK A	up to 600	MTWR	01 – 05 08 – 12	1
101	PT/VE	750	MTWRF	01 – 05 08 – 12	1
102	<u>RP/DD Eisenhower</u>	1125	MTWRF	0107 1011	2
103	Functional/ ASD/Hagen	1200	MTWRF	0107 1011	2

* ESE course 7650130

Each student in these programs must have special education information on Panel A23 – Special Programs. The PK program is coded in the MOD field (i.e. 101).

Bell Schedule:

For programs greater than 750 minutes per week, the following Bell Schedule must be built. This will be **Bell Schedule 2**

PRD	TIMES	FTE	MIN
1	0800 0830		30
2	0830 0900		30
3	0900 0930		30
4	0930 1000		30
5	1000 1030		30
6	1030 1100		30
7	1100 1130		30
8	1130 1200		30
9	1200 1245		45
10	1245 1315		30
11	1315 1345*		30

* this period may be adjusted to reflect the exact time the PK instruction actually ends at the individual school.

ESE Courses:

For program Models 100 and 101:

The students will attend in an early or late session. Therefore, the Data Processor may set up both sets of courses. Since the teacher has 2 distinct class rosters (homerooms), it will be necessary to build two Homerooms on **Panel C03 - Homerooms**. To distinguish between the 2 groups, use the teacher number with either an A or P at the end (701A). Both packages will be built on C18. The student will be assigned the Homeroom teacher number that corresponds with their instructional time (morning or afternoon).

For program Model 102:

These students begin classes at 8:00 a.m. and go home at 12:45. However, these students have a 30 minute lunch period during the day. The Data Processor will build a schedule similar to the following, **using Bell Schedule 2.**

Course	Sec	Description	Periods
7650130	700	ESE PK	0107
0000800P	700	Lunch PK	0808
7650130	700P	ESE PK	1011
7763040G	700	LANG THRPY: PK-5	0188

Each of these courses should be added to the Homeroom Package on C18.

For program Model 103:

These students begin classes at 8:00 a.m. and instruction ends at approximately 1:45 p.m. These students have a 30 minute lunch period during the day AND the teacher is expected to provide a 45-minute “rest” or “quiet” time. Neither **lunch nor quiet times are funded for FTE**, as the ESE teacher is not providing instruction during these periods.

The Data Processor will build a schedule similar to the following, **using Bell Schedule 2.**

Course	Sec	Description	Periods
7650130	700	ESE PK	0107
0000800P	700	Lunch PK	0808*
00008009	700	PK Quiet Time	0909
7650130	700P	ESE PK	1010
7763040G	700	LANG THRPHY: PK-5	0188

** The lunch period may be earlier in the day. Usually the lunch & quiet time are consecutive periods. However if there is a gap between these courses, an additional ESE PK course will need to be built.*

Each of these courses should be added to the Homeroom Package on C18.

VPK Programs:

There are 3 models for VPK students for the 09/10 SY. For each program the students will be scheduled with the standard bell schedule

Model 1

These students only receive VPK services for 3 hours per day, then the student leave. There may be a morning and/or afternoon session. Set the course up like the sample below:

Course	Section	Description	Periods	Comments
5100580	801A*	VPK	0105	morning session
5100580	801B*	VPK	0812	afternoon session

** 801 would be the teacher number*

Build a package on C18 for 801A & 801B

Model 2

These students receive VPK services for 3 hours per day, then parent pays for 3 hours. Set the courses up like the sample below:

Course	Section	Description	Periods
5100580	801	VPK	0105
5100560	801	PK Other	0812

Build a package on C18 for 801

Model 3

These students can receive VPK and parent pay/subsidized, or the student may not be VPK.

You must add periods 13 and 14 on the Bell Schedule for the 60 minute increments (if the school already has period 13 set up, just set up period 14 until 1600) See below:

PRD	TIMES		FTE	M
1	0800	0830	30	
2	0830	0900	30	
3	0900	0930	30	
4	0930	1000	30	
5	1000	1030	30	
6	1030	1100	30	
7	1100	1130	30	
8	1130	1200	30	
9	1200	1230	30	
10	1230	1300	30	
11	1300	1330	30	
12	1330	1400	30	
13	1400	1500	60	
14	1500	1600	60	

There are 2 possible packages for the teacher.

VPK Eligible

Course	Section	Description	Periods
5100580	801	VPK	0106
5100560	801	PK Other	0714

Non VPK Eligible

Course	Section	Description	Periods
5100560	801N	PK Other	0114

Although there is only one teacher, there are 2 possible packages (801 & 801N).

Setting up Self Contained ESE Courses

Some schools have self-contained special education programs. These students spend all or the majority of their instructional time in a special education classroom. The ESE teacher is the homeroom teacher.

These students will participate in specials (PE, Art, Music, etc.). They will also have 30 minutes per day of PE (4 days) provided by the ESE teacher accompanied by an ESE Communication (listening) course.

ESE students, grades Kg – 05 can participate in an ESE course (77...). However, if the students in the class cross the Kg – 03 and 04 – 05 range, it will be necessary to set up both Kg – 03 and 04 – 05 specials (50150100 & 50150104 for PE).

The ESE courses are as follows:

7701010E ART: K-5

7710020E READ: K-5 ESE

7710030E COMMS: K-5

7710050E WRIT: K-5 ESE

7712010E MATH: K-5 ESE

7720010E SCI: K-5-ESE

7721010E SS: K-5 -ESE

7715010E PE: K-5 ESE

The PE course replaces the “teacher” PE course and the COMMS course replaces the “listening” course used in regular classes. The COMMS course will be set up the same day the student receives instruction from the certified PE teacher. The ESE PE course will be set up the other days during the same period the COMMS course is set up.

The letter at the end of the course indicates the certification required by the teacher. Use the Companion Field (last letter) on the courses for the following self contained programs.

E Autistic (if a regular report card is provided)

E Intellectual Disability (TMH/EMH)

J Emotional/Behavior Disorder

H Hearing Impaired

Setting up the Courses:

The self-contained programs are set up in a similar manner to a regular teacher’s homeroom group. The Data Processor will set up lunch and specials just like a regular teacher’s courses.

If the students will not receive instruction in regular classes, then the DP can set up the reading, writing, etc. courses for specific periods just like a regular teacher’s courses.

However, in many ESE self-contained programs, students receive instruction in various regular classrooms throughout the school day. In addition, some students in regular classrooms will receive some of their academic instruction from the ESE self-contained teacher. Although the year may not start off

this way, as students become more proficient and are able, their IEPs may be adjusted to indicate instruction in regular classrooms for specific subjects.

To accommodate the needs of these students, the DP should set up the ESE academic courses for periods 0112. Once a student is packaged into the ESE teacher's courses, the student's individual schedule ***MUST*** be adjusted on Panel A10 – Current Schedule

For example, the student's "regular" classes (i.e. science) will be added first. Then the DP can adjust the periods of the self contained courses around the regular classes.

This approach will require that EACH self-contained student's schedule be customized on A10, even if none of the students receive instruction in a regular classroom.

If the ESE students ARE NOT receiving a standard report card

For some ESE students in self-contained classes (i.e. autistic, TMH), the student do not receive a standard report card. If this is the case, the academic courses for the students are as follows:

7755030E Academic Skills (K-5) TMH/EMH
7755050E Developmental Skills (K-5) Autistic

The DP will set up multiple one period sections of these courses. For the section numbers, use 4011, 4012, 4013 for 1st, 2nd, & 3rd periods (where the 401 would be the teacher's number).

By setting it up this way, the student can be adjusted on A10 into regular classes if necessary and the ESE course can be dropped, by period.

Scheduling Immediate Intensive Intervention (iii) at the Elementary Level

Every student who is reading below grade level is expected to have a 90-minute reading block of initial instruction and an additional 30 minutes of immediate intensive intervention (iii) reading daily.

Each student requiring Reading Intervention (RI) MUST be coded on Panel A08 – Local Data Elements. This is initially coded by the District IT Department, based on the previous year’s test scores. Each elementary school’s administration will need to identify additional students requiring RI who do not have previous test scores and provide the list to the DP for input on A08 in the READ INTV field.

There are various approaches a school might implement to accomplish the scheduling of iii in TERMS.

Before a plan is implemented, the following rules apply:

- Every student at the elementary level (Kg – 5) MUST have **3 consecutive periods (90 minutes)** of Reading.
- Every student at the elementary level (Kg – 5,) MUST have **150 minutes per week (1 period daily)** of Physical Education.
- Every student MUST be scheduled into a lunch course (0000800K – 00008006)

Reporting Additional Reading:

If a student is identified as requiring immediate intensive intervention (iii), an additional reading period must be reflected in the student’s schedule. To accomplish this, one or more of the following approaches can be used in the school’s master schedule:

1. The READING block is 4 consecutive periods
2. The student receives additional reading instruction through the SAI program
3. The regular classroom teacher provides immediate intensive intervention (iii) during one additional period daily.
4. Immediate intensive intervention (iii) students are assigned to a particular teacher in a pullout model (set up like SAI)
5. Additional reading is provided before or after the school day
6. Classroom teachers group students and one teacher in the group provides immediate intensive intervention (iii).

Each elementary school’s administrative team must identify which of the immediate intensive intervention (iii) delivery models will be used in their school. The school’s Field Tech will provide technical assistance to the school’s DP in developing the appropriate courses in the master schedule.

Technical Issues to Consider when Developing the Service Delivery of Immediate Intensive Intervention (iii)

Before a plan is implemented, the following rules apply:

- Every student at the elementary level (Kg – 5, 6th grade in some schools) **MUST** have **3 consecutive periods (90 minutes)** of Reading. The following are the acceptable reading courses:
 - 50100500 – Reading Kg – 3
 - 50100504 – Reading 4 – 5
 - 5010050P – Reading ELL (Kg – 5)
 - 7710020E – Reading ESE (Kg – 5)
 - 7755030E – Academic Skills (ESE – special report card) (Kg – 5)
 - 7755050E – Developmental Skills (ESE – special report card) (Kg – 5)

Elementary schools with 6th grade students:

- 1008010 – M/J Reading 1 (6th grade)
 - 1008010P – M/J Reading 1 ELL (6th grade)
 - 7810020E – ESE Reading (6th grade)
- Every student **MUST** be scheduled into a lunch course (0000800K – 00008006)
 - The K – 5 level courses listed below are used to populate the regular report card. If a student is not enrolled in a particular course (TERMS, A10), the student will not appear on a grade scanner. To fully populate the report card, a student must have a course from each category that is coded as “Grade Eligible”
 - Reading – 50100500, 50100504, 5010050P, 7710020E
 - Math – *see discussion of new math courses*, 7712010E
 - Writing – 50100900, 50100904, 5010090P, 7712050E
 - Science – *see discussion of new science courses*, 7720010E
 - Social Studies – 50210000, 50210004, 5021000P, 7721010E
 - Listening – 50100300, 50100304, 5010030P, 7710030E
 - Art – 50010000, 50010004, 7701010E
 - Music – 50130000, 50130004, 7713010E
 - PE – *see discussion of new PE courses*, 7715010E

The DP can set up a “grade only” course. This is funded PGM 999. It is the regular course with the last space blank (only 7 digits). For students in SAI, this is often done for the course in the regular classroom that was deleted when the student is added to the SAI course.

(The Florida Department of Education is monitoring the PE and Reading minutes. Lunch is used to determine the number of students assigned to a HR teacher.)

Reporting Additional Reading:

The following examples can be used to implement immediate intensive intervention (iii) in a school

Example 1: The regular classroom teacher provides immediate intensive intervention (iii) during an additional period daily.

```

PANEL: _____ C16. MASTER SCHEDULE QUERY YEAR: 09
                Thursday November 13, 2008 10:59 am
SCHL:  1001 xxx ELEMENTARY
                                           S
COURSE  SEC/M  COURSE TITLE          TR PRDS D TCH  TM  CT  M  BLD/RM  PGM  STS  OCCUP
-----  -  -  -----
0000800K 026  LUNCH-KG GR.                3  0505 5 026          S 994017 999  50 14 14
50010000 026  ART E(K-3)                   3  0808 1 808          S 04401  101  50 14 14
50020000 026  INTROD TO CPTRS(K-5)         3  0808 1 820          S 03303  101  50 14 14
50100200 026  FN BAS SK RD(K-3)           3  0707 5 026          S 994017 101  50 2  2
50100300 026  FN BAS SK COMM (K-3)         3  0404 1 026          S 994017 101  50 14 14
50100500 026  READ E(K-3)                   3  0103 5 026          S 994017 101  50 14 14
50100500 026N READ E(K-3)           3  0707 5 026          S 994017 101  50 12 12
50100900 026  WRIT E (K-3)                  3  0606 5 026          S 994017 101  50 14 14
50120200 026  MATH Level K (K-3)           3  0910 5 026          S 994017 101  50 14 14

```

In the above example, the regular teacher (026) has 2 reading courses during period 0707. Both sections during period 0707 are set up for no grade on C17 (see below, bottom right).

The immediate intensive intervention (iii) students are in course 50100200 Functional Basic Skills of Reading. The non immediate intensive intervention (iii) students are in 50100500 Reading (set for no grade). The total enrollment in both classes equals the enrollment in the lunch course (all the students).

Initially, the Writing course (50100900) was set up for periods 0607. This was changed on C19 to periods 0606 so that the reading courses could be set up for period 0707. The school could have reduced the Math course instead of the Writing course (principal's decision)

```

PANEL: _____ C17. MASTER SCHEDULE YEAR: 09
                Thursday November 13, 2008 11:07 am
SCHL:  1001 XXX ELEMENTARY

CLASS:  COURSE  SEC/M          SA XF DP   W AHL  FLGS WGT CR CDS
        50100500 026N READ E(K-3)          N  Z   _____

T PRDS  DAYS  TCHR          BLDG-RM TP STS  OCCUP  TIMES  MINS  DATES
3 0707 MTWRF 026 O'XXXXXXXX 99 4017 00 50  12 12 1100 1130  150 081808 060309

VALUE:  CRDT  TRM DUR  TOT  MAX GREQ  QUAL:  OV PGM--E C GRADE P S R SCI GE EG DR
        2    1   179          N 101  Y I KG 03  _ _ _  Z  N N Z

```

The immediate intensive intervention (iii) students should have one of the following courses to represent the additional 30 minute period (daily) of reading.

- 50100200 Functional Basic Skills of Reading (Kg – 3)
- 50100204 Functional Basic Skills of Reading (4 – 5)
- 5010020P Functional Basic Skills of Reading (ELL Teacher)
- 5010020Z Functional Basic Skills of Reading (SAI)
- 7710020E ESE Reading (same as other ESE reading course)

- 1000010 M/J Intensive Reading (6th grade)

Example 2: In this situation, the teachers, at a grade level, realign their immediate intensive intervention (iii) students under one teacher for a period while the other teachers at that grade level instruct another subject.

```

PANEL: _____ C16. MASTER SCHEDULE QUERY YEAR: 09
                Thursday November 13, 2008 12:29 pm
SCHL:  0001 XXX ELEMENTARY
                                           S
COURSE  SEC/M  COURSE TITLE          TR PRDS D TCH  TM  CT  M  BLD/RM  PGM  STS  OCCUP
502100__ 00__
50210000 002  SOC STUDIES E K-3          3  1212 5 002          S 04104  101  50 20 20
50210000 003  SOC STUDIES E K-3          3  1212 5 003          S 04103  101  50 20 20
50210000 005  SOC STUDIES E K-3          3  1212 5 005          S 04102  101  50 17 17
50100200 009  FN BAS SK RD(K-3)         3  1212 5 009          S 04101  101  50 10 10
                                           Total      67

```

The 10 students in the Functional Basic Skills Reading class are in each of the HR teacher's Lunch classes. The total enrollment in the 4 classes during period 0707 is 67 which equals the total enrollment in the HR lunch classes.

```

0000800K 002  LUNCH-KG GR.              3  0606 5 002          S 04104  999  50 16 16
0000800K 003  LUNCH-KG GR.              3  0606 5 003          S 04103  999  50 15 15
0000800K 005  LUNCH-KG GR.              3  0606 5 005          S 04102  999  50 18 18
0000800K 009  LUNCH-KG GR.              3  0606 5 009          S 04101  999  50 18 18
                                           Total      67

```

Since the immediate intensive intervention (iii) students no longer have a SS course, they will not appear on a scanner sheet for a SS grade. To produce a scanner sheet for these students the DP could do one of the following:

```

5021000 009  SOC.ST-GR ONLY NO F 3  1212 5 009          S 04101  999  50 10 10
(The immediate intensive intervention (iii) teacher provides the SS grade)
5021000 002  SOC.ST-GR ONLY NO F 3  1212 5 002          S 04104  999  50  2  2
5021000 003  SOC.ST-GR ONLY NO F 3  1212 5 003          S 04103  999  50  3  3
5021000 005  SOC.ST-GR ONLY NO F 3  1212 5 005          S 04102  999  50  3  3
5021000 009  SOC.ST-GR ONLY NO F 3  1212 5 009          S 04101  999  50  2  2

```

(Each HR teacher provides the SS grade to their own immediate intensive intervention (iii) students)

What the DP needs to know:

- Which models are being utilized at which grade level?
- Which teachers are providing immediate intensive intervention (iii) (model 4, 5, & 6) and where (Bldg-Rm) the instruction occurs?
- Which subject is being shortened (model 3)?
- Which students are receiving immediate intensive intervention (iii)?
- If the immediate intensive intervention (iii) model is provided after/before school, who will provide the instruction and what rooms are used?
- If a teacher is providing immediate intensive intervention (iii) in a pullout model, which students are grouped for instruction? How many groups?
- If a student is removed from a “graded” subject, will the student still require a grade in that subject? Who will provide the grade?
- When did the immediate intensive intervention (iii) instruction begin for this school year?

The DP should work with their Field Tech to implement these services in the school’s Master Schedule (C17). Once additional courses are developed, it will be necessary to populate the new sections with the appropriate students.