

ESE Scheduling for Secondary Schools

Introduction

It will be necessary for the data processor and the school based ESE contact person to work closely together to develop the school's ESE master schedule. Please use the following guidelines to develop a master schedule and complete the scheduling requirements of ESE students.

ESE Matrix Score/Funding Level

EVERY eligible ESE Student (*including Gifted*) must have a FEFP Funding code in the MATIX Field and the FUND Field on panel A-23 in TERMS.

In the MATIX Field a code of 251, 252, 253, 254, or 255 needs to be entered for EVERY ESE Student.

In the FUND Field most ESE students will be a code of: **111-Grades PK-3; 112-Grades 4-8; 113-Grades 9-12**. For involved ESE students a matrix code of 254 or 255 would be entered in the FUND Field on panel A-23 in TERMS.

This code will be transferred electronically to the student's schedule on Panel A10-Student Schedule (This is also the information on Panel C20-Class Roll)

Where the Instruction Occurs

It will be necessary to group students by where their instruction occurs.

Type 1: These students receive ESE services in the regular classroom. This is often referred to as "Support Facilitation". **The ESE teacher goes to the student's regular classroom.**

Type 2: Some ESE students receive ESE instruction in a room with ONLY ESE students. The student is scheduled in a course in the ESE teacher's room.

This is often referred to as "pullout" or an "ESE Course". This DOES NOT apply to gifted students.

What is an ESE Course?

For a course to be classified as "ESE" or "Gifted" ALL the students in the course/subject must be disabled (or gifted for gifted courses). If there is only **one teacher** in the room, it cannot be an ESE course if non-disabled (or non-gifted) students receive instruction in the room at the same time. If there is a mixture of non disabled and disabled students in the room with only one teacher, it is actually a "Basic" course. The FDOE Certification and NCLB Highly Qualified Teacher (HQT) requirements apply to the basic course, not the ESE/gifted course

For students to be reported in an ESE or gifted course, the teacher CANNOT be the instructor to both disabled and non-disabled (or gifted and non-gifted) students during the same period. **One** non-ESE or non-gifted student will change the composition of the course.

Secondary ESE Courses

In Palm Beach County, secondary ESE courses are denoted with a letter in the Companion Field (CF). The following letters are reserved for particular teacher certifications and specific students:

<u>Companion Field</u>	<u>Certification</u>	<u>All Students in Course</u>
F	Spch/Lang	Speech Impaired
G	Spch/Lang	Language Impaired
H	Hearing	Hearing Impaired
J	EH	Emotionally Handicapped
V	Vision	Vision Impaired
L	Gifted Endorsed	Gifted
Q	EH	Severely Emotionally Disturbed
T	VE, LD, EH, MH	Any ESE (not gifted) Co-Teaching

The remaining letters (E, K, and N) indicate a varying exceptionalities model. ***The course number dictates the curriculum being delivered.*** A school may wish to

use the letters to group their students by instructional need (academic, behavior, etc) as opposed to type of disability.

If an ESE teacher is teaching only one subject (i.e. algebra) in a particular period, ALL the ESE students in the room should be listed under one (1) section. **DO NOT have different sections for different handicaps for the same teacher during the same period.**

At the **MIDDLE SCHOOL** level, ESE courses begin with: 78

At the **HIGH SCHOOL** level, ESE courses begin with: 79 (ESE curriculum)
 or begin with 00-49 and end with a letter G, E, J, K, L (Content equivalent)

ESE Pullout Courses

Some ESE courses are provided through a “pullout” model. The instructional minutes are identified in the IEP and should be maintained on TERMS, (Panel A23 – Special Programs, Exceptional Student), along with student’s schedule.

<u>Course Description</u>	<u>Middle</u>	<u>High</u>
Speech Therapy	7866030F	7966030F
Language Therapy	7866040G*	7966040G*

NOTE

If a student receives BOTH speech and language therapy services, ONLY schedule the student in the language therapy course. Therefore, the speech and language therapy course can be set up at the same time.

Occupational Therapy	7866050	7966020
Physical Therapy	7866070	7966010
Vision Impaired (pullout)	7863080V	7963050V (Unique Skills-Vision)
	7863060V	7963060V (Orientation/Mobility)
Hearing Impaired (pullout)	7863010H	7963040H (Unique Skills)

These courses are set up for **No GRADE**, and **No ATTENDANCE**.

For secondary schools, these courses will be set up for periods 0188. When building the course on C17 – Master Schedule, it will be necessary to enter the time when

school starts (i.e. 0730) and ends (i.e. 1530). The data processor will also need to enter the maximum minutes for these courses (i.e. 1000). The Pullout courses listed above should be set up for this period, MTWRF.

When scheduling students into these courses, it will be necessary to adjust each student's actual TIME, DAYS, and MINUTES on C20 – Classroll.

School centers will complete the Speech & Language Therapy course scheduling. The District ESE Department will complete the scheduling for vision, hearing, OT, PT, and adaptive P.E. services.

Support Facilitation (in-class direct)

In many secondary schools, an ESE teacher will provide Support Facilitation with a regular teacher for one or more periods per week. In these classrooms, attendance, grades, and credit are reported under the regular teacher. The regular teacher must have certification for the particular course. **ALL the students (including ESE) in the classroom will be scheduled in the regular course.**

The ESE students will ALSO be scheduled in an ESE Support Facilitation course. This teacher MUST be ESE certified. The course will be set up for the period followed by 88 (i.e. 0388, 0488), one-day (i.e. M-Monday), NO grade and NO Attendance. It may be necessary to enter the clock times for the period on C17 when setting up the course. The course will be set for 0001 minutes on C17 – Master Schedule. **The room for the Support Facilitation course on C17 will be the regular classroom where the instruction occurs.** The courses to use for Co-Teaching are as follows:

<u>Level</u>	<u>ESE</u>
Middle	7863010T
High	7963130T

Any disabled ESE students can be placed in the ESE Support Facilitation course. The Support Facilitator's certification requirement will be determined by the composition of the ESE students enrolled in the Support Facilitation course.

An ESE teacher will have a Support Facilitation course/section set up for EVERY class in which Support Facilitation occurs. Since a course cannot be set up more than once with the same section number, it is suggested that a system for assigning section numbers be established to identify who is teaching where and when. *Please note that a section is four spaces and can be either characters or numbers.*

Example: Since the section can be 4 spaces, it would be advisable to use the first space as the period and the remaining 3 spaces at the regular teacher's number. **So, if an ESE**

teacher was providing Support Facilitation in teacher 382 – Washington’s 4th period course, the section would be 4382. ***When setting up the course, the room for the Support Facilitation course would be the classroom where Washington instructs during 4th period.***

The only students enrolled in the ESE Support Facilitation course will be ESE students.

Example 1: An ESE student in a Co-Teaching situation would have a schedule as follows:

PRD	COURSE	SEC	MIN	TEACHER	ROOM
0202	1001310 (English I)	05	0250	Jones (English certified)	X 382
0288	7963130T (Uniq. Skls)	4382	0001	Smith (ESE certified)	X 382

When setting up the course on C17 – Master Schedule, it will be necessary to fill in the Team Teacher Training (TTT) field for each section. Enter a code of “C” in the TTT field. The district will adjust the code accordingly, based on the teacher’s in-service record.

For pullout courses, the code is “G” – **Individual or Small Group Instruction** – Teacher meets with an individual student or small group of students in a separate classroom setting.

For Support Facilitation courses, the code is “T” – **In - Class One-on-One – Teacher** meets with an individual student or small group of students on an individualized basis within a traditional classroom but not as a co-teacher.

Consultation ONLY

The ESE Consultation course is no longer used. In order to indicate that the student is **ONLY** receiving consultative services enter a “Y” under the C on panel A23. All ESE programs on the A23 panel must reflect 0005 min in the Min/wk field.

A LOG OF CONSULTATION BETWEEN THE ESE TEACHER AND REGULAR TEACHERS MUST BE MAINTAINED FOR FTE AUDIT PURPOSES. CONSULTATION MEETINGS BETWEEN THE ESE AND REGULAR TEACHERS MUST BE ON A REGULARLY SCHEDULED BASIS AS OUTLINED IN EACH STUDENT’S IEP.

Courses for EH and SED Programs

If there is an EH unit at the school, the academic course will end with a “J” (i.e. 7810010J). The only students to be placed into this program are EH students. If

there is an SED unit at the school, the academic course will end with a “Q” (i.e. 7810010Q). The only students to be placed into this course are SED students. If the program at a school has a mixture of students, SED/EH and NOT SED/EH, then the program is actually a VE Model. **VE Models should not use the course with a J or Q.**

ESE Funding Eligibility

Every ESE student MUST have at least **ONE OF THE FOLLOWING:**

A Support Facilitation course

An ESE course (ESE or content equivalent)

Consultation code on A23 with no ESE Courses (has no ESE courses)

Additionally, the student record MUST have the appropriate information on Panel A23 – Special Programs and a current IEP.

Accounting for Occupational/Physical Therapy, Speech & Language Therapy, and Itinerant Vision and Hearing Services.

These programs have specific courses that correspond with the service delivery and MUST correspond with the minutes on Panel A23 - Special Programs. Specifically, the courses require certain certification requirements of the instructor. The scheduling guidelines listed below MUST be followed:

<u>Therapy/Itinerant Subject</u>	<u>Certification</u>	<u>Min on Panel A23 - Spec Pgm.</u>
Occupational Therapy	Occupational Therapist	match minutes to PGM D - OT
Physical Therapy	Physical Therapist	match minutes to PGM E - PT
Speech Therapy	Spch/Lang Therapist	match min to F – Speech
Language Therapy	Spch/Lang Therapist	match min to G - Lang <i>(if a student has both S & L put in Lang Therapy)</i>
Vision (Itinerant)	Vision Certified	match min to I - Vision
Hearing (Itinerant)	Hard of Hearing Certified	match min to H - Hearing

If a student has minutes on the IEP and Panel A23 - Special Programs for one of the above programs, they MUST have the appropriate course on their schedule on Panel A10 - Current Schedule.

These teachers may be itinerant, serving several schools in the area, and may be located in the area office. To build the course on Panel C17 – Master Schedule, it will be necessary to obtain the itinerant teacher's:

Employee Identification Number

It will be necessary to build a teacher record, on Panel C05 - Staff/Faculty, at each school center in which the instruction occurs.

Service	Middle (6-8)	High (9-12)
Hearing	7863010H	7963040H
Vision	7863080V	7963050V
Vision (Orientation/Mobility)	7863060V	7963060V
Occupational Therapy	7866050	7966020
Physical Therapy	7866070	7966010
Orthopedically Imp.	7863010E	7963130E
Speech Therapy	7866030F	7966030F
Language Therapy	7866040G	7966040G

Middle School ESE Courses

As of the 2006/2007 SY, there are 2 types of ESE courses at the middle school level:

Courses that begin with: Definition

10...20 (end with E)	Students working on <u>Regular Sunshine State Standards</u>
78 (end with E, K, J)	Students working on <u>Special Diploma Sunshine State Standards</u>

Each IEP team will need to determine which standards individual disabled students are working toward. Since a teacher could be teaching both levels during the same period (two curriculums, two sets of lesson plans), it will be necessary to have two or more comparable courses set up (i.e. 1001010E M/J Lang Arts 1, 1001040E M/J Lang Arts 2, & 7810010E Lang Arts: 6 – 8).

High School ESE Courses for Special Diploma students in Academic Courses

As of the 2006/2007 SY, the district is now able to schedule special diploma students into a regular academic class, whose IEP reflects a modified curriculum. The following courses will be used to meet this requirement:

<u>Course</u>	<u>Subject</u>
7910110T	Replaces English course (not reading)
7912050T	Replaces math courses
7920010T	Replaces science courses
7921010T	Replaces social studies/history/economics/ government/geography/law studies courses

Since the student will receive instruction in the regular classroom and the regular teacher is responsible for the student's grade and attendance, the course would be set up with the REGULAR teacher as the Instructor. The certification of the teacher is tied to the regular subject content and does not require ESE certification. The ESE teacher may be in the room with the student part of the week but is not required to be in the classroom the entire period or the entire week.

The grade for the report card will be listed under the 79.... course number.

The regular teacher will actually have two course rosters; one for the regular students, and this course for the student(s).