

Office of Exceptional Student Education  
and Student Support  
Miami-Dade County Public Schools

# ESE SUPPORT & PROCEDURES

## ESE FTE PREPARATION

## ESE FUNDING & ALLOCATIONS

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# 2015 Support and Assistance

- Monthly PD with school based designees
  - Upcoming topics requested include: FAB/BIP, Best Practice Inclusion Strategies; IEP/Measurable Goals; ESE for General Ed Teachers; RTI
- Program reviews, with follow-up technical assistance
  - IEP/Matrix, Continuum of Services, FTE
- Principal Monthly ESE Updates-At-A- Glance
- Paraprofessional PD
- Immunization Data

# New Procedure for Assistance Request

- Request for assessment to evaluate the need for Paraprofessional by IEP Team
- LEA gathers data/support documents for request
- Review of Initial Assistance Request
- Possible Outcomes
  - Assistance recommended
  - Assistance not recommended
  - Assistance cannot be determined

# Guidelines for Paraprofessional Assistance

- Assigned to Class/School and not to individual
- Support may be received from multiple sources/personnel
- Support may be needed intermittently, during specified activities, times
- Annual Review of Support and Assistance for students

# FEFP FUNDING LEVELS

FEFP	111	112	113	254	255
<b>Grade Group</b>	Pre-K - 3	4 – 8	9 – 12	All grade levels	All grade levels
<b>Funding Level</b>	<b>BASIC</b>	<b>BASIC</b>	<b>BASIC</b>	<b>ESE</b>	<b>ESE</b>
<b>Matrix Cost Factor</b>	251-253	251-253	251-253	254	255
<b>Domain Rating Totals</b>	6 - 17	6 - 17	6 - 17	18 - 21	22+

# MATRIX MONITORING PROCEDURES

- Implement a written procedure to review all IEPs and Matrix of Services to ensure that all services and supports are being accurately documented
- Closely monitor all SPED record cost factors
  - Verify the Matrix is *finalized* in SPED-EMS
  - Verify the FEFP in ISIS PF17 is correct
- Utilize the Control D Compliance Report
  - Product #P08150-01 - ESE Students that Changed FEFP
  - Product T0510P72-01 – Unduplicated Exceptionality Count

# AUTOMATIC ROLLOVER TO ISIS

- Matrix of Services must be *finalized* in SPED EMS
- Roll-Over ESE Data in ISIS
  - ISIS PF17
    - IEP / EP Date
    - FEFP (111, 112, 113, 254, 255)
    - Consultation /Collaboration – Y
    - Primary Exceptionality
  - ISIS Q Screen
    - Specialized Transportation





# FTE ESE ERROR REPORT

- **Control-D Product Number #T-13248701 – FTE Student Membership Error Report**
  - Error code SW-19 → ESE Student with no ESE courses on PF4 – fund as basic unless consultative
  - Error code SW-20 → ESE student missing ESE minutes on PF4 – no funding
  - Error code SW-21 → ESE courses, but no ESE services – fund as basic
  - Error code SW-22 → ESE services, but no IEP plan date – fund as basic
  - Need to check all students – some students will not show on error report

# FTE ESE ERROR REPORT SOLUTIONS

- Verify if student is receiving consultation/collaboration services in the general education setting
  - “Y” must be reflected on ISIS PF17 screen before the schedule is changed
- Student is receiving instruction in a pure ESE class
  - Revise ESAP program number or hard-code 200
- All IEPs must be current and written within one year
- Verify ESE services in the IEP
- Verify that all ESE minutes are reflected on PF4 screen
- ESE FTE team will be at the SPED centers on specific dates - Schedule forthcoming

# FTE – ESE COURSE CODES

- **ELEMENTARY**

- **ESE ESAP** program numbers are only used when students with disabilities have one or more separate/pullout SPED classes.
- **Regular ESAP** program numbers are used for students with disabilities in general education for all courses.
- ESE ESAP program numbers do not have to be manually hard-coded line 200 on PF9; the hard-code is integrated programmatically into the program number.
- 7000 level core courses (7700, 7800, 7900) are intended only for students with the most significant cognitive disabilities and meet the Florida Alternate Assessment criteria
- <http://tlc.dadeschools.net>

# FTE – ESE COURSE CODES

- **SECONDARY**

- General education course codes assigned to ESE students in separate ESE classes taught by an ESE teacher **MUST** be hard-coded line FTE 200
  - All hard-coded courses on PF9 taught by an ESE teacher/therapist should roll over to ISIS PF4.
- General education course codes assigned to ESE students in general education classes taught by a general ed or dual-certified ESE teacher are **NOT** hard-coded line 200
- 7000 level core courses (7700, 7800, 7900) are intended only for students with the most significant cognitive disabilities and meet the Florida Alternate Assessment criteria

# 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 for not grade level specific
  - 776303001 Speech Therapy
  - 776304001 Language Therapy
  - 776305002 Occupational Therapy
  - 776306001 Orientation and Mobility
  - 776307002 Physical Therapy
  - 776308002 Unique Skills Vision

# FTE Master Schedule Edit Report

DATE RUN 09/17/14  
TIME RUN 22.59.35

MIAMI-DADE COUNTY PUBLIC SCHOOLS  
FTE MASTER SCHEDULE EDIT REPORT

PRODUCT NUMBER T13240401  
PAGE NUMBER 4

SCHOOL

(SINGLE SESSION SCHOOL)

FISCAL YEAR - 14 15 SURVEY CODE - 2

CLASS SCHL	COURSE SEQ	S SEC	SUBJECT T	ABRV TRM	F-T-E TITLE	PER LINE	C EN	NON-STAND T	EMP NUM	TCH NUM	TEACHER NAME	# DAYS I	SEATS MET	G ASGND	SHRD R	META SCHL	MSG DATE	CODES
4391	A68-	02	A	5010043D8	A Lang Arts	200*0150*	01		0000	0000	2		MTWRF	0003		C		
4391	C71-	01	A	5010043DC	A LanArtsRd	200*0450*	03		0000	0000	2		MTWRF	0003		C		
4391	D77-	02	A	5012040D9	A MathGrad2	200*0300*	04		0000	0000	2		MTWRF	0002		C		

FTE funding line  
"200" for pure  
ESE classes

# ISIS PF1 AND PF 4

```

AS14-31-Y7PG  S T U D E N T  R E C O R D / S U B J E C T S  02/04/14 17.53.32
STUDENT ID █          SCHOOL          GRADE      HR          PRO ST      SCHL CD
NAME                  SEX              D-PHASE      ADD SCHL CD
BIRTHDATE
LAST SUB UPDT                RECORD UPDT                LAST GRD UPDT

          REPORTING CYCLE 131          GRADING PERIOD
CYCLE TOTAL ABSENCES          CYCLE TOTAL TARDIES
TERM 1                PROGRAM NO.                TERM 2
GRADE      HR                      GRADE      HR
          VOC
SCHL  SEQ/SEC CRS NUM  SUB VOC PGM TRM TITLE  SP EP ROOM TEACHER 1234  F
                                                G
  
```


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PAZ  SysReq  Clear  Reset  Backspace  Home  NewLine  Tab  BackTab  Enter  InsertMode  Delete  CursorUp  CursorDown  CursorLeft  CursorRight
SI11-92-Y7PG          CURRENT ESE COURSES          02/04/14 17.56.42
STUDENT ID █          FLA STU ID          STATUS      SEX
NAME: LAST          FIRST          MIDDLE      BIRTHDATE
CURRENT: SCHOOL          GRADE          HR SECT          DATE ENTERED  /  /
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IQ ___ SCALE _ PRIMARY EXCEPTIONALITY _ TRANSPORTATION _ STANDARD DIPLOMA _
HOMEROOM TEACHER _____ PK PROGRAM _ PROGRAM EXCP
---- CURRENT COURSE INFORMATION ---- MIN/ EMPLOYEE
SCHL  CRSE NUM  EMP NUM  CDE          HRS/WEEK  WEEK LOC  NAME
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# FTE REPORTS – SPED EMS

Log Out | Main Menu | Students | My Docs | Wizards | Reports | Report Inbox

• Reports

**Reports**  [New Mail!](#)

Drill-Down Reports

Student Reports

Service Log Reports

[Assistive Technologies](#)

[Behavior Special Considerations Report](#)

[Communication Considerations](#)

Scheduled Reports

General

Services

Compliance

[Accommodations Report](#)

[Eligibility Report](#)

[Matrix Up-Down Report](#)

[Medicaid Parental Consent Report](#)

Saved Ad-Hoc Reports

[User School association \(Created Via Ad-Hoc Wizard\)](#)





# ESE TEACHER ALLOCATIONS

- Delivery models for services must be reviewed annually and then scheduled in ISIS correctly
- ESE program teachers are generated on CASAS based on direct contact hours documented on PF4
  - PF4 contact hours calculated based on ESE courses assigned to the student on PF1 – verify ESE courses on FTE Master Schedule Edit Report
- Consultation ESE teachers are generated on CASAS based on students that have a “Y” documented on PF17
- Schools with small ESE membership are reviewed annually
- Units allocated through consultation / collaboration (Y) and separate class *are not* added together
- Paraprofessionals are not currently generated on CASAS, but should be aligned to an exceptionality program or IDEA funded

# FULLTIME EQUIVALENT STUDENT - TEACHER RATIOS

IND – Intellectual Disabilities	6710	6.60
HEARING – Deaf/Hard of Hearing	6720	6.42
H/H – Hospital Homebound Instruction	6730	2.45
PHYS HAND – Orthopedically Impaired	6740	7.67
VISION - Visually Impaired	6750	5.00
EBD – Emotional Behavioral Disabilities	6760	9.00
Pre-K Handicapped	6770	5.67
SLD - Specific Learning Disabilities – Elementary	6781	13.00
SLD - Specific Learning Disabilities – K-8	6781	15.00
SLD - Specific Learning Disabilities - Middle	6781	19.00
SLD - Specific Learning Disabilities - Senior	6781	20.00
GIFTED – Gifted Elementary	6790	18.00
GIFTED – Gifted Middle	6790	22.00
GIFTED – Gifted Senior High	6790	25.00
ASD/DS – Autism Spectrum Disorder, Dual Sensory	6821	4.40
Career & Technical Education Students w/ Disabilities	6483	12.00

# IDEA GRANT

## FUNDED ALLOCATIONS

- All Program Specialists
- All Behavior Management Teachers
- All Fulltime ESE Clerical
- Some of the following positions:
  - School Psychologists
  - Staffing Specialists
  - Speech Language Pathologists
  - Itinerant Teachers
  - Paraprofessionals for IEP Services
  - School Counselors

➤ **Allocations reviewed annually**

# PARAPROFESSIONALS

- Allocations are reviewed annually
- In preparation for May budget conferences, each school needs to review fulltime and hourly PCL to ensure that paras are under the correction program numbers
  - Program 3371 – IDEA grant for 1:1 paras (per IEP)
  - Program 6xxx – general fund ESE classroom paras
  - Program 9xxx – general fund for 504 1:1 paras
- If employee program number changes are needed, please send information via email to [sgottardi@dadeschools.net](mailto:sgottardi@dadeschools.net)

# ESE RESOURCES

- <http://spededservices.dadeschools.net/>
- <http://sldinclusion.dadeschools.net/>
- <http://ehandbooks.dadeschools.net/policies/149.pdf>
- LEA IMPLEMENTATION GUIDE