EXCEPTIONAL STUDENT LEARNING SUPPORT
ESE Database Guide

🌐 BROWARD COUNTY PUBLIC SCHOOLS

2017-2018
Patricia Good, Chair
Donna P. Korn, Vice Chair

Robin Bartleman
Heather P. Brinkworth
Abby M. Freedman
Ann Murray
Dr. Rosalind Osgood
Laurie Rich Levinson
Nora Rupert

Robert W. Runcie
Superintendent of Schools
# Table of Contents

Coding of ESE Services................................................................. 4
Matrix of Services............................................................................ 7
Special Diploma Entry Requirements............................................. 8
Exceptional Student Education, Special Programs (A23).................. 9
Student Schedule (A10) ................................................................. 19
Assessment (A08) ......................................................................... 20
Survey Dates .................................................................................. 21
Coding of ESE Services

Occupational Therapy/Physical Therapy Itinerant Programs

It is the “home” school’s responsibility for adding the appropriate course numbers on each individual student’s schedule (A10). In addition, there must be a matching ESE record for the therapy on the Special Programs (A23) Detail Panel, Exceptional Student Education.

Data for the itinerant therapists will need to be entered on each school’s Staff/Faculty Panel (C05). The data to be entered for each itinerant therapist is:

- Certificate Number 9999999999
- Teacher Number District-wide number provided by therapist and/or ESE Department

Deaf/Hard of Hearing and Visually Impaired Itinerant Program

It is the “home” school’s responsibility for adding the appropriate course numbers on each individual student’s schedule (A10). In addition, there must be a matching ESE record for the therapy on the Special Programs (A23) Detail Panel, Exceptional Student Education.

Data for the itinerant therapists will need to be entered on each school’s Staff/Faculty Panel (C05). The data to be entered for each itinerant therapist is:

- Certificate Number Provided by itinerant teacher
- Personnel Number Provided by itinerant teacher
- Teacher Number District wide number provided by therapist and/or ESE Department

Hospital/Homebound Program

An ESE Staffing is held to determine the types and frequency of hospital/homebound services to be provided. It is feasible that students participating in the Hospital/Homebound Program will have two ESE program cost factors; one representing group instruction (Telebridge) and one representing individualized instruction in the home or hospital setting. Hospital Homebound Office will enter the required data indicating the two program cost factors. However, schools need to be aware of this situation when the student is dismissed from this service so that the correct matrix number is used.

Hospital/Homebound services may also be provided as a “share time” program. Seagull School would be the “second” school. The “home” school would need to enter the necessary data on the A23 and code the appropriate courses on the A10 panel and the Hospital Homebound Office will enter the appropriate hospital homebound courses.
Support Facilitation

ESE teachers who are providing support to ESE students through a Support Facilitation model (an ESE teacher provides support/instruction to ESE students within a general education classroom) must be coded on the Master Schedule (C17) with the special course number of 2222222A for a dedicated part of the teacher’s workday. After entering the necessary data (same as all other courses), do the following:

• Change the Funding Eligibility Indicator (E) field from Y (default) to N.
• Change the Grade Eligibility Indicator (GE) field from Y (default) to N.

NOTE: The course should not be listed on the A10 student schedule panel.

Co-Teaching

If both teachers share responsibility for planning, delivering, and evaluating instruction for all students in the class for the entire period, then for each course and period that this occurs, each teacher must have students assigned to them and the Scheduling Method code of C should be entered on their teacher course records for each course and period.

If the ESE teacher works with only the ESE students in the classroom, then for each course and period that this occurs, the ESE students should be assigned to the ESE teacher. The Scheduling Method of I should be entered on the ESE teacher’s course record. The Scheduling Method code remains as S on the general education teacher’s course record.

Counseling Services

Counseling services being provided by school board employees is not entered in TERMS. The school board employee responsible for providing the service will maintain a log indicating the frequency of the counseling for audit purposes.

Elementary Schools

Locations E001 and E007 were established in order to create an EASY IEP for Pre-K students who will be entering a Pre-K program in a Broward County Public School. If you need a student withdrawn from one of those locations, please call 754-321-7204.

These location numbers are not valid at the state. Therefore, when these students enter the elementary school, the appropriate first time entry code (NOT a re-entry code) should be used to ensure that the correct Entry and Prior School Status information is transmitted to the state. Prior to entering a student coming from an E school, it is imperative to check DOB, spelling of name, etc. to ensure that duplicate records do not occur. For example, a student may register as Debbie Last at an E school and at the elementary school as Deborah Last. This is the same student.
**Private School Students**

The ESE Specialist needs to direct the parents to the area office or go to the ESE website for the Request for Services form. The district office is responsible for entering data in TERMS for private school students. Schools do not do any type of data entry for private school students receiving ESE services.

Home education students are not private school students. These students go to their assigned home school for ESE services, and the school does enter the student information in TERMS.

Data entry for evaluating private school students for exceptional education is done at the area office. Data entry for evaluating private school students for gifted is done at the assigned home school.
Matrix of Services

The Matrix of Services is the document used to determine the cost factor for each exceptional education student based on the decisions made by the IEP committee. The cost factors are 251, 252, 253, 254, and 255. A Matrix of Services is completed following development of ANY IEP. Additionally, each time the IEP plan is reviewed (interim reviews) and there are changes to the IEP, a new matrix must be completed.

The matrix number (cost factor) is to be entered in the field labeled “Matrix” on the student’s A23, Special Programs Panel. In addition, the “matrix” (except homeroom) number is to be entered as the program code on the A10, Student Schedule Panel. All courses for which a student is enrolled in have the same matrix number program code. The only courses that would not be coded with the matrix number would be those courses that a student would take at a community school or dual enrollment courses at a community college/university or Broward Virtual Education courses.

**Question:** When a student is dismissed from ESE, what do you do with the Matrix number?

**Answer:** If the student is being dismissed from their only ESE eligibility then the number in the “Matrix” field on A23 Special Programs panel can remain as long as the record is inactive and the program code numbers on the A10 Student Schedule Panel need to change to a basic program code number equivalent to the grade placement of the student.

**Question:** What is the procedure for changing a matrix number?

**Answer:** The only thing that needs to be changed in TERMS when a student’s matrix number changes is the field “Matrix” on the A23 Special Programs Panel. Every Monday and Thursday evenings, the number in this field will be swept to the A23 Exceptional Student Education Panel and to the A10 Student Schedule Panel.
Special Diploma Data Entry Requirements

This diploma option is only available to students who entered high school before the 2014-2015 school year.

For students working toward the attainment of a Special Diploma, either Option 1 or Option 2, the following data entry elements are required:

1. In order to track mastery of credit requirements on the A14 Graduation Status panel for Special Diploma, Option 1 the field “Graduation Plan” on the A04, General Assignment Panel must be coded with “SD” and the anticipated year of graduation. For students working toward the attainment of a Special Diploma, Option 2, this field must be coded with “SW” and the anticipated year of graduation.

2. For ESE students who will be remaining in their current grade level or who will be continuing to receive instruction within the Broward County Public Schools after receipt of a Special Diploma, the Grade Promotion Status field on the A03 Demographics Detail Panel must be coded with a “D – Student with disabilities opted to remain in school”.

3. In addition to the above, ESE students who return to school after receipt of a Special Diploma, Option 1 or Special Diploma, Option 2, must have data entered on the A04, General Assignment Detail Panel. The code of either “S – seeking a Standard Diploma (may be used for disabled or non-disabled)” or the code of “F – opting to continue to receive FAPE* (use this code for students with disabilities)” must be entered in the field labeled AS (additional school year) on this panel.

NOTE: For students who reenter school after receiving a special diploma, special certificate of completion, or special diploma option 2 and exit school prior to aging out or when they age out use WPO for withdrawal code.

*FAPE stands for Free Appropriate Public Education as defined in the Individual with Disabilities Education Act (IDEA). Federal IDEA regulations require that districts provide a free and appropriate public education (FAPE) to all students who have not reached the age of 22 and who have not earned a regular high school diploma. This requirement applies even if the student had received a special diploma, a certificate of completion, or a special certificate of completion. Broward County Public Schools has chosen to continue to provide FAPE through the school year in which the student turns 22 as long as the student is 21 on the first day of the school year.

All students entering high school after 2014-2015 are on a Standard Diploma track:

Standard Diploma
Standard Diploma for students with disabilities on Access
Standard Diploma for students with disabilities on Employment
Exceptional Student Information
Special Programs (A23)

This special program panel will display all special programs that have been recorded for a student in summary form. The panel is also used to update specific data elements that are stored in the student basic record and must be reported to the Department of Education during one or more surveys on the Exceptional Student Record format.

NOTE: This screen must be completed for all students eligible for exceptional student programs. This includes those placed in an ESE program as well as students who are eligible but not placed in any ESE courses. Information on this screen must be updated daily whenever any of the information changes. If a student is ESE eligible, the code for their primary exceptionality must be entered in the P field on the A23. Codes for all other eligibilities must be entered on the EXOTHERS field. The primary code cannot appear in both fields. Inaccurate data will result in a loss of funds for the school and the district.

Primary Exceptionality - P
A code, which identifies the primary exceptionality of the student. "Primary" indicates that exceptionality for which the student spends the most time in exceptional instruction. For a student eligible for two programs in a 50-50 split; enter the first program for which the student became eligible as the primary exceptionality.

C = Orthopedic Impairment
F = Speech Impairment
G = Language Impairment
H = Deaf or Hard of Hearing
I = Visual Impairment
J = Emotional or Behavioral Disability
K = Specific Learning Disability
L = Gifted
M = Hospital or Homebound
O = Dual-Sensory Impairment
P = Autism Spectrum Disorder
S = Traumatic Brain Injury
T = Developmental Delay
U = Established Conditions
V = Other Health Impairment
W = Intellectual Disability

NOTE:
1. Code O (Deaf/Blind) is used for students who are determined eligible for the special program for students who are dual sensory impaired.
2. Code students who are receiving articulation, fluency, and/or voice as speech impaired (F).
3. Codes T and U are birth date driven. T is dismissed at age 6 and U at age 3. Remove the T and U when the student is dismissed from the P field.
4. Code F should only be a primary exceptionality when there are no other disabilities.
### Exceptionality Others - EXOTHERS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Orthopedic Impairment</td>
<td>D</td>
<td>Occupational Therapy</td>
</tr>
<tr>
<td>E</td>
<td>Physical Therapy</td>
<td>M</td>
<td>Hospital or Homebound</td>
</tr>
<tr>
<td>F</td>
<td>Speech Impairment</td>
<td>O</td>
<td>Dual-Sensory Impairment</td>
</tr>
<tr>
<td>G</td>
<td>Language Impairment</td>
<td>P</td>
<td>Autism Spectrum Disorder</td>
</tr>
<tr>
<td>H</td>
<td>Deaf or Hard of Hearing</td>
<td>S</td>
<td>Traumatic Brain Injury</td>
</tr>
<tr>
<td>I</td>
<td>Visual Impairment</td>
<td>T</td>
<td>Developmental Delay</td>
</tr>
<tr>
<td>J</td>
<td>Emotional or Behavioral Disability</td>
<td>U</td>
<td>Established Conditions</td>
</tr>
<tr>
<td>K</td>
<td>Specific Learning Disability</td>
<td>V</td>
<td>Other Health Impairment</td>
</tr>
<tr>
<td>L</td>
<td>Gifted</td>
<td>W</td>
<td>Intellectual Disability</td>
</tr>
</tbody>
</table>

**NOTE:**
1. Code O (Deaf/Blind) is used for students who are determined eligible for the special program for students who are dual sensory impaired.
2. Code students who are receiving articulation, fluency, and/or voice as speech impaired (F).
3. **Codes T and U cannot be listed in this field.**

### Exceptional Student Plan Date – PLAN

This data element is displayed on this panel for reference only. It represents the date of the most recent individual education plan recorded for the student.

### Early Intervention Services - EARLY INTERVN

Enter codes only for early intervention services received by Prekindergarten students from birth through two years of age.
(See Appendix I, Note: Letters must be in correct space. Ex. D [Nutrition Services] must be in slot 4).

### Florida First Start – S

A code used to indicate if the child (Birth through age three) and his or her family are participants in the Florida First Start program.

### Participate in Education Prior to Kindergarten – P

A code used to indicate if the student with a disability received any special education and related services as specified on an individual education plan or a family support plan prior to kindergarten entry. Services may have been provided in a school district or a community based program.

### Time, Total School Week - TT SW

The total amount of time a student is scheduled to attend school each week. This should be reported in minutes per week and be consistent with the student’s matrix of services. Class time, recess, lunch, and time between classes must be included in the total.
**Total Time with Non-Disabled Persons - TNPD**

The amount of time that a student with a disability is with Non-Disabled peers. This includes time with school and work place peers. This should be reported in minutes per week and be consistent with the information provided on the student’s Matrix of Services. Include class time, lunch, recess, and time between classes if this time is spent with non-disabled peers.

**Exceptional Student Post School Outcome - OUTCOME AREAS**

Enter only those services recorded on the student's Transition IEP. This field is designed to provide community agencies with information on disabled students who will require assistance upon exiting the school system. (See Appendix II, Note: Letters **must** be in correct space.)

**Matrix**

Report the appropriate ESE Code (251, 252, 253, 254, or 255) in this field. The data for this element comes from the Florida Department of Education’s **Matrix of Services**.

**IDEA**

A one-character code to identify the educational environment in which a student with disabilities is served. Separate codes are provided for (1) students with disabilities ages 3-5 and (2) students with disabilities ages 6-21. Use codes applicable to the age of the student as of date certain Survey 2. Working down the list, select the first code applicable to the student. For students identified as gifted who are not also disabled use code Z (default). For all students ages 0-2, use code Z.

For All Students with Disabilities Ages 6-21:

- **C** Correction Facility (ages 6-21 only) – Students with disabilities receiving special education in Department of Juvenile Justice facilities or jails (School Function/Setting D or J in Master School Identification File).

- **P** Private Schools (ages 6-21 only) – Students with disabilities enrolled by their parents or guardians in regular parochial or other privates schools and who receive special education and/or related services at public expense from a local educational agency. Include McKay Scholarship students who have a service plan. Do not include charter school students.

- **D** Public Separate Facility (ages 6-21 only) - Students with disabilities receiving special education and related services for greater than 50% of the school day in non-residential public separate facilities. (Also known as center schools, where all of the students are disabled.)

- **E** Private Separate Facility (ages 6-21 only) - Students with disabilities receiving special education or related services at public expense for greater than 50% of the school day in non-residential private separate facilities. This involves a contract between the school district and a private day school.
F Public Residential Facility (ages 6-21 only)- Students with disabilities receiving special education and related services for greater than 50% of the school day in a public residential facility (e.g. Florida School for the Deaf and the Blind)

G Private Residential Facility (ages 6-21 only)- Students with disabilities receiving special education and related services at public expense for greater than 50% of the school day in a private residential facility. This involves a contract between the school district and a private residential school.

H Home/Hospital (ages 6-21 only)- Students with disabilities receiving special education and related services at home or in an inpatient hospital program.

Z None of the Above- For these students, educational environment will be calculated using the two elements, Time, Total School Week and Time with Non-disabled Peers found on the Exceptional Student Format.

USE Z FOR:
ALL STUDENTS WITH DISABILITIES AGES 0-2
ALL STUDENTS IDENTIFIED AS GIFTED WHO ARE NOT ALSO IDENTIFIED AS DISABLED, AND STUDENTS WITH DISABILITIES AGES 6-21 FOR WHOM CODES C, P, D, E, F, G, OR H DO NOT APPLY

Placement should be determined as of date certain of survey week. The element is only reported for exceptional students during Survey 2. Districts must Z-fill this element for other survey periods.

NOTE: FOR ALL STUDENTS WITH DISABILITIES REPORTED USING ANY OF THE ABOVE CODES, DISTRICTS MUST ALSO REPORT ELEMENTS “TIME WITH NON-DISABLED PEERS” AND “TIME TOTAL SCHOOL WEEK”
For students with disabilities Ages 3-5
Use only codes A, B, K, L, S or J and determine which one of those codes apply.

A **Home** (ages 3-5 only): Children with disabilities who do not attend an early childhood program or kindergarten provided in a separate class, separate school, or residential facility, but who receive special education and related services in the principal residence of the child’s family or caregivers. Include children who receive special education both at home and in a service provider location.

B **Special Education Program in a Residential Facility** (ages 3-5 only): Children with disabilities attending a residential school or residential medical facility on an inpatient basis that includes less than 50% non-disabled children.

K **Early Childhood Program** (ages 3-5 only): Children with disabilities attending an early childhood program that includes 50% or more nondisabled children. (Include any child attending an early childhood program or kindergarten with 50% or more nondisabled children for any portion of the week.) Examples: Head Start, private preschools, Voluntary Prekindergarten (VPK) programs, and group child care. Attendance at an early childhood program need not be funded by IDEA, Part B funds.

L **Special Education Program at Regular School Campus or Community Based Setting** (ages 3-5 only): Children with disabilities attending an early childhood program or kindergarten that includes less than 50% nondisabled children in a regular school building, in a portable building outside a regular school building, in a community-based setting such as a child care facility, or in a hospital facility on an outpatient basis. Examples: Head Start, private preschools, Voluntary Prekindergarten (VPK) programs, and group child care. Attendance at an early childhood program need not be funded by IDEA, Part B funds.

J **Service Provider** (ages 3-5 only): Children with disabilities who do not attend an early childhood program, kindergarten, or special education program provided in a separate class, separate school, or residential facility, who receive all of their special education and related services from a service provider. Examples: speech instruction provided in private clinician’s office, clinician’s office located in a school building, hospital facility on an outpatient basis, library or other public location.

S **Special Education Program in a Separate School** (ages 3-5 only)- Children with disabilities attending an early childhood program or kindergarten in a school designed specifically for children with disabilities.
Data entry requirements for students who have been evaluated and determined not to be eligible for an ESE program.

Primary = Z
Type = L
Code = NES (not exceptional student)
Exceptionality Letter= Letter that corresponds to eligibility(ies) being denied

C = Orthopedic Impairment D = Occupational Therapy
E = Physical Therapy M = Hospital or Homebound
F = Speech Impairment O = Dual-Sensory Impairment
G = Language Impairment P = Autism Spectrum Disorder
H = Deaf or Hard of Hearing S = Traumatic Brain Injury
I = Visual Impairment T = Developmental Delay
J = Emotional or Behavioral Disability U = Established Conditions
K = Specific Learning Disability V = Other Health Impairment
L = Gifted W = Intellectual Disability

Referral Date- (mm/dd/yy) Enter date stamped on signed consent that the student was referred for evaluation/assessment for ESE program. This key data element is used to indicate the date on which the student was referred for an evaluation with the intent to determine eligibility for an exceptional program. This date is to be the same date indicated on the referral form.

Evaluation Date- Date testing was completed.

Eligibility Date- (mm/dd/yy) Enter date an eligibility determination was made by the Eligibility Committee (staffing). This is the same date as the meeting.

Placement Status - I (Evaluated and ineligible)

Parent Consent - Y

Reason for Referral- Is either a D or G.
Detail Exceptional Student Education  (A23)

This special programs detail panel is used to record special program records for an individual student. The presentation of the panel will change depending upon the type of program being recorded.

**Referral Date** - REFDTE (mmddyy) Enter date stamped on signed consent that the student was referred for evaluation/assessment for each ESE program. This key data element is used to indicate the date on which the student was referred for an evaluation with the intent to determine eligibility for an exceptional program.

**Program Type** - TYP This key data element is used to indicate the kind of special program for which information is to be entered. Use "S" codes for all ESE programs.

**Program Code** - CODE The program code indicates the specific program in which a student is participating.

**NOTE:**
1. Code O (Deaf/Blind) is used for students who are determined eligible for the special program for students who are dual sensory impaired.

2. Code students who are receiving articulation, fluency, and/or voice as speech impaired (F).

**Evaluation Completion Date:** EVAL (mmddyy) This is the last evaluation date that procedures were completed for an initial eligibility. This date must be prior to or the same as the eligibility date.

**Eligibility Date:** ELIG (mmddyy) Enter date an eligibility determination was signed-off for each eligible ESE program. This date must be prior to or the same as the placement date, and after, or the same as, the evaluation completion date. For temporary eligibility, enter the date signed-off for temporary eligibility in Broward County. Once permanently placed, enter a dismissal date for the temporary placement, then re-enter dates for the permanent placement.

**Placement Date:** PLACED (mmddyy) Enter date student was placed in ESE program. This is the initiation date or initial eligibility date, whichever is later. It must not be prior to the eligibility date. NOTE: If a student is eligible but not receiving services, leave the field blank and enter N in the PS field.

**Exceptional Student Plan Date:** PLAN (mmddyy) Enter date of the most recent (current) annual individual educational plan meeting. (This date cannot be prior to date entered for placement).

**Current Evaluation:** LST EV (mmddyy) Enter date that the last evaluation was completed. (Example: 092807) Must be prior to or equal to current date. Only one date for last evaluation
is to be reported for each student regardless of the number of ESE programs. Use the earliest evaluation date if there are multiple programs.

**Reevaluation:** REEVAL (mmddyy) Enter date when the next evaluation is due (Example: 092810).

**Dismissal Date:** DISMSD (mmddyy) Enter date of dismissal from each ESE program. No other changes are to be made. However, if the student is being dismissed from their primary exceptionality program and remains eligible for other exceptional programs, then the primary exceptionality code needs to be changed.

Placement Status - PS Enter one of the following codes:

- **R** Referred and pending evaluation
- **P** Eligible and placed
- **I** Evaluated and ineligible (need to enter the date)
- **N** Eligible and not placed
- **T** Temporarily placed
- **Z** Not applicable

**NOTE:** N, R, and I will be reported in Survey 5.

**Parental Consent:** PC Enter a code, which indicates the current status of parental approval for student participation in the special program. The codes are:

- **A** - Parent conference held-placement authorized
- **F** - Follow up conference requested
- **N** - Parent does not consent
- **P** - Parent notified of pending evaluation, conference is scheduled
- **R** - Parent refused to allow student placement
- **Y** - Parental consent is yes
- **Z** - Not applicable (default)

**Note:** IDEA field will default to “Y” for all students. The field on this panel is no longer reported for any survey. Therefore, no correction is required.
Questions and Answers

Question: A student has previously been dismissed from an ESE program and is now being readmitted to the same ESE program. How is this entered on A23?

Answer: As a new record, referral date would be the date that the referral was sent to psychological services or another evaluation specialist. Evaluation completion date would be the date the staffing committee met and determined that the student no longer met dismissal criteria. Eligibility date would be the date the student began the program and placement date would be the date the student began the program. (NOTE: eligibility date and placement date would be the same.)

Question: When a student changes from permanent placement to dismissed, what needs to be entered on A23?

Answer: If the student is in only one ESE program, do not eliminate the letter code in the primary field. Remember to change the program code on the student’s schedule back to basic. If the student is still eligible to receive services for another eligibility, then that eligibility code should be entered in the primary field.

Question: How do you enter a referral date for occupational therapy and physical therapy for a student who is eligible for both and the referral date is the same for both programs?

Answer: The referral date for both programs can be the same as long as the letter codes for occupational therapy (D) and physical therapy (E) are used.

Question: What information needs to be entered on students who were tested for an ESE program but found ineligible?

Answer: The following needs to be entered:

1. Primary Exceptionality = Z
2. Referral Date
3. Type = L
   4. Program Code = NES (not an exceptional student)
   5. Exceptionality Code = letter for code exceptionality for which student was tested.

On the A23 Detail Panel, enter the following information:
6. Evaluation date = date testing was completed
7. Eligibility date = date staffing committee met
8. Placement status = I
9. Parent Consent = Y
10. Reason for Referral is either D or G

Question #5: What is the procedure for entering students who are eligible for both ESE and ESOL?
These students must have both A23 panels completed, the Exceptional Student panel and the ESOL panel. Procedures for the data entry for ESOL appear in the ESOL Program Handbook: Section Nine: Collection and Monitoring of Student Data. The student’s ESE program code (matrix) should be showing on the A10 panel and a flag of D should be entered on the A10 detail panel for the ESOL eligible course.

**Question #6:** What is the procedure for waiving an online course requirement for an ESE student?

**Answer #6:** The IMS/IMT enters the following course number on the A13 Panel in TERMS:

<table>
<thead>
<tr>
<th>PANEL:</th>
<th>A13. ACADEMIC HISTORY</th>
<th>YEAR: 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>STDT:</td>
<td></td>
<td>SCHL:</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>CREDIT</td>
</tr>
<tr>
<td>C</td>
<td>SY T COURSE</td>
<td>SA GP ATTP EARN GRD FLGS C S C SCHL DS GR</td>
</tr>
</tbody>
</table>

SY = Current school year  
T = TERM  
Course = 00088ESE  
Final Grade = P  
Credit = 0
Student Schedule (Individual Class)  

A10

All ESE eligible students will have a program code determined by the Matrix of Services. The program number from the Matrix is to be used for ALL courses for which the student is enrolled except homeroom, dual enrolled or Broward Virtual Education.

Program - PGM

Enter code from Matrix of Services (251, 252, 253, 254, 255) for ALL courses (includes basic, ESOL, DOP and/or vocational)

NOTE: ESE course numbers entered on C17 will default to program number 251. Matrix Number entered on A23 will be swept to all courses on A10 on a weekly basis.

Exceptional Code – EXC (Optional)

Enter the letter code of the exceptionality for the course entered. Acceptable codes are:

C = Orthopedic Impairment
D = Occupational Therapy
E = Physical Therapy
M = Hospital or Homebound
F = Speech Impairment
O = Dual-Sensory Impairment
G = Language Impairment
P = Autism Spectrum Disorder
H = Deaf or Hard of Hearing
S = Traumatic Brain Injury
I = Visual Impairment
T = Developmental Delay
J = Emotional or Behavioral Disability
U = Established Conditions
K = Specific Learning Disability
V = Other Health Impairment
L = Gifted
W = Intellectual Disability

Audit/Time Modification - AUD

Enter M only for exceptional students receiving time modification as per student's IEP in the (AUD) field on panel A10.
Assessment Reporting (A08)

Exceptional Education Students who will be participating in an alternative assessment are to have this information reported in the student database. The determination of the type of assessment that an exceptional education student will be participating in is an IEP decision and is recorded on this document. The state student database requires the reporting of participation in alternate assessment as well as why an exceptional student was not tested. This affects ESE students in grades 3-10 ONLY. Reporting Alternate Assessment student information will be done in Survey 2.

Alternate Assessment Administration (A08)

Field: AA

Data entry codes:

If the FSA field is : The AA field is
N Y

Alternate Assessment
P Florida Standards Alternate Assessment Performance Test
D Florida Standards Alternate Assessment Datafolio Test (Cannot have this until they have taken the Performance Test at least once)
Z not applicable or student took regular assessment

NOTE: The testing information for the FSA and AA fields needs to be entered prior to the October FTE Week. The information is reported during Survey 2.

THE SURVEY INDICATED DURING THE OCTOBER FTE WEEK WILL BE THE ASSESSMENT THE CHILD MUST TAKE

Default = Z
Survey Dates

Make certain that all required fields on the A23 Special Programs Panels and A10 Current Schedule Panel are accurate for these students:

• That all IDEA eligible students have a current IEP date.

• That Gifted students have a current EP date.

• That all IDEA eligible students (does not include students whose only exceptionality is Gifted) have the correct data in the fields for TTSW (total time in school week) and TNDP (time with non-disabled peers). This time has to correspond to the services and placement page.

• Primary Exceptionality Code has to have a letter corresponding to the student’s exceptionality (Z, D, and E cannot be used).

• The A10 has to reflect the student’s IEP/ EP and matrix. **Failure to complete these steps will result in a loss of funds to the school and district.**