



2020-21



FTE DOCUMENTATION MANUAL

The School Board of Broward County, Florida

Compiled by the Budget Office

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FTE AUDIT DOCUMENTS

The following procedures must be implemented by all schools to ensure accurate Full-Time Equivalent (FTE) reporting and to meet the Florida Department of Education (FLDOE) auditing requirements.

All FTE documentation must be stored in a secure location on the school grounds. Larger reports, such as the TS7006 and Master Schedule should be saved to a pdf file and backed up to a USB flash drive. Documentation that verifies FTE eligibility must be maintained for a period of three years or until all applicable audits are completed, whichever is longer.

Date Certain FTE OptiSpool Reports

(Available the first scheduled school day after date certain)

- TE2028 FTE-2 School Summary
- TS7006 FTE-1 by Class *(save to pdf and back up to USB flash drive)*
- BS7006 FTE-1 by Class
- Print C13 Panel – FTE Earnings
- Print L03 Panels – School Counts Menu
 - Option (1) Enrollment
 - Option (3) Limited English Proficiency (ESOL)
 - Option (4) Primary Exceptional (ESE)

Attendance Reports

(Run on date certain)

- **Average Daily Attendance (ATTI004) – VERY IMPORTANT**
 - Run for the FTE Attendance Window for survey 2 and 3
 - **Principal must sign and date it**
- Attendance Bulletin DWH (ATTI001)
 - Run for the FTE Attendance Window
- Attendance - Minutes or Occurrences/Days DWH (ATTI007)
 - Run for the FTE Attendance Window
 - Total Occurrences 11 for (F) Full-Day Excused & (U) Full-Day Unexcused
 - *(For SY2019-20 Survey 2 is only 10 days due to holiday during survey week)*
- Student FTE Eligibility DWH (SCLI007)
 - Run for current survey
- Pinnacle Attendance Register
 - Obtain a Pinnacle Attendance report for the FTE Attendance Window
 - Charter schools not using Pinnacle Gradebook to take daily attendance, must obtain confirmation of your attendance records.

Scheduling Reports

(Run on date certain)

- Master Schedule DWH (SCHI002)
 - Run for current survey
 - *Save to pdf and back up on USB flash drive*
- Class Roll DWH (SCHI001)
 - *Save to pdf and back up on USB flash drive*
- Class Roll of Hospital Homebound Students DWH (SCHI001B)
 - Run for current survey/term
 - Entry and withdrawal reports for Hospital Homebound students

Exceptional Students Education (ESE)

- If the school is selected for an Audit, it is the responsibility of the *ESE Specialist* to provide all of the ESE audit related records, such as the IEP and Matrix of Service forms. However, the IMT/IMS must have the following ESE reports included in the school's FTE Audit Documents:
 - Exceptional Student Roster DWH (SCLS003)
 - ESE Student Locator with All Grades DWH (SCLI033)

ESOL (Limited English Proficiency)

- If the school is selected for an Audit, it is the responsibility of the *ESOL Coordinator* to provide all of the ESOL audit related records, such as testing results. However, the IMT/IMS must have the following ESE reports included in the school's FTE Audit Documents:
 - Limited English Proficiency (LEP) Roster Summary DWH (SCLS001)
 - For LY students only
 - ESOL Student Locator DWH (SCLI030)
 - For LY students only
 - Students who are both ESE and ESOL DWH (SCLI029)

On-The-Job Training (OJT) and Co-op Programs

- Students class schedules and/or time cards. Ensure they are appropriately dated.

OptiSpool State and Local FTE Reports

- All FTE Edit Error Reports (fundable/non-fundable)
 - All state and local FTE reports, such as fundable/non-fundable FTE error reports (edits, validations, exceptions and batch updates) must be kept on file, whether in a binder or file folder, along with any corresponding screen-prints of corrections applied in External/TERMS.
 - All state and local reported FTE reports are printed and kept in chronological order. The exception is the TS7006 FTE-1, due to the size of the file, do not print but save to a pdf file and save to an USB flash drive.
 - Print and file all final state and local FTE reports, including any unresolved error or edit reports.

Teacher Certifications – State Audit (see page 7 for additional information)

Obtain copies of the following documents and include with the school's FTE audit documents:

- Copies of all valid teacher certifications
- Copies of all valid Department of Health licenses for employees and contract agencies that provide services requiring a license rather than a certificate
- Copies of signed out-of-field agreements
- Copies of out-of-field parent notifications
- Copies of HOUSSE plan forms for core subjects taught
- Copies of Statement of Eligibility letters for first year teachers who have yet to receive their teaching certificates

Chapter 6A-1.04513 for the Florida Administrative Code (F.A.C.) states that these reports shall be maintained in auditable condition, shall be made available to the FLDOE for auditing, and shall be kept for a period of three years or until the completion of an audit by the state audit agency, whichever period is longer.

FTE DOCUMENTATION

The purpose of this section is to provide guidance on the documentation necessary to support the number of FTE students reported during the state survey periods.

MEMBERSHIP:

In order for a student to be eligible for FTE funding, the student must be actively enrolled in the school one or more days during the FTE survey week. Any student withdrawn prior to the survey week is not eligible for FTE funding. The appropriate withdrawal code is reported on the day following the last day of membership.



STUDENT WITHDRAWS FROM YOUR SCHOOL:

- **Before the FTE survey week:** *Not eligible* for FTE funding.
- **During the FTE survey week to a public school (including charter schools) within Broward County:**
 - Student transfers to a Broward County Public School/charter school during survey week, the receiving school reports the student for FTE funding.
 - Student withdraws from a Broward County Public School/charter school during survey week, but does *NOT* enroll in another Broward County Public School/charter school until after survey week, the sending school reports the student for FTE funding.
- **During the FTE survey week to attend a public school in a Florida school district other than Broward, including FLVS:**
 - *FTE is shared* between the sending and receiving school.
 - *FTE is not shared* if the student does not enroll into the receiving school, only sending is eligible for FTE funding.
- **During FTE survey week to attend a public school in another state, a private school, or a Home Education Program, not including FLVS:**
 - FTE is reported by the sending school for FTE funding.

Documentation: The student's registration and withdrawal forms serve as official documentation of the student's membership eligibility.

ATTENDANCE ELIGIBILITY (COVID-19):

In addition to meeting the above membership requirements, enrolled students must also meet the State's FTE attendance requirements. To be eligible for funding for the FTE survey period, students must meet one of the following FTE attendance eligibility requirements:

- ✓ The attendance for students participating in innovative eLearning is determined by their daily connectivity to the eLearning environment, which is monitored and reported by the teacher. In order to meet the FTE attendance requirement, the student must have been connected to the teacher's Canvas class a minimum of one day during the 11-day FTE Attendance Window.
- ✓ Students in traditional brick-and-mortar education setting must be in physical attendance a minimum of one day during the 11-day FTE Attendance Window.

Any student that misses all six scheduled days prior to the survey week and all scheduled days during the survey week is not eligible for FTE funding for that survey. The FTE indicator is changed to “N” on the A08 panel in TERMS. Run the DWH FTE Eligibility (SCLI007) to determine if any students are ineligible for FTE funding due to non-attendance.

ATTENDANCE RECORD KEEPING:

Broward County Public Schools has implemented the Pinnacle Grade system in all schools, which is an FLDOE approved Automated Student Attendance Record System, as it conforms to the standards outlined in Rule 6A-1.044(3), F.A.C. In both the eLearning and brick-and-mortar learning environments, BCPS teachers enter attendance directly into Pinnacle for each period, which is systematically uploaded to the attendance panels in TERMS. For additional BCPS attendance information please go to <https://www.browardschools.com/attendance>.

Charter schools not using an approved automated system must keep the attendance records on paper forms and verified with hand-written signatures, and TERMS must be manually updated daily.

The principal is accountable for the accuracy of the attendance records, and must sign and date the DWH Average Daily Attendance report (ATTI004) for the FTE Attendance Window for each FTE survey. Attendance data and/or records must be maintained for a period of three years or until all applicable audits are completed. The State Auditors will check the source of the attendance documentation (such as, Pinnacle, attendance cards, teacher grade books, student sign-in sheets, and OJT time cards signed by the employer) in order to verify the accuracy of the database attendance.

PROGRAM REPORTING:

The student is reported to the state according to the schedule in place on the last day of the FTE survey week (date certain). If an ESE staffing takes place during the survey week or other class changes, the student’s schedule that is in place on date certain is the schedule reported for FTE funding.

For those students that are both ESE and ESOL, the active ESE program code on the A23 panel is reflected on student’s schedule on the A10 panel and therefore reported for FTE funding. In addition, funding for ESOL services only applies to the student’s core course (130), and not the student’s electives or specials, as those are reported as general education (101 – 103). Therefore, the total number of ESOL students will not match FTE for ESOL services.

STUDENT SCHEDULES:

It is imperative that schools carefully review the TS7006 FTE-1 OptiSpool report prior to survey week to ensure all students are reported at 0.5000 FTE, and must investigate any student reported at less than 0.5000 to determine if this is a scheduling error. Any student that is reported less than 0.5000 FTE, and not due to a scheduling error that can be corrected, immediately must be brought to the attention of the Guidance Department and Administration.

Helpful Hint: Ensure all schedule changes are completed prior to survey week, only change a student’s schedule if absolutely necessary, such as a new student. If a schedule change takes place after date certain, **do not “purge” any course records from the student’s schedule on the A10 panel in TERMS.** The course is “dropped” so that an inactive record remains on the student’s schedule on the A10 panel in TERMS providing a history of reported courses. The only time a course should be purged is when there is not any corresponding attendance records tied to the course, such as the student’s first day of school.

ALTERNATIVE SCHEDULING METHODS

Rotating Block Schedule

Students attending classes that rotate from one week to the next are reported as an average of the time students are scheduled in classes.

Example: During the survey week, a student's schedule reflects 10 hours of a math course and zero hours of a science course. For the week following survey week, the student's schedule reflects zero hours of the math course and 10 hours of the science course. For survey week, the student's time for calculating FTE is based on an average of five hours for the math course and five hours for the science course.

4x4 Block Schedule

Students attending classes that are divided into quarters, and some classes are only held for one quarter, or 45 days, but other classes are taken over two quarters, or 90 days.

- **Survey 2, October must reflect the first 90 days of instruction**
 - Term 6 (Quarter 1), Term 7 (Quarter 2)
 - Term 1 (Semester 1)
 - Term 3 (Annual)
- **Survey 3, February must reflect the second 90 days of instruction**
 - Term 8 (Quarter 3), Term 9 (Quarter 4)
 - Term 2 (Semester 3)
 - Term 3 (Annual)

HOURLY EQUIVALENT TO 180-DAY SCHOOL YEAR:

Each Florida school district that participates in the Florida Education Finance Program (FEFP) for FTE funding must operate all schools for a term of 180 actual teaching days, as prescribed by Section 1011.60(2), F.S., or the hourly equivalent of 180 actual teaching days, as prescribed in Rule 6A-1.045111. Florida Administrative Code (F.A.C.).

Broward County Public Schools schedules six early release days within the 180 instructional operational days, which is the equivalent of 177 full instructional days.

- **Kindergarden through 3rd Grade**
 - **720 instructional hours a year (180 Days)**
 - 240 minutes per day
 - 1,200 minutes per week
 - **720 instructional hours a year (177 Instructional Full Days Equivalent)**
 - 245 minutes per day
 - 1,225 minutes per week
- **4th through 12th Grade**
 - **900 instructional hours a year (180 Days)**
 - 300 minutes per day
 - 1,500 minutes per week
 - **900 instructional hours a year (177 Instructional Full Days Equivalent)**
 - 306 minutes per day
 - 1,526 minutes per week

Documentation: Student schedules, bell schedules, special program rosters, and FTE reports

FTE AMENDMENTS:

The Schools Applications Department performs multiple edits on the data in TERMS, the results are uploaded to OptiSpool, and schools are notified via District Bulletins. This process provides all schools with ample time and resources to make the necessary data corrections. After date certain, all data corrections must be made in TERMS and External. Schools must document and file all corrections made after date certain.

Corrections made by the Initial State Processing will be reflected the current survey recalibrated FTE reports. Unless FLDOE makes an exception, any corrections made after the Initial State Processing will not be reflected until the next survey's recalibrated FTE reports. Any Invalid or Null FTE errors that are not corrected by the Final Close will result in loss of FTE.

2020-21 FTE SURVEY DATES (180-day School Year)

The 2020-21 FEFP provides funding for a 180-day regular school year, or the hourly equivalent of 180 days, which is captured during the October and February FTE Surveys.

- **October FTE – Survey 2**
 - Survey Week: October 5 – 9, 2020
 - Attendance Window: September 24 – October 9, 2020
 - State Processing: October 12 – October 31, 2020
 - Final Close: December 15, 2020
- **February FTE – Survey 3**
 - Survey Week: February 8 – 12, 2021
 - Attendance Window: January 29 – February 12, 2021
 - State Processing: February 15 – March 5, 2021
 - Final Close: April 15, 2021

2020-21 SUMMER SURVEY DATES

Summer programs providing educational services to youth in the Department of Juvenile Justice Programs (DJJ) are reported on survey 1 and 2. Other summer programs, such as Extended School Year (ESY), are required to report, although no FTE is provided.

- **July – Survey 1**
 - Survey Week: July 6 – 10, 2020
 - Attendance Window: Dependent upon program
 - State Processing: July 20 – September 11, 2020
 - Final Close: September 30, 2020
- **June – Survey 4**
 - Survey Week: June 14 – 18, 2021
 - Attendance Window: Depended upon program
 - State Processing: June 21 – July 9, 2020
 - Final Closed: : August 13, 2021

Documentation: All FLDOE and local FTE reports are kept with the FTE survey file along with any additional documentation supporting changes, additions, or deletion of records. This may include attendance reports, schedule changes made prior to or during the FTE survey week, and any other supporting documentation.

Diana Martens, Budget Analyst V
Budget Office

CERTIFICATION

All courses must be taught by an appropriately certified teacher, as identified in the FLDOE Course Code Directory <http://www.fldoe.org/policy/articulation/ccd/>. Any differences will result in



the teacher being programmatically identified as out-of-field and sent to the School Board for approval, which requires the location to have a signed an Out-of-Field Agreement on file, and a notification provided to the parents in advance of the current FTE survey period.

Note that teachers may also be identified as out-of-field based on the student characteristic(s) of the kids they are assigned. Example: teaching all Autistic students requires the appropriate base certification areas plus the Autism Spectrum Disorders endorsement; assigned to teach Gifted requires the Gifted Endorsement; assigned Limited English Proficient students in the primary English/Language Arts or Reading class requires the ESOL Endorsement.

VERY IMPORTANT: Be mindful to not assign a new teacher out-of-field (except for ESOL) unless you absolutely have to, as they are also working on the requirements needed by the State to upgrade from the temporary to the professional certificate. Placing too many burdens on a new teacher will set them up for failure.

Also, be cautious about changing schedules right before an FTE survey that will result in a teacher being out-of-field, as programmatic updates used for School Board reporting out-of-field teachers are done approximately 30 days in advance of FTE survey 2 and 3. Last minute changes will result in the out-of-field teacher not being sent to the School Board for approval in time for the FTE survey, which may result in a loss of funds for your school.

In order for a teacher to receive out-of-field approval, the teacher must be out-of-field for the first time in the identified area or must be in the process of earning the appropriate credit toward certification in the subject area.

Teachers identified as out-of-field must complete mandated in-service, college coursework, infield designation (if applicable), or pass the subject area exam (if applicable) in the out-of-field area by April of the year in which they were placed out-of-field. All options for meeting mandated out-of-field requirements can be found at <https://www.browardschools.com/Page/40360>. Select Out-of-Field under Quick Links off to the right of the page.

Failure to comply to meet mandated requirements may result in non-renewal/termination of employment. Teachers must continue to complete out-of-field training each additional school year until the out-of-field subject has been added to the certificate; or until they pass the exam or qualify for Infield Designation (if applicable).

There are some instances where a teacher will be considered infield for a subject area without the actual subject area showing on the FLDOE certificate:

- Teachers that pass a Florida subject area exam in a bachelor's level area of certification within the last 10 years are now considered infield for that subject area;
- Teachers that have been approved for Infield Designation will be considered infield for that subject area; or
- Teachers that have an approved HOUSSE Plan

A record of passing subject area exams, Infield Designation and HOUSSE Plan forms for teachers will be housed in their SAP qualifications (Infotype 24).

Teacher of Record: Is the teacher specifically hired to teach a particular class. Whoever is in the class during FTE week will be considered the teacher of record. Therefore, it is best to use an appropriately certified teacher, infield for the assignment(s). If you are unable to use an appropriately certified teacher and are using a substitute teacher, use all zeroes for the certificate number in TERMS.

Interim Teacher: An appropriately certified teacher who is teaching a class but is not hired as a permanent employee. An Interim teacher may temporarily teach the class, if the teacher of record is on leave for less than one school year.

ESOL: Must hold the appropriate subject area certification(s) and the ESOL endorsement or the ESOL certification.

- **Category I teachers:** Primary providers of English, Language Arts, Reading, Intensive Reading, and Developmental Language Arts ESOL courses to ELL students. When programmatically identified in SAP as out-of-field for the first time to an ELL student in one of these areas, an out-of-field agreement is required for these teachers. Category I teachers must meet one of the following requirements:



- Hold the appropriate base certificate and the ESOL endorsement; **or**
- Hold the appropriate base certificate and the ESOL subject area coverage; **or**
- Hold the appropriate base certificate and be in training to obtain the ESOL endorsement. This timeline begins on the day ELL students are assigned. Sixty (60) ESOL in-service points must be completed within the first two years and then 60 points each consecutive year until all 300 points for the ESOL endorsement have been completed (within six years). All coursework must be completed by April of each year.

Note: If a teacher has completed all of the ESOL Endorsement training but it does not appear on the FL educator's certificate, the teacher is considered out-of-field and parent notification must be sent until the ESOL Endorsement is shown on the teacher's certificate. Failure to add the endorsement to the certificate may result in non-renewal/termination of employment.

- **Category II teachers:** Teachers assigned to teach the basic subject areas of Math, Science, Social Studies, and Computer Literacy to ELL students using ESOL strategies. Category II teachers do not get placed out-of-field, nor is parent notification required. They must hold the appropriate subject area/level coverage and meet one of the following requirements:
 - 60 in-service points and/or 3 hours in ESOL Strategies for Content Area Teachers; **or**
 - Hold the ESOL endorsement; **or**
 - Hold the ESOL stand-alone subject area coverage.

The required ESOL training must be completed within two years (by end of April 2nd year) of an ELL student being assigned to the teacher's class. These teachers do not get placed out-of-field and parent notification is not required. Failure to complete the training within the specified timeline will result in non-renewal/termination of employment.

Category III teachers: Teachers assigned to teach ELL students the subject areas of Art, Physical Education, Music and all other teaching areas not previously described (does not include Guidance – see Category IV). The required ESOL training must be completed within two years (by end of April 2nd year) of an ELL student being assigned to the teacher's class. These teachers do not get placed out-of-field and parent notification is not required. Failure to complete the training within the specified timeline will result in non-renewal/termination of employment. They must hold the appropriate subject area/level coverage and meet one of the following requirements:

- 18 in-service points in Issues and Strategies for Teaching the ELL Student; **or**
- 60 point ESOL in-service course; **or**
- Hold the ESOL endorsement; **or**
- Hold the ESOL stand-alone subject area coverage.

Category IV (for School-Based Administrators – Principals, Assistant Principals, and Guidance Counselors). Must complete 60 in-service points in an approved Category IV ESOL course or in-service component. Out-of-field waivers and parent notifications are not required.

- School-Based Administrators must complete 60 points within three years of the hiring date or assignment as a School-Based Administrator. Any ESOL approved in-service hours and coursework taken prior to being hired as a School-Based Administrator may be used towards the 60 points needed.

Documentation Requirements – must have the following to ensure a successful audit:

- Copies of all valid teacher certificates. Certificates should be placed in a binder and maintained in alphabetical order by teacher's name. When a new certificate is received, do not remove the old certificate. Send a copy of the new certificate to the Talent Acquisition & Operations (Instructional) Department for updating (**Note: you do not need to send copies of renewed professional certificates, as these are processed by the district**). You should retain all certificates for at least five years.

- Copies of all valid Department of Health licenses for School Board employees or contract agency employees who are hired to provide services requiring a license rather than a certificate.
- Copies of signed out-of-field agreements.
- Copies of out-of-field parent notifications. Notices must be dated and must include the name of the teacher and the subject for which he or she is out-of-field. **Notification via the computer or any other electronic means is not acceptable.** Announcements should be sent out prior to the FTE survey and after the School Board approval dates (1012.42 F.S.) and may be delivered by either school newsletters or direct letters to the parents. Keep letters in the student's file or newsletters in the school's FTE audit file.
- Copies of Infield Designation plans. Approval of these forms can found in the teacher's SAP qualifications (Infotype 24).
- Copies of HOUSSE plan forms for core subjects taught. HOUSSE plan information can also be found in the teacher's SAP qualifications (Infotype 24). HOUSSE is no longer an option for teachers to obtain; however, those with a previously approved plan may continue to use them.
- Copies of Statement of Eligibility letters for first year teachers who have yet to receive their teaching certificate. **These statements must be replaced by the certificate as soon as received.** Statements of Eligibility are not considered appropriate documentation for audit purposes. When the certificate is received for the new employee, please email a copy to certificationrequests@browardschools.com so the teacher's record in SAP can be updated accordingly.

Susan Benak, Manager
Talent Acquisition & Operations – Instructional

ESOL EDUCATION

ENGLISH/ESOL FOR GRADES K-12 (Program 130):

In these programs, student FTE reported for FEFP funding shall comply with Section 1003.56 of the Florida Statutes. The instruction shall be provided through courses in the current Course Code Directory as Language Arts, English or Language Arts/English through ESOL and basic subject areas of Math, Science, Social Studies as well as Computer Literacy. All students who are reported as English Language Learners (ELLs) must be receiving instruction by appropriately qualified staff using ESOL instructional strategies and home language assistance.

Per Multicultural Education Training and Advocacy (META) Consent Decree, **schools with 15 English Language Learners speaking the same native language shall provide at least one aide or teacher, proficient in the same language, and trained to assist in ESOL basic subject area instruction.** Schools receive weighted FTE for ELLs. Therefore, the school's general fund is to be used to fulfill this mandate. Title III grant funds may not be used for META Consent Decree requirements.

Student Documentation:

- **Home Language Survey (HLS)**

An answer of "yes" to any of the three questions on the survey will require that the student be assessed for English language proficiency and possible placement into the ESOL program. The three Home Language Survey questions can be found on the Student Registration Form. The English language proficiency assessment must be administered within 20 days of initial identification through the Home Language Survey.

- **Entry**

- **Aural/Oral English Language Proficiency Test**

- Pre-IDEA Oral Language Proficiency Test (Pre-IPT) 4th Edition for PK (Ages 3-5).
- IDEA Oral Language Proficiency Test I (IPT-I) Form G (grades K-5).
- IDEA Oral Language Proficiency Test II (IPT-II) Form E (grades 6-12).

- **Reading and Language (Writing) Assessment for students in grades 3-12:**

- **Kaufman Test of Educational Achievement II-Brief Form (K-TEA)** used for entry into ESOL Program for students who score FES on the IPT only. It must be administered no later than 30 days after initial enrollment. Due to COVID-19, schools may need to convene an ELL Committee if administration of the K-TEA is not feasible.

- **English Language Learner Plan (ELL Plan)**

An ELL Plan is generated on the ELLevation online platform for each ELL enrolled in the ESOL Program. The ELL Plan contains the ELL student's educational plan, which is updated as needed and reviewed annually.

The information recorded on the ELL Plan must correlate with the required database elements entered in TERMS.

It also contains all individual student identification and school information, as follows:

- Initial placement information (HLS date, aural/oral and reading/writing assessment dates, date of entry in a United States school, and program entry date);
 - Programmatic assessment, academic placement, student schedule;
 - Language reclassifications, extension of services (re-evaluation dates);
 - ESOL Program exit and post-exit monitoring information; and
 - ELL Committee meetings and recommendations.
- **Parent Notification:**

Parents must be notified of a student's qualification to the ESOL Program within 30 days of initial enrollment. A notification of ESOL program placement is sent home in English and the parent's home language (when feasible) and a copy is maintained as documentation in the ELL Folder.
 - **Extension of Services (for year 4 and beyond of services):**
 - **ACCESS for ELLS and concordant scores until October 1st**
 - **Aural/Oral English Language Proficiency Test AND Reading and Writing**
 - IDEA Oral Language Proficiency Test I (IPT-I) Form G (grades K-5) and Reading and Writing Form C IPT I (Grades 2-3) or IPT 2 (grades 4-6).
 - IDEA Oral Language Proficiency Test II (IPT-II) Form E (grades 6-12) and Reading and Writing Form C IPT 3 (grades 7-12).
 - **Exit:**
 - Exit criteria from the ESOL Program is determined by FLDOE. Refer to section 6 of the ESOL Handbook for criteria. This was modified due to COVID19.

Note: Eligible ESOL courses for ELLs are funded through Program 130 for a base period of three years or the equivalent of 6 survey periods. The base period of funding may be extended annually for an additional three years, based on the recommendation of the ELL Committee, for a total of six years or the equivalent of 12 survey periods. ESOL services must continue to be provided to students beyond the six years or the equivalent of 12 survey periods, if needed; however, their eligible ESOL courses can no longer be funded through Program 130.



ELLs who leave the state and/or country for 90 or more school days, and then return and re-enroll, should be re-assessed for English language proficiency due to an interruption of ESOL services; however, original entry date and time in ESOL program must be honored.

**Vicky B. Saldala, Director
Bilingual/ESOL Department**

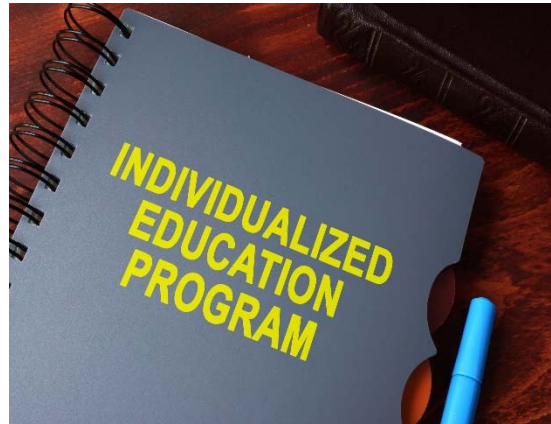
EXCEPTIONAL STUDENT EDUCATION

EXCEPTIONAL STUDENT EDUCATION (ESE)

Students requiring special services and meeting eligibility criteria as determined by a staffing committee (including the parent) and documented on the Individual Education Plan (IEP).

The following resources are available at every school and will assist schools in their preparation for the State FTE Audit:

- Special Programs and Procedures for Exceptional Students
- EdPlan™ main menu page



The Special Programs and Procedures (SP&P) for Exceptional Students document is approved by the State Department of Education and the School Board of Broward County. This manual describes procedures/documentation required for determining eligibility, including pre-referral and referral activities, placement for specific programs and the assurances required. Click here to access the SP&P Policies and Procedures document: https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/13477/ESE_Policies_Procedures.pdf

Documentation for all Exceptional Education Students must include:

- Access Log - These files contain confidential information; therefore, any person reviewing these records must sign the log.
- IEP that was in effect for any term for which funding was claimed. Please use **EdPlan™** documents for all meetings.
- Matrix of Services form that was in effect for any term for which a cost factor of 251 or higher was claimed. The Matrix of Services must match services that are indicated on the corresponding IEP.
- Matrix of Services cost factor must match program code indicator on courses listed on the A10 Student Schedule panel in TERMS.
- Documents, logs or some type of reporting format containing students' names, dates, and minutes served verifying that the services indicated on the IEP and Matrix of Services were provided.
 - Service providers must document student services indicated on the IEP in the Service Tracking Software Frontline or BASIS for Social Workers.
- Referral packet initiated for initial eligibility for ESE services or for re-evaluation must include parent consent for evaluation.
- Reevaluation Plan initiated for re-evaluations that are required every three (3) years.
- Re-evaluation process completed for student whose triennial evaluation is due during year audited. A completed evaluation means that all testing was completed, and the appropriate staffing was conducted.

Requirements for Teachers Teaching Core Content Courses for Students with Disabilities:

To meet the personnel qualification requirements of 20 U.S.C.1412(a)(14)(A-E), as amended by the Every Student Succeeds Act (ESSA), all K-12 ESE certified teachers teaching ESE courses in the core academic subjects must have the content knowledge and skills to serve students with disabilities. Therefore, these teachers must be certified in the appropriate core academic subjects as noted below.

- An ESE certified teacher instructing students in grades K-6 enrolled in 7700 (grades K-5 students) and 7800 (grade 6 students) series core academic subject courses must be certified in elementary education.
- An ESE certified instructing teaching 7800 and 7900 series core academic courses must be certified in the content area of the course number assigned.
- An ESE certified teacher of 7800 or 7900 series core academic courses may use the Middle Grades Integrated Curriculum (MGIC) subject area test to meet certification requirements when the content of the ESE course is applicable to MGIC. The use of MGIC certification for infield purposes is governed by the grandfathering provision of the Department's May 13, 2011, memorandum.



Teachers providing hospital/homebound (H/H) services (with the ESE H/H course numbers 7755020, 7855020, or 7900030 utilized), must be certified in the basic core academic subjects taught.

- If H/H teacher is teaching a general education course, the teacher must meet certification requirements in accordance with the general education course number;
- Course 7900030 continues as a non-credit course.

Grades K to 12 general education with Support Facilitator or Co-Teaching:

Support Facilitation

Two teachers are providing instruction (not co-teaching). The Grades K to 12 general education teacher is teaching the Grades K to 12 general education course content.

AND

An ESE teacher provides services via “in class one-on-one.” In class one-on-one is defined in the Automated Student Information System as follows: “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.” **In class one-on-one** is also known as **“support facilitation” or “inclusion teaching”** in accordance with [s. 1003.03\(5\), F.S.](#)

Co-Teaching

Two teachers are providing instruction through co-teaching in accordance with [Section 1003.03\(5\)\(c\), F.S.](#) Both teachers share responsibility for planning, delivering, and evaluating instruction for all students in a class/subject for the entire class period.

Both teachers must meet certification/qualification requirements in accordance with the Grades K to 12 general education course number.

OR

ESE teacher must meet certification/qualification requirements for any ESE area unless the exceptions noted below are applicable.

- *Example 1: Two teachers co-teach an Algebra 1 course composed of students with disabilities and students without disabilities. This means both teachers share responsibility of planning, instructing, and evaluating all students in the class.*
- *Example 2: Students with disabilities working on general education standards who require specially-designed instruction by a support facilitator and receive it inside the general education classroom (rather than a resource room).*

Exceptions: Please note that if all students in the classroom are hearing impaired, the required certification for the teacher is hearing impaired. If all students in the classroom are visually impaired, the required certification for the teacher is visually impaired. If all students in the classroom are dual sensory impaired in accordance with the IEP, the required certification for the teacher is either hearing impaired, visually impaired, or mentally handicapped.

**Saemone Hollingsworth, Executive Director
Exceptional Student Learning Support**

SECONDARY COOPERATIVE EDUCATION

COOPERATIVE EDUCATION (OJT):

Provided for secondary students who, through written cooperative arrangements between the school and employers, receive instruction, including required courses and related career preparatory instruction by coordination of in-school study with on-the-job training or internship in a related occupational field.

Documentation:

- ✓ OJT Student Folder Checklist
- ✓ Student Training Agreement
- ✓ Student Training Plan – Sample
- ✓ Student Performance Form
- ✓ Monthly Timecard
- ✓ Employment Search Contact Form
- ✓ Child Labor Law Hazardous Occupation Form
- ✓ Student Intern Evaluation Form (completed by employer)
- ✓ Parental Authorization (Notarized) Form

Certification:

- ✓ Teacher certification **must be identical** to that shown in the course code directory for the course taught (including requirement endorsements). Exceptions require the approved School Board out-of-field waiver form.
 - **Documentation:** Copy of the teacher certificate and required endorsements, out of-field waiver, Infield Designation form or HOUSSE plan form must be on file.



**James Payne, Director
Career, Technical, Adult and Community Education (CTACE)**

QUESTIONS AND ANSWERS

ATTENDANCE

1. When is a child considered to be in attendance?

Due to COVID-19, for SY2020-21 the District made adjustments to the attendance policy to report student's attendance in both the eLearning environment and brick-and-mortar education.

- The attendance for students participating in innovative eLearning is determined by their daily connectivity to the eLearning environment, which is monitored and reported by the teacher. A student is considered present when connected to the teacher's Canvas class.
- Students in traditional brick-and-mortar education setting must be in physical attendance.

2. How is attendance documented?

Student attendance must be reported in accordance with the School Board Attendance Policy 5.5. Broward County Public Schools has implemented the Pinnacle Gradebook system in all schools. Teachers enter attendance directly into Pinnacle for each period, which is systematically uploaded to the attendance panels in TERMS.

Charter Schools:

- Charter schools using an Automated Student Attendance Record Keeping System other than Pinnacle, must manually update the student's attendance daily in TERMS. In addition, the Automated Student Attendance Record Keeping system must conform to the standards outlined in Rule 6A-1.004(s), F.A.C. and the FLDOE Comprehensive Management Information System Manual.
- Charter schools not utilizing an Automated Student Attendance Record Keeping System authorized by FLDOE must maintain documentary evidence of each student's eligibility for FTE membership. Attendance records must be collected on paper form and verified with hand-written signature. Daily input of the attendance records must be entered on the TERMS A17 Absence Detail panel.

All schools are required to generate the DWH Average Daily Attendance (ATTI004) for the FTE Attendance Window for survey 2 and 3. The **report must be signed, dated by the principal**, and included with the FTE audit documents, which must be maintained for a period of three years or until all applicable audits are completed, whichever is longer.

3. How does a child's absence affect FTE?

Any student that misses all six scheduled days prior to the survey week and all scheduled days during the survey week is not eligible for FTE funding for that survey. The FTE indicator is changed to "N" on the A08 panel in TERMS. Run the DWH FTE Eligibility (SCLI007) to determine if any students are ineligible for FTE funding due to non-attendance.

CERTIFICATION

4. When will an out-of-field agreement for teacher certification be needed?

Out-of-field teachers are programmatically identified through SAP based upon assigned course code(s), student characteristic(s), and current certification.

Any teacher who does not meet the **exact** certification as outlined in the State Course Code Directory for the course(s) being taught requires School Board approval to teach out-of-field. This includes teachers not appropriately certified for the type of student characteristic(s) of the kids they are assigned. Example: teaching all Autistic students requires the appropriate base certification areas plus the Autism Spectrum Disorders endorsement; assigned to teach Gifted requires the Gifted Endorsement; assigned Limited English Proficient students in the primary English/Language Arts or Reading class requires the ESOL Endorsement.

In order for a teacher to be approved by the School Board to teach out-of-field, the teacher must be out-of-field for the first time in the identified area or must be in the process of working on the requirements needed to qualify for certification in the out-of-field area. For a complete listing of options available to meet out-of-field requirements, visit the TAO website at <https://www.browardschools.com/Page/40360>. Select Out-of-Field under Quick Links off to the right of the page.

Out-of-Field Notices for affected teachers are provided to the school's administration by the Office of Talent Acquisition & Operations (Instructional) via the Onboarding DOV database prior to each FTE survey.

Teachers identified as out-of-field are mandated by Florida Statute to complete specific training requirements each year. Failure to complete requirements within the timeline set by the District will result in their non-renewal/termination of employment.

ESOL

5. How do I know if a student may be eligible for ESOL?

An answer of "yes" to any question on the Home Language Survey will require the student be assessed for English language proficiency and possible placement in the ESOL program. Once assessed, active students (LY) are eligible for ESOL funding.

6. How long may a student be funded for ESOL?

An eligible student may be reported for funding in the ESOL program for a base period of three years or the equivalent of 6 survey periods. However, a student whose English competency does not meet the exit criteria after three years in the ESOL program may be reported for a fourth, fifth, or sixth year of funding provided his/her limited English proficiency is assessed and properly documented on the ELLevation online platform via an ELL committee prior to enrollment in each additional year beyond the three year base period. In no case may a student be reported for ESOL funding for more than six years or the equivalent of 12 survey periods. However, ESOL strategies must be provided for all ELL students regardless of the funding timeline. If the exit criteria is not met after six years or 12 survey periods, the ELL student will receive basic funding and continued ESOL strategies.

7. **When a student is both ESOL and ESE, and is enrolled in a mainstreamed math or basic subject area course in which ESOL strategies are used, is this course flagged with an ELL instructional model code?**

Yes, the ELL instructional model code is used regardless of the students' FEFP code. This information updates automatically in TERMS.

8. **How are students reported on TERMS as ELL?**

Students must be identified as ELL within twenty days of enrollment with the IPT Oral Language Proficiency Test. IPT percentile scores are entered on the A21 Panel, an A23 panel is opened and an ELL Code of LY is entered on the A03 as well as the student's language classification.

EXCEPTIONAL EDUCATION

9. **What is required to claim a student in an exceptional education category?**

In order to claim a student in exceptional education, an assessment must be made, a staffing must have taken place, an IEP must have been written, a matrix must have been completed, and a student must be scheduled in an exceptional program. In TERMS, the student's A10 Schedule panel and A23 Special Program panel must agree with the IEP.

10. **When a student is scheduled for a pull-out course, such as speech therapy, but does not attend speech class during the survey week or during the six days prior to survey week, is that student's speech course eligible for funding?**

Yes, if the student's schedule includes a pull-out course and the teacher's weekly schedule for that course includes the student, the student's pull-out course is eligible for funding, provided the student has met the FTE survey membership and attendance requirements.

11. **If a staffing is held on a student during the FTE survey week and a new eligibility is added, such as speech impaired, must the student attend speech class during the survey week in order to be funded for that course?**

Students meeting FTE membership and attendance requirements are to be reported according to the schedule in place on the last day of the FTE survey week (date certain). For example, if a student is staffed into a speech program on Thursday of survey week and will be receiving speech services on Mondays and Wednesdays, the student's FTE funding should reflect the new speech services. This is the case even though the student may have missed all of the speech classes during the survey week.



**Educating Today's Students to Succeed in
Tomorrow's World.**

