BROWARD
County Public Schools
Established 1915

2018-19

FTE

DOCUMENTATION

MANUAL

The School Board of Broward County, Florida

Compiled by the Budget Office

www.broward.k.12.fl.us/Comptroller/cfo/budget

browardschools.com

Prepared by:

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DOCUMENTS FOR THE FTE "BOX"

The following procedures must be implemented by all schools to ensure accurate FTE reporting and that supporting documentation is sufficient to meet the FLDOE auditing requirements for establishing FTE eligibility.

The term "FTE Box" refers to any means used to organize and store the documentation required for each FTE survey period a school is in session. It is recommended that larger reports, such as the TS7006 and Master Schedule, are saved to a pdf file, backed up to a USB flash drive and stored in a secure location at the school.

Date Certain FTE OptiSpool reports:
- 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 *(Monday following Date Certain)*
  - Option (1) Enrollment
  - Option (3) Limited English Proficiency (ESOL)
  - Option (4) Primary Exceptional (ESE)

Attendance Reports
- Attendance Bulletin DWH (ATTI001)
  - Run for the 11 day FTE Attendance Window
- Attendance - Minutes or Occurrences/Days DWH (ATTI007)
  - Run for the 11 day FTE Attendance Window
  - Total Occurrences 11 for (F) Full-Day Excused & (U) Full-Day Unexcused
- Student FTE Eligibility DWH (SCLI007)
  - Run for current survey
- Principal Attendance Register
  - Provided by IT Department
  - ***Must be*** signed and dated by the principal
- Pinnacle Attendance Register
  - Obtain a Pinnacle Attendance report for the 11 day attendance window
  - ***Charter Schools***
    - If charter school is not using Pinnacle Gradebook to take daily attendance, it is imperative to obtain confirmation of your attendance records.
      - The teacher responsible for student's attendance should sign attendance records.

Scheduling Reports
- Master Schedule DWH (SCHI002)
  - Run for current survey/Term
  - *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

Chapter 6A-1.04513 of the Florida Administrative Code states that these records shall be maintained in auditable condition, shall be made available to the Department of Education for auditing, and shall be kept for a period of three (3) years or until the completion of an audit by the state audit agency, whichever period is longer.

Exceptional Students Education (ESE)
- If the school selected for an Audit, it is the responsibility of the *ESE Specialist* to provide all of the requested ESE 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 Documentation Box:
  - Exceptional Student Roster DWH (SCLS003)
  - ESE Student Locator with All Grades DWH (SCLI033)

ESOL (Limited English Proficiency)
- If the school selected for an Audit, it is the responsibility of the *ESOL Coordinator* to provide all of the requested ESOL records, such as testing results. However, the IMT/IMS must have the following ESE reports included in the school's FTE Documentation Box:
  - 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
- Student's class schedules and/or time cards, 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.
    - Cross-reference any corresponding batch update reports made from prior corrections.
  - All State and Local reported FTE reports are printed and kept in chronological order, the exception is the TS7006 FTE-1 which is saved to a pdf file and saved to an USB flash drive.
  - Print and file all final State and Local FTE report, including any unresolved error or edit reports.

Teacher Certifications – State Audit
- If the school selected for an audit, the state will verify all teachers are certified in their assigned to subject areas, and Statement of Eligibility is on file.
  - For anyone teaching Out-of-Field, the waivers must be submitted and approved prior to FTE, and notification letters sent to student's home prior to the survey period.
- Verification of teacher's hire date, do not back date in TERMS.
- Copy of therapists' state licenses is on file at the school's location, and updated annually.

FTE DOCUMENTATION

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

MEMBERSHIP:
In order to receive funding for a student, the student must be enrolled in the school during the FTE survey week. Students withdrawn at any time prior to the survey week cannot be considered for funding, regardless if they attended school just prior to the survey week. The appropriate withdrawal code is reported on the day following the last day of membership.

Documentation:
Registration and withdrawal forms serve as documentation that the student's enrollment or withdrawal from your school.

ATTENDANCE:
In addition to meeting the above membership requirements, enrolled students must also meet attendance criteria in order to be eligible for funding. To be eligible for funding in an FTE survey period, a student must be physically present one of the days during survey week <u>or</u> one of the six scheduled school days prior to survey week. Holidays and teacher workdays are excluded when counting back the six days.

Documentation: Attendance data entered through Pinnacle is uploaded to TERMS. The school must confirm the attendance data is properly reported in the TERMS student database. The principal must **sign and date** the ***Principal's Attendance Register*** for the FTE survey period, and filed with other FTE documentation. Auditors will check the source attendance documentation (such as, Pinnacle, attendance cards, teacher grade books, student sign-in sheets, OJT time cards signed by the employer) in order to verify the accuracy of the database attendance.

Helpful hint: Run an Absences Report (ATTI007) from the Data Warehouse using the days of the FTE survey week and the six scheduled school days prior to the survey week as the date range. On the last day of the FTE survey week, any student absent for all eleven days is not eligible to be counted for FTE purposes and must be flagged with an N (not eligible for FTE due to non-attendance) on the A08 panel in the TERMS student database.

Documentation: Registration forms, attendance reports, grade books and withdrawal forms

IF A STUDENT WITHDRAWS FROM YOUR SCHOOL:

- **Before the FTE survey week:** The student is 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 *(providing the student meet the attendance requirements).*
  - ➢ 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 *(providing the student meet the attendance requirements).*
- **During the FTE survey week to attend a public school in a Florida school district other than Broward, including FLVS:**
  - ➢ Student meets the membership and attendance requirements at both schools; the FTE is shared between the sending and receiving schools.
  - ➢ Student does not enroll until after survey week; FTE is not shared between the schools, only the sending school will receive the FTE.
- **During FTE survey week to attend a public school in another state, a private school, or a Home Education Program, not including FLVS:**
  - ➢ If all of the membership and attendance requirements are met, the student is reported by the sending school.

Students who enroll after the FTE survey week are not eligible for FTE funding until the following FTE survey.

PROGRAM REPORTING:

The student is reported according to the schedule in place on the last day of the FTE survey week (date certain). If a staffing takes place during the survey week or if there is some other schedule change, the schedule that is in place on date certain is the schedule that must be reported for FTE purposes. For example, if an ESE student is staffed into a speech program on Thursday of the FTE survey week and will subsequently begin to receive speech services on Mondays and Wednesdays, the student's FTE funding will reflect the new speech services. This is the case even though the student will not begin to receive speech services until the week following the FTE survey week. However, it is best practice not to perform any scheduling changes during the FTE survey week. Only if absolutely necessary, such as additional ESE services or new enrollments should be updated in TERMS during survey week.

In addition, if there are courses that begin and end outside of the FTE survey week, such as block scheduled schools and middle school wheel programs, the student's schedule in TERMS must reflect the schedule in place during the first 90 days (Terms 1, 3, 6, 7, A, B, C, T) of the school's 180 day school year for October FTE Survey 2, and the second 90 days (Terms 2, 3, 8, 9, A, C, D, U) for February FTE Survey 3.

If courses are not offered uniformly from one week to the next (such as rotating seventh period schools), an average of the weekly class minutes are used for funding purposes. For example, if a math class is offered every other day for one hour, and a one hour science class is offered in the same period on the alternate days in the same time period, each class would be reported for five hours per week.

Helpful hint: If a schedule change occurs after date certain, ***do not "purge" the course records from the A10 Student Schedule in the TERMS student database***. The course is "dropped" so that an inactive record remains on the A10 Student Schedule panel providing a history of the funded courses. The only time a course should be purged is when there is not any corresponding attendance records tied to the course, such as during the first few days of schools.

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

Reminder: An active record of the ESE and/or ESOL program on the TERMS A23 Special Programs panel must support each ESE or ESOL program code on the A10 Student Schedule panel.

FTE AMENDMENTS:

Schools have two months from date certain to make corrections to FTE data for the October and February FTE surveys.

- ➢ **October FTE – Survey 2**
  - o Survey Week: October 8 – 12, 2018
  - o Survey Closes: **December 14, 2018, Friday**
- ➢ **February FTE – Survey 3**
  - o Survey Week: February 4 – 8, 2019
  - o Survey Closes: **April 15, 2019, Monday**

Schools have one month from date certain to make corrections to FTE data for the June survey, and a month and half month for the July survey.

- ➢ **July Summer Reporting – Survey 1**
  - o Survey Week: July 9 – 13, 2018
  - o Survey Closes: **September 28, 2018, Friday**
- ➢ **June Summer Reporting – Survey 4**
  - o Survey Week: June 10 – 14, 2019
  - o Survey Closes: **August 15, 2019, Thursday**

Documentation: All Florida Department of Education and local FTE reports are kept with the FTE survey file along with any additional documentation supporting the change, addition, 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.

Contact person: Diana Martens, Budget Analyst V
Budget Office
754-321-2233

CERTIFICATION

All courses must be taught by an appropriately certified teacher as identified in the Florida Department of Education Course Code Directory for 2018-19, which can be found at http://www.fldoe.org/policy/articulation/ccd/2018-19-course-directory.stml. Any differences will result in the teacher being programmatically identified as out-of-field and sent to the Board for approval, which requires the location to have a signed Out-of-Field Agreement on file and notification provided to the parents in advance of the current FTE survey period.

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 Board reporting out-of-field teachers are done approximately 30 days in advance of FTE surveys 2 and 3. Last minute changes will result in the out-of-field teacher not being sent to the 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. Out-of-field placements in core areas should not be made without prior approval from the affected School Performance & Accountability Office Cadre Director.

Teachers identified as out-of-field must complete mandated inservice, college coursework, 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. Failure to comply will 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.

Teacher of Record: A teacher 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 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:

  o Hold the appropriate base certificate and the ESOL endorsement; **or**

  o Hold the appropriate base certificate and the ESOL subject area coverage; **or**

  o 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 inservice 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:

  o 60 inservice points and/or 3 hours in ESOL Strategies for Content Area Teachers; **or**

  o Hold the ESOL endorsement; **or**

  o Hold the ESOL stand-alone subject area coverage.

The required ESOL training must be completed within one year (by April) of an ELL student being assigned to the teacher's class. If the teacher is enrolled in the New Educator Support System, a second year (by April) is added to the timeline. 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 one year (by April) of an ELL student being assigned to the teacher's class. If the teacher is enrolled in the New Educator Support System, a second year (by April) is added to the timeline. 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.

  o 18 inservice points in Issues and Strategies for Teaching the ELL Student; **or**

  o 60 point ESOL inservice course; **or**

  o Hold the ESOL endorsement; **or**

  o Hold the ESOL stand-alone subject area coverage.

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

  o School-Based Administrators must complete 60 points within three years of the hiring date or assignment as a School-Based Administrator.

  o Any ESOL-approved inservice 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:

- Copy 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.

- Copy 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.

- Copy of signed out-of-field agreements.

- Copy of out-of-field parent notifications. Notices must be <u>dated</u> and must give the <u>name of the teacher and the subject for which he or she is out-of-field</u>. **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 Board approval dates (1012.42 F.S.) and may be by school newsletters or direct letters to the parents. Keep letters in the student's file or newsletters in the school's FTE audit file.

- Copy of HOUSSE plan forms for core subjects taught.

- Copy 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 forward a copy to the Talent Acquisition & Operations (Instructional) Department so the teacher's record in SAP can be updated accordingly.

Contact person: Susan Benak, Manager
Talent Acquisition & Operations – Instructional (Certification)
754-321-2362

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 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 <u>for students who score FES on the IPT only. It must be administered no later than 30 days after initial enrollment</u>.

- **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.

The ELL Plan contains the 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);

- o ESOL Program exit and post-exit monitoring information; and
- o 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)**
  - o <u>ACCESS for ELLS 2.0 and FSA or concordant scores until October 1st</u>
  - o <u>Aural/Oral English Language Proficiency Test AND Reading and Writing</u>
    - o IDEA Oral Language Proficiency Test I (IPT-I) Form G (grades K-5) <u>and</u> Reading and Writing Form C IPT I (Grades 2-3) or IPT 2 (grades 4-6)
    - o IDEA Oral Language Proficiency Test II (IPT-II) Form E (grades 6-12) <u>and</u> Reading and Writing Form C IPT 3 (grades 7-12)

- **Exit:**
  - o Exit criteria from the ESOL Program is determined by Florida Department of Education. Refer to section 6 of the ESOL Handbook for criteria.

Note: Eligible ESOL courses for the 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.

Contact Person: Vicky B. Saldala, Director
Bilingual/ESOL Department
754-321-2589

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

- EASYIEP™ 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.

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 **EASY IEP™** 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.

- 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 teaching 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 teacher 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 <u>Section 1003.03(5)(c), F.S.</u> 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.

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OR

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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).*

<u>Exceptions</u>: 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.

<div align="center">

Contact Person: Sonya Clay, ESE Director
Exceptional Student Education
754-321-3400

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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 Time Care
- Employment Search Contract 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.
  - o **Documentation:** Copy of the teacher certificate and required endorsements, out of-field waiver, infield designation form or HOUSSE plan form must be on file.

Contact Person: Enid Valdez, Director
Career, Technical, Adult and Community Education (CTACE)
754-321-8400

QUESTIONS AND ANSWERS

ATTENDANCE

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

A child is in attendance when actually physically present at school, at a designated site as an alternative to suspension, or away from school on a school day engaged in an educational activity that constitutes a part of a school-approved instructional program for the pupil.

2.   How is attendance documented?

Attendance is entered in the Pinnacle student database, in accordance with the attendance procedures, which is updated to TERMS. The I&T Department issues the Principal's Attendance Register at the end of each FTE survey period, this is a detailed record for attendance verification and must be reviewed for accuracy. If any corrections and/or changes are made in TERMS contact I&T Department to generate a new report to be issued to the school. For audit purposes, ***this report must be signed and dated by the principal***, and is to be included with the documents to be put in the FTE "box".

In addition, the Annual Principal's Attendance Report is issued at the end of the year summarizing the attendance information. This report is signed by the Principal and kept at the school with the FTE records.

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

A student actively enrolled must be physically present on one of the days during the survey week or one of the six scheduled schools days prior to survey week. School holidays and teacher workdays are excluded for the 11-day FTE attendance window. In addition, a student must not have withdrawn prior to the survey week. If a student does not meet both the attendance and/or membership (enrollment) criteria, then the student is not eligible for funding.

If the student does not meet the attendance requirements, then the FTE indicator must be changed to N for no on the A08 panel for the appropriate survey period.

Helpful Hint: It is recommended that schools run the DWH FTE Eligibility to ensure all FTE eligible student are coded as Y for yes on the A08 panel.

4.   What happens if a student leaves my school *during the FTE survey week* in order to attend another school?

If a student transfers to another Broward County Public School/Charter School during survey week, the FTE is reported by the receiving school providing the student is enrolled on or before date certain and meets the attendance requirement. If the receiving school does not enroll the student on or before date certain, and the student met both the membership and attendance requirement for the sending school, the sending school reports the FTE.

IMPORTANT: FTE is only shared if more than one district report a student; therefore, FTE is not shared between traditional district and charter schools.

CERTIFICATION

5. **When do I need an out-of-field agreement for teacher certification?**

Any teacher who does not meet the **exact** certification as outlined in the State Course Code Directory for the course being taught requires School Board approval to teach out-of-field. Teachers lacking the appropriate ESOL endorsement are also considered out-of-field and must have an agreement if they are teaching the primary English/Language Arts/ Reading class to students eligible for ESOL services. Out-of-field teachers are programmatically identified through SAP based upon assigned course code(s), student characteristic(s), and current certification.

In order for a teacher to be approved by the 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 earning the appropriate credit toward certification in the subject area.

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. It is imperative that concrete justification be provided for each teacher out-of-field in areas other than ESOL. 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

6. **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.

7. **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.

8. **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.

9. **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

10. **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.

11. **When a student is scheduled for a pull-out course, such as speech therapy, but does not attend speech class during the FTE 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.

12. **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.