2018-19
Rules of Engagement
Class Size Reduction
Guidelines
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District Overarching Goals:

- Meet 100% Class Size Compliance
  - All schools must meet Schoolwide Average (SWA) by grade grouping.
  - Meet or exceed previous year’s school-by-school, period-by-period compliance.
- Limit student movement
  - Student schedules must be posted in TERMS by July 26th.
  - All appropriate staff scheduled, classes created, and students placed to reflect School Rebudgeting Conference changes by September 21st.
- Limit staff movement
  - Initial CSR Critical Need positions will be allocated during Spring Budget Conferences and will be included in school schedules prior to the start of school.
  - CSR Critical Need position funding will be reviewed and realigned during Fall Rebudgeting Conferences.
  - All growth positions must be hired and scheduled with students with urgency.

Class Size Maximums – Per Florida Statute 1003.03

<table>
<thead>
<tr>
<th>Grades</th>
<th>Maximum Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-3</td>
<td>18</td>
</tr>
<tr>
<td>4-8</td>
<td>22</td>
</tr>
<tr>
<td>9-12</td>
<td>25</td>
</tr>
</tbody>
</table>

Class Size Reduction Categorical Allocation (12101)
Positions coded to Class Size Reduction Categorical Allocation (12101):
- Must be coded in SAP to core instructional positions.
- Must be coded in TERMS to core courses, with students assigned for the entire day, and are expected to remain coded to students throughout the school year.

CSR Critical Need Position Funding (12104)
Critical Need position funding is temporary and is allocated based on need.
- Once the school’s budget is able to support the Critical Need position, full or partial funding may be removed and reallocated based on need.
- Critical Need funding may be reallocated if the need is not supported by student enrollment or the school has unfilled/vacant instructional positions.

Positions coded to CSR Critical Need funding (12104):
- Must be coded in SAP to core instructional positions.
- Must be coded in TERMS to core courses, with students assigned for the entire day, and are expected to remain coded to students throughout the school year.
## 2018-19 Class Size Reduction Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 26th</td>
<td>Schools must have all student schedules posted in TERMS.</td>
<td>Principal</td>
</tr>
</tbody>
</table>
| July 27th  | I&T - TERMS Rollover #2  
CSR Website will begin updating daily. Schools must review CSR data daily and address data errors and compliance issues immediately. [http://www.broward.k12.fl.us/casdl/csrd ata/](http://www.broward.k12.fl.us/casdl/csrd ata/) | Principal       |
| August 15th| First Day of School                                                   | Principal       |
| August 20th| No Show (DNE) students, not in attendance at least 1 day, will be withdrawn in TERMS. | I&T             |
| September 7th | FLDOE Tentative 1st Survey 2 CSR Trial Run  
- September 12th - CSR Data Verification Reports posted in DWH Reports Folder | Principals/I&T  |
| September 13th - 14th | School Rebudgeting Conferences                                    | OSPA/Budget/CSR/HR |
| September 21st | All appropriate staff hired, with classes created and students scheduled, to reflect School Rebudgeting Conference changes.  
- Do NOT create classes in TERMS for unfunded positions or positions not approved by Budget.       | Principal       |
| September 21st | FLDOE Tentative 2nd Survey 2 CSR Trial Run  
- September 25th - CSR Data Verification Reports posted in DWH Reports Folder | Principals/I&T  |
| October 12th | Survey 2 **Date Certain**  
- All data must be entered in TERMS by **4:00pm.**  
- October 23rd - CSR Data Verification Reports posted in DWH Reports Folder | Principals/I&T  |
| October 26th | Survey 2 Edits in External Submitted to FLDOE at 12:00pm  
- October 30th - CSR Data Verification Reports posted in DWH Reports Folder | Principals/I&T  |
| November 2nd | Final (Tentative) Survey 2 Edits in External Submitted to FLDOE  
- Updates in External must be made by **12:00pm**  
- November 14th - CSR Data Verification Reports posted in DWH Reports Folder | Principals/I&T  |
Staffing Utilization

Instructional Teachers

- All instructional teacher positions (Job ID beginning with 12) are expected to be in the classroom scheduled to students for the entire day, unless the school is meeting 100% CSR period-by-period compliance. (Example: Teacher-Grade 3, Teacher-Science Middle, Teacher-Chemistry)

Instructional Coaches

- State Funded or Single Literacy Coach
  - May be assigned to teach a maximum of 1 period.
- General Funded Coaches
  - May be assigned to teach more than 1 period as needed to meet CSR requirements.
- Title I Funded Coaches
  - All positions paid through a US Department of Education Federal through State program must comply with funding source compliance criteria. (Guidelines will continue to be updated.)

Resource Teachers

- General Funded Resource Teachers
  - May be assigned to teach more than 1 period as needed to meet CSR requirements.
- Title I Funded Resource Teachers
  - All positions paid through a US Department of Education Federal through State program must comply with funding source compliance criteria. (Guidelines will continue to be updated.)
- Title III ESOL Resource Teachers
  - Cannot be assigned to students.

Additional general funded instructional coaches or resource teachers may only be hired if all of the following criteria are met:

- School is meeting Schoolwide Average (SWA) by grade grouping,
- Period-by-period compliance of 90% or higher,
- Exceeding previous year’s period-by-period compliance, and
- Position approved through the Position Request Approval Process.

ESOL Program - META Consent Decree Mandate

Staffing Considerations for Job ID #15930059 Teacher Assistant, Bilingual
Per Multicultural Education, Training and Advocacy (META) Consent Decree, schools with 15 English Language Learners (ELLs) 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. A schedule reflecting assistance will be submitted to the Bilingual/ESOL Department.

Schools are required to fund 100% of the position to comply with the META Consent Decree mandate.

Schools will use one of the following Job ID numbers to code the position:
#15930059 Teacher Assistant-Bilingual
#15910201 Classroom Assistant-Inst-Bilingual

The Title III grant funded ESOL Resource Teacher position (C98170001) may not be used for META Consent Decree requirements and students cannot be assigned to these teachers.
Staffing Utilization

ESE Positions

- A detailed review of support staff and school’s ESE program will be conducted during the Spring Budget Conferences. ESE staff will attend budget conferences to address specific, targeted school needs and substantiate need for each support staff member. ESE staff specific instructions have been created to help schools identify the correct way to schedule students with disabilities. Please see Appendix A for detailed information.

Substitute Teachers

Substitute teachers may be assigned students in TERMS for the following reasons:

- Short term placement during teacher selection process for a Budget approved vacant position
  - Position must be in Applitrack
- Covering for a teacher on FMLA, Disability, or Administrative Reassignment
  - Position should be recorded as Interim Sub
- Pool Subs are not to be used for long term positions.

Unfilled or Vacant Positions

- Do NOT create classes in TERMS for unfunded positions or positions not approved by Budget.
- Approved growth positions must be hired, with classes created and students scheduled, as soon as possible.
  - Growth positions can be scheduled in TERMS with a substitute, as a short term placement, until the permanent teacher is hired. The position must be in Applitrack.

New, Growth, or Change to Positions

- Any request to add a new or growth position or to change the job title of an existing position must follow the approval process outlined in the Position Request Approval Flowchart.
- Additional general funded instructional coaches or resource teachers may only be hired if all three of the following criteria are met:
  - School is meeting Schoolwide Average (SWA) by grade grouping,
  - Period-by-period compliance of 90% or higher and exceeding previous year's compliance,
  - Position is approved through the Position Request Approval Process.
Position Request Approval Flowchart

Position Request Received by Budget (New/Growth, Replacement, or Change)

Was position previously approved in budget conference?

Yes: Position Approved

No:

Is position restricted or required by special funding? (Title I, Title IIA, ESE, ESOL)

Yes: HR & CSR provide input to OSPA Director.

No:

OSPA Director determines if position is critical/appropriate.

Position Denied

OSPA Director responds to Budget. Is position approved?

Yes: Position Approved

No: Position Denied
General Guidelines – All Levels

School Class Size Data Monitoring

- Principals, schedulers, and IMT's should review the CSR website daily.
  [http://www.broward.k12.fl.us/casdl/csrdatalink](http://www.broward.k12.fl.us/casdl/csrdatalink)
  - The Period-by-Period View shows all core periods counted for Class Size.
  - The Room Occupancy View shows all courses, core and non-core.
- FLDOE Class Size reports are run weekly after FTE and will be posted in the DWH Reports Folder. See Appendix B for a summary of each report.
- Schools must also review all FTE reports in Optispool and ensure corrections are made. Errors in FTE records may affect Class Size data at the State level.
- Application of scheduling strategies (e.g. staff utilization, pullouts, departmentalization, team teaching) is expected to continue for the duration of the year/term. Any changes to staff utilization, teacher of record, or scheduling method should be documented and kept at the school level to show who was changed (student and teacher), when, and why the change occurred. This documentation will be required in an audit.

Weekly Data Verification Reviews

- Teachers not scheduled, scheduled for less than a full day, or with less than 5 students in a period
- Core classes running 4 or more students over period-by-period compliance
- Secondary Leveling
- Blended Learning classes running 4 or more students over CSR compliance
- AP classes running > 32 students
- Non-CSR "Core" Courses running >30 students

Random Data Verification Checks

In addition to regular weekly data verification/review processes, data verification checks will continue throughout the school year and may include:

- School walk-through data verification at randomly selected schools or as required in response to a State Office of Inspector General request. Verification of the teacher in the classroom and a headcount of students will be done and compared to TERMS records.
- The Principal and OSPA Director will be notified where inconsistencies are noted.

Flexible Enrollment After October Survey 2

Florida Statute 1003.03(2)(b) provides scheduling flexibility for new students enrolled after October Survey 2 Date certain and allows for a new student to be assigned to a class that may temporarily exceed CSR maximums.

- Grades PK-3 - Up to three students may be assigned to a teacher above the maximum.
- Grades 4-12 - Up to five students may be assigned to a teacher above the maximum.

Additionally, in November 2015, the Broward County School Board further limited new student enrollment flexibility increases per teacher to include:

- Grades 6 through 8, teachers would not be assigned more than a total of 15 new students, and in
- Grades 9 through 12, teachers would not be assigned more than a total of 18 new students.

For February Survey 3, it is the District's expectation that similar October compliance levels be maintained. District Staff will continue to monitor both schoolwide average and period-by-period class size changes and provide updates to Cabinet through the end of the school year.
General Guidelines – All Levels

Team Teaching (Co-teaching and Inclusion)
“Team teaching” or “co-teaching” means two or more teachers are assigned to a group of students and each teacher is responsible for all of the students during the entire class period. In order to be considered team teaching or co-teaching, each teacher is responsible for planning, delivering, and evaluating instruction for all students in the class or subject for the entire class period. (Scheduling Method C – See Appendix C)

“Inclusion teaching” means two or more teachers are assigned to a group of students, but one of the teachers is responsible for only one student or a small group of students in the classroom. (Scheduling Method I – See Appendix C)

Team Teaching strategies must comply with ALL of the following FLDOE guidelines:
- At least one teacher on the team must have at least 3 years of teaching experience.
- At least one of the teachers must be in-field. The other teacher must hold a valid Florida Educator’s certificate. (i.e. A Broward Vocational Certificate would not be appropriate.) The teacher, who is not appropriately certified, will be identified as out-of-field and must comply with those rules and procedures (name will be submitted to the Board, parent notification, sign the waiver, etc.).
- Teachers must receive professional development in the Team Teaching model within one year of assignment. Visit the Professional Development Standards & Support website for opportunities.

Student Performance Rating
Student test scores will count for all teachers coded in TERMS meeting the following requirements:
- A teacher must have 10 or more student test scores to apply those scores toward their Student Performance rating.
  - The number of students is based on student test scores, not enrollment. The total is calculated overall for the subject(s) coded to each teacher, not by period. For example, if a 5th grade teacher is coded in TERMS as the teacher of record for Reading for 8 students, there would only be 8 test scores tied to that teacher and therefore would not count towards the teacher’s Student Performance Rating. If a 5th grade teacher is coded to both Reading and Math for those 8 students, the students would generate both Reading and Math scores tied to that teacher for a total of 16 test scores. Those 8 students would count for the teacher’s Student Performance Rating.
  - The State’s VAM model does not take into account the number of minutes per day/week a teacher is with a student or if there is another teacher in the classroom with the students. If a student is coded to the teacher in TERMS in the appropriate course the student scores will count towards that teacher’s Student Performance rating regardless of minutes per day/week.
  - If more than 1 teacher is coded in TERMS to a student for the same subject, both teachers will be reported as the responsible instructor for that subject. Student scores will count for any teacher coded in TERMS meeting the minimum student score requirements.
- Teachers have the ability to log into the State’s online Roster Verification Tool during the Roster Verification Window after both October Survey 2 and February Survey 3, FTE periods. The Roster Verification process is optional, but encouraged. In the tool, teachers can review their class rosters for accuracy and correct any mistakes relating to the identity of students for whom the teacher is responsible.
- For questions regarding Student Performance and VAM, please contact Employee Evaluations at 754-321-5067.
Blended Learning

1. What is Blended Learning?
   Blended learning is a formal education model in which at least a percentage of the course takes place online; the student has some element of control over time, place, path, and/or pace; and learning occurs at least in part at a brick-and-mortar location away from the home.
   - Teachers coded as blended have access to computers regularly.
   - Teachers utilizing blended learning through a Learning Management System (LMS) or Integrated Learning System (ILS) are strongly recommended to participate in professional learning opportunities for the respective software application.

2. What are the Florida Statutory Requirements for Blended Learning?
   - Florida Statute 1003.01(14) removes digital learning courses, including blended learning, offered under Florida Statue 1002.321(4)(e), from the definition of the term "core-curricula courses" for the purposes of class size requirements.
   - The Florida Approved Courses and Tests (FACT) Initiative (s. 1003.499) specifies that instruction through the blended learning model may be provided using:
     - online instructional videos
     - online class forums
     - online homework assignments and projects
     - coupled with one-on-one direct instructional support to students
   - The blended learning program shall include components such as:
     - differentiated instruction
     - flexible scheduling
     - differentiated teaching
     - self-paced learning
   - The District Innovation School of Technology Program (s. 1002.451) expands the blended learning program components to include data-driven placement and describes the three models schools may use for blended learning – rotation model, flipped classroom model, or flex model.

3. Blended Learning District Review
   - All classes coded as blended learning with 4 or more students over class size compliance maximums will be reviewed by District Staff.

4. Documentation for Blended Learning Courses
   It is the principal’s responsibility to maintain documentation to support each course coded as blended learning has met the statutory requirements. Such documentation may include, but is not limited to:
   - Learning Management System or Integrated Learning System records
   - Lesson plans reflecting online assignments or interaction
   - Samples of student coursework (e.g. digital assignments, quizzes, tests, final examinations)
   - Observation data
5. **Blended Learning for High School Online Learning Credit Requirement**

- Florida Statute 1003.4282(4)(b) allows a student to satisfy the high school graduation online course requirement by completing a blended learning course.
- Blended learning courses must be coded in TERMS on the C17 panel with a “Y” in the BLC field. Once the student earns credit in that course (at the end of the semester for non-EOC courses OR at the end of the year for EOC courses), the online code is automatically entered on the A13 for the students in that class.
  - As a reminder, in order to meet the online requirement for graduation, the student must complete a FULL high school course. Example: English 1 is a 1.00 credit course. In order to meet the online requirement for graduation with this course, the student must complete the whole 1.00 credit online. US Government is a .50 credit course, so in order to meet the online requirement for graduation using this course, the student would only have to complete .50 of US Government.

6. **High School Credit Recovery Courses**

- Credit Recovery courses may be coded as blended learning if they meet the blended learning requirements of other courses, with the exception of the bona fide instructional time as outlined in Florida Statue, Section 1003.435(1)(a).

7. **How does a course identified as “Blended Learning” affect Class Size Reduction (CSR)?**

- Courses coded with ‘Y’ in the BLC field on the C17 are removed from CSR compliance calculations as per Florida Statute 1003.01(14).

8. **How is the Blended Learning code entered in TERMS?**

- Enter a "Y" into the "BLC" field on the C17 panel.
Online Learning

1. What is Online Learning?
   - A course involving student-teacher interaction in which 100% of the course content and instruction must occur through an online delivery model via a learning management system with the student having some element of control over time, place, or pace.

2. What are the requirements for Online Learning?
   - Beginning with students entering 9th grade in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning.
   - 100% of the course content and instruction must occur through an online delivery model via a learning management system (though students may access the course while at a brick-and-mortar school location).
   - A high school credit-bearing online course taken during 6th-8th grades fulfills this requirement.
   - A school district may not require a student to take the online course outside the school day or in addition to a student’s course for a given semester.
   - This requirement shall be met through an online course offered by Broward Virtual School, Florida Virtual School, an online course offered by the high school, or an online dual enrollment course.
   - A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45, meets this requirement.
   - This requirement does not apply to a student who has an IEP that indicates an online course would be inappropriate.
   - This requirement does not apply to an out-of-state transfer student who is enrolled in a Florida high school and has less than one academic year remaining in high school.
   - NCAA-bound student-athletes should only choose online learning options that are approved by the NCAA to meet eligibility criteria. At this time, only FLVS/BVS are approved by the NCAA.

3. How is the Online Learning code entered in TERMS?
   - The LS field, next to the BLC field, on the C17 Panel identifies a Virtual Instruction Course. This information is sent to the FLDOE.
   - The OC Field on the individual student’s A13 Academic History Panel identifies if the course for which credit is being awarded was an Online Course.
Elementary Specific Guidelines

Bell Schedule
- All elementary schools must utilize the 11-period bell schedule. Schools that offer the extended day additional hour will use a 12-period bell schedule.

Departmentalized Schedules
- Departmentalized schedules must be in place prior to the beginning of school.
- Student schedules must reflect the correct teacher for each subject and number of periods.
- Students can only be scheduled in TERMS to the teacher providing the specific subject area content for that student. For example, if a teacher is seeing students for Reading and Social Studies, the teacher should not be coded to students for Math or Science. Please see Appendix D for examples.

Multigrade Classrooms
- Multigrade classrooms are recommended to be created prior to the beginning of school.
- Utilization of multigrade classrooms should be approved by the school’s Cadre Director.
  - Montessori and ESE programs do not need prior approval from the Cadre Director.
- Professional learning is highly recommended for teachers who will be teaching multigrade classrooms. Visit the Professional Development Standards & Support website for opportunities.
- Schools are not permitted to use a multigrade strategy for ELL students without having the model established for general education classrooms within the same school.

Classroom Leveling
Leveling classes is the practice of adjusting student enrollment across all classrooms within a grade level so that one class is not running over class size compliance while another is running under compliance. If leveling is necessary, the following best practices are recommended in order to facilitate a smooth transition for students:
- Facilitate movement as close to the beginning of the school year as possible.
- Be proactive and let parents know as early as possible that a class change is a possibility.
- When moving a student, identify the student whose educational experience will be enhanced by a class change.
- If a classroom over compliance cannot be leveled due to academic need or other special circumstances and the environment is conducive to student learning, the principal must ensure reasonable limits are placed on the number of students in the classroom.
  - All classes with 4 or more students over class size compliance will be reviewed.

Elementary Specials
- Specials, including those that are core, are not included in the class size calculation. Therefore, the periods for all specials should end in 88 in order to ensure their exclusion.
- Specials can only be reduced/eliminated if it is the only way to balance the school’s budget.
- A special can be eliminated, replaced with another special, or traded in for something else, if the position is currently vacant.
- Specials should be scheduled to allow teachers their relief time (per contract). Usually, in order to provide for adequate relief time, there are 10 core classrooms to 1 special.
Elementary Specific Guidelines

Pre-K Programs (Non-ESE)
Prior to enrollment, all Head Start, Early Head Start and Voluntary Prekindergarten (VPK) classes must be approved by the Head Start/Early Intervention Department. Head Start, Early Head Start and VPK classes must comply with Federal guidelines for classroom ratio and group size as per SBBC Policy 6000.6 & Head Start Performance Standard 1302.21(b) https://eclkc.ohs.acf.hhs.gov/hslc/hs/docs/hspss-final.pdf.

- For more information regarding Head Start and VPK considerations, please contact Head Start/Early Intervention at 754-321-1961.

Class Size Compliance for Pre-K Programs
- Non-ESE Pre-K courses with course numbers that begin with 5 (Head Start, Early Head Start, VPK) are not included in Class Size calculations.
- ESE Pre-K courses with course numbers that begin with 7 are included in Class Size calculations and must meet Class Size requirements.

Head Start, Early Head Start, and VPK (Non-ESE)
- The Head Start Performance Standards require grantees to maintain a ratio of 1 adult per 10 students.
- Head Start four-year-old classes cannot exceed 20 students throughout the day. Therefore, Head Start students cannot attend a specials class in which there are more than 20 students.
- Head Start four-year-old classes containing a student with a developmental delay cannot exceed 18 students.
- Head Start three-year-old classes cannot exceed 17 students.
- VPK and other Pre-K Programs must comply with the same ratios as Head Start.
- VPK must have a minimum of 18 students to fund the class, unless it is an integrated class where they would have 9 VPK and 9 ESE students.

Fee-Supported Pre-K – Capacity/Facilities Considerations
- Fee-supported, Non-ESE, Pre-K programs cannot be offered at schools over 100% permanent capacity. Note: "Over-Capacity" does not equal "Out-of-Compliance".
- All fee-supported classrooms must have prior approval. Please see Appendix E - Procedures for New Pre-K Classes Flowchart.
- If additional teachers are assigned to a school to address compliance, there must be adequate space available to facilitate special programs.
- All special programs at schools are reviewed annually for continuation when facility space is limited either at the school offering the special program, or at the adjacent schools where space is deficient.

Scheduling Pre-K Classes in TERMS
- PK periods can be entered in blocks and should reflect the correct corresponding times for each class (e.g. 0111, 0106, 0411).
- For questions regarding scheduling Pre-K classes in TERMS, please contact the I&T Service Desk at 754-321-0411.
Elementary Specific Guidelines

Pullout/Push-In Scheduling

Pullout class: A student moves from the main teacher’s classroom to another teacher’s classroom for a portion of the day in order to receive specialized instruction in a particular area based on the student’s needs. Students physically move to a different room number for the pullout period. Both teachers are scheduled in TERMS as Scheduling Method S.

Push-in class: A teacher goes into an existing classroom to provide individual or small group instruction in a particular area based on student need for a portion of the day. The students do not leave the main classroom for push-in periods. The main teacher would remain scheduled in TERMS as scheduling method S and the push-in teacher’s section would be coded as Scheduling Method I. This scheduling method has minimal impact on Class Size. (Scheduling Method I – See Appendix C)

- Students should only be scheduled in TERMS to the teacher providing the specific subject area content for that student. For example, if a Reading Coach is teaching 1 period of Reading a day that Coach should only be coded to the students they are providing reading instruction to. The Reading Coach should NOT be scheduled in TERMS with students for any other subject (e.g. Math).
- If more than 1 teacher is coded to the same subject for the same student, the teacher scheduled to the earliest period on the individual student’s schedule would be assigned the Pinnacle tab.
- A student can only receive one final grade for each subject. As such, only one teacher is given a tab in Pinnacle to enter grades. If more than one teacher is providing instruction in the same subject, the teachers must coordinate the data entry of grades for that subject in Pinnacle.
- If more than 1 teacher is coded in TERMS to a student for the same subject, they will both be reported as the responsible instructor for that subject. Student scores will count for any teacher coded in TERMS meeting the minimum student score requirements. Please see the Student Performance Rating section for further information.

Pullout Scheduling – Reading Blocks

<table>
<thead>
<tr>
<th>Student Group:</th>
<th>Coded in TERMS?</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• General Education Students may be provided small group instruction in a second General Education Setting (‘Pull-out’) for small group instruction during a portion of the 90-minute uninterrupted reading block.</td>
<td>This does not have to be coded in TERMS as this is considered a temporary placement until the student is able to be serviced in the homeroom class.</td>
<td>An example would be a second grade student who reports to another second grade classroom for a portion of the reading block daily to meet his/her specific needs.</td>
</tr>
<tr>
<td>• General Education Students may be provided reading instruction in an alternative General Education Setting (‘Pull-out’) for reading instruction for the entire 90-minute uninterrupted reading block.</td>
<td>This student should be coded in TERMS to the teacher of record who is providing the reading instruction.</td>
<td>An example would be a second grade student who reports to third grade for the entire reading block daily because he/she is reading above grade level.</td>
</tr>
<tr>
<td>• The 90-minute reading block can be extended to 120 minutes for students needing additional instruction.</td>
<td>A student can be coded in TERMS to both of the teachers providing reading instruction.</td>
<td></td>
</tr>
<tr>
<td>• The <strong>Lowest 300 schools</strong> should provide a 90-minute uninterrupted reading block as well as an additional 60-minute intervention block of instruction.</td>
<td>These students should be coded in TERMS to both of the teachers providing reading instruction.</td>
<td></td>
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</tbody>
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### Elementary Specific Guidelines

<table>
<thead>
<tr>
<th>Student Group:</th>
<th>Coded in TERMS?</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Students (continued)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A General Education Student can be serviced by a Coach or Interventionist.</td>
<td>This does not have to be coded in TERMS if it will not be used for class size. However, if coded in TERMS to assist with class size, the services MUST be for the duration prescribed and coded in TERMS.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>An example of this would be a second grade ESE student who reports to another second grade classroom for a portion of the reading block daily to meet his/her specific needs.</td>
</tr>
<tr>
<td><strong>Exceptional Education Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exceptional Education Students working towards a standard diploma may be provided small group instruction in a second General Education Setting (‘Pull-out’) for small group instruction during a portion of the 90-minute uninterrupted reading block. The same process a school deploys for General Education Students should also be provided to ESE students.</td>
<td>This does not have to be coded in TERMS as this is considered a temporary placement until the student is able to be serviced in their homeroom classroom.</td>
<td></td>
</tr>
<tr>
<td>• Exceptional Education Students may not be pulled out during the 90 minute uninterrupted reading block; however, the ESE Support Facilitator can push-in during the 90-minute block; keeping the student within the same general education setting during the entire 90-minute block. If required, the ESE student can receive additional services beyond the 90-minute block.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If an ESE Student has services on his/her IEP in an ESE setting, the ESE Support Facilitator may not remove that student within the 90-minute block to go to an ESE setting, because those services need to be provided in addition to the 90-minute uninterrupted reading block.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If the general education teacher is ESE certified, they can provide the services without an ESE Support Facilitator being pushed-in. However, make sure the general education teacher is, in fact, providing the students with their IEP defined specialized services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The 90-minute reading block can be extended to 120 minutes for an Exceptional Education Students needing additional instruction.</td>
<td>This student should be coded in TERMS to both of the teachers providing reading instruction.</td>
<td></td>
</tr>
<tr>
<td>The <strong>Lowest 300 schools</strong> should provide a 90-minute uninterrupted reading block as well as an additional 60-minute intervention block to Exceptional Education Students.</td>
<td>This student should be coded in TERMS to both of the teachers providing reading instruction.</td>
<td></td>
</tr>
</tbody>
</table>
Secondary Specific Guidelines

Middle School Teaming

- First priority is class size compliance.
- Leveling classes to meet class size compliance is expected.
- Teaming implementation must be cost neutral.

Nesting Core and Non-Core Classes

‘Nesting’ is the practice of combining similar courses within the same subject area together within the same period and with the same teacher.

- Only like or similar courses within the same subject area can be nested.

Caution should be utilized when combining core and non-core classes together since the FLDOE calculation will look at the largest number of students in the class to determine whether it is a core or non-core course.

- Example: In a high school classroom of 27 students (2 over compliance), 25 students are coded to Biology (core), and 2 are coded to Environmental Science (non-core); the State’s calculation will show 27 students in Biology since that is the main course in the classroom, and that class will be calculated as out of compliance for class size.

Using Research Course Codes for non-VLL type courses

The purpose of the Research course is to enable students to develop fundamental knowledge of the steps in the research process. Schools can pair the Research course with another course to expand upon the learning. The content should include, but not be limited to, the following:

- nature and purpose of research
- research questions and hypotheses
- research methods and procedures
- review of literature and other resources
- primary and secondary sources
- directed investigations
- organization of information
- report formats, styles, and content
- critical analysis of research
- submission of a major independent research project

Using Research Course Codes for online and VLL type courses

Research courses can also be used to indicate that a student is enrolled in an online course or a Virtual Learning Lab (VLL).

- There will be no altering of course names on students’ schedules as student transcripts are expected to match their report cards.
- You may NOT use a Research course number and "flip" it, change it, or modify the course number of title in any way prior to the final grade posting.
- When using a Research Course code for a VLL Lab, the Research course must be coded as a non-credit/grade earning course. The rules are the same regardless of level – middle and/or high (although students don’t earn credits at the middle school level).
- It is recommended that schools use an "X" at the end of the course number to be a unique indicator for the Research course code used for VLLs.
Secondary Specific Guidelines

Virtual and Online Learning

- Schools will identify the requests for VLL with Broward Virtual School prior to their Spring Budget Conference.
- VLL Lab enrollments must be assigned to course code 1700300X (Grades 9-12) and 1700000X (Grades 6-8) at the middle school level. Note: Students taking virtual courses will take the exam that pertains to the VLL course.
- The District must share FTE with Florida Virtual School should students choose not to enroll with Broward Virtual School. School budgets will be adjusted accordingly throughout the school year.
- Replacing high school courses with BVS courses during Semester 1 or 2 will not prevent the student from generating full FTE at the school of enrollment as long as the student remains on campus the entire school day. The school will also generate full FTE if the student takes a BVS course in addition to a full schedule at the school.
- Course completions with FLVS will prevent a student from generating full FTE regardless of when the course is taken. The Budget Office will deduct funds from school budgets after the FLDOE makes adjustments based on course completions reported by FLVS.
- Grades for virtual course enrollments (BVS and FLVS) are reported at the time of course completion on a semester basis. Semester grades are added to the student's permanent course record and are reported to students and parents through Virtual Counselor.
- For questions regarding Virtual and Online Learning, please contact Christopher McGuire, Broward Virtual School, at 754-321-6050.

Dual Enrollment in High Schools

- Schools must receive approval from the Office of Academics/Instruction & Intervention Division prior to implementation of dual enrollment program(s) for students each academic year.

Advanced Placement Classes

- All Advanced Placement (AP) courses running at a total of 32 students and greater will be reviewed by District staff.
Utilization of Classroom Capacity

Room Usage Codes

- Room Usage Codes must be updated in TERMS on C01 panel for ALL:
  - Rooms not scheduled with students (See Room Utilization View in CSR Website),
  - ESE Related Services & Self-contained ESE Classrooms, and
  - Fee-Paid classrooms.
- Room Usage Codes must be updated each semester or as room usage changes.
- Relocatables that are scheduled to be demolished should NOT be utilized or scheduled for use. These relocatables should be designated with a ‘D’ Room Usage Code.
  - For information regarding relocatables scheduled for demolition, please contact Facility Planning & Real Estate at 754-321-2160.

ESE Related Rooms

- Room Utilization Code of ‘E’ must be entered on the C01 panel in TERMS for all rooms being utilized for ESE related services including pullouts, push-ins, and self-contained classes.

<table>
<thead>
<tr>
<th>Code</th>
<th>Room Usage Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Administrative Use (includes Storage, Facilitator Office, etc.)</td>
</tr>
<tr>
<td>C</td>
<td>Unavailable due to new Construction</td>
</tr>
<tr>
<td>D</td>
<td>Demolition (scheduled for demolition per Facility Planning Department)</td>
</tr>
<tr>
<td>E</td>
<td>ESE Related Services &amp; Self-contained ESE Classrooms (To assist in the identification of classrooms utilized for ESE Services/Classes)</td>
</tr>
<tr>
<td>F</td>
<td>Fee-Paid Use</td>
</tr>
<tr>
<td>I</td>
<td>Internal Suspension</td>
</tr>
<tr>
<td>M</td>
<td>Maintenance Issues</td>
</tr>
<tr>
<td>R</td>
<td>Reserved for Adult Education or District Use</td>
</tr>
<tr>
<td>S</td>
<td>Student Use (includes Resource, Labs, Pullouts, Specialized Magnet Rooms)</td>
</tr>
<tr>
<td>T</td>
<td>Portable In Transit (use for any relocatable that is not hooked up for use)</td>
</tr>
<tr>
<td>U</td>
<td>Unassigned</td>
</tr>
</tbody>
</table>
Appendix A – Scheduling ESE Students

- SUPPORT FACILITATION SERVICES DO NOT APPEAR ON THE STUDENT SCHEDULE – TEACHER RECORD ONLY
  An ESE teacher who provides services to students with disabilities through a Support Facilitation model (support/instruction to students with disabilities 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 to complete the C17, including the correct period(s) and room number, (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: This course should not be on the A10 student schedule panel.

- SPECIAL PROGRAM STUDENTS
  Students in ESE special programs will have specific classes. For the most part, their classes will be in ESE courses that begin with “7”.

- STUDENTS WITH DISABILITIES NOT IN SPECIAL PROGRAMS
  Courses beginning with 7 will be used only upon specific request of the ESE Specialist, according to the student’s IEP.

  When the ESE Specialist does request this, the student is registered to Gen Ed teachers in the course beginning with “7” for the entire period of the subject. (Academic subjects with ESE teachers are instead of, not in addition to, the Gen Ed teacher.)

- THERAPY COURSES and SPEECH AND LANGUAGE SERVICES must be on the student schedule.

- AVOID SCHEDULING ONE LONE STUDENT IN AN ESE CLASS
  When only one student is scheduled to an ESE teacher, the ESE teacher is required to have all of the specific certifications required for each of the student’s documented disabilities (example: visually impaired, deaf/hard of hearing – need certification in both areas).

  If the ESE teacher does not have all the appropriate certifications, the ESE teacher will be reported to the State as “Teaching Out of Field” for each area. A regular ESE certification will suffice when multiple students of different exceptionalities are scheduled with an ESE teacher. (NOTE: when 100% of the students in any class are identified as Deaf/Hard of Hearing, Visually Impaired, Dual Sensory Impaired, Autistic, or Gifted, the teacher will be required to hold the appropriate ESE certification/endorsement.)

  A report of this scheduling data will be available prior to collection to avoid this out of field issue.

- SCHEDULING GIFTED (More information re: Gifted Scheduling will follow)
  Teachers teaching Gifted students must have the Gifted endorsement (in addition to the appropriate base certificate (i.e. math, science, elementary education) for the course(s) being taught. Please refer to the Gifted Procedural Guide.)
**Appendix A – Scheduling ESE Students**

- **INTENSIVE INSTRUCTION**
  Any student, ESE (as per their IEP), ESOL, or Basic, can be sent to another classroom for intensive instruction in any subject, i.e. reading, math, science. This additional help may be listed on the student's A10 schedule panel in a Gen Ed course number with a Gen Ed certified teacher and will be in addition to the student’s regular class.

- **ROOM UTILIZATION CODE of ‘E’** must be entered on the C01 panel in TERMS for all rooms being utilized for ESE related services including pullouts, push-ins, and self-contained classes.

<table>
<thead>
<tr>
<th>ON THE STUDENT SCHEDULE</th>
<th>NOT ON THE STUDENT SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All courses taught by General Education (Gen Ed) teachers and Specials teachers.</td>
<td>Support Facilitation</td>
</tr>
<tr>
<td>Pull outs for all students (Basic, ESOL, ESE) requiring additional instruction in a subject.</td>
<td>• The ESE teacher providing Support Facilitation must have a C17 Master Schedule record using course 2222222A for the appropriate period(s) and <strong>room number</strong>:</td>
</tr>
<tr>
<td>(This pull-out would not be a requirement based on an IEP of a student with a disability.)</td>
<td>• “E” and “GE” fields are changed from Y to N.</td>
</tr>
<tr>
<td></td>
<td>• Do not schedule students to this course.</td>
</tr>
<tr>
<td>ESE course, when the entire subject is being taught by the ESE teacher instead of by a Gen Ed teacher.</td>
<td>Additional instruction in a subject with an ESE teacher as indicated on the IEP of a student with a disability.</td>
</tr>
<tr>
<td>• Only under the direction of the ESE Specialist.</td>
<td>(Unless directed by the ESE Specialist.)</td>
</tr>
<tr>
<td>Therapy courses and Speech and Language Services for a student with a disability.</td>
<td>Instruction with an ESE teacher, when the instruction of a subject is shared by both the Gen Ed Teacher and the ESE teacher, as indicated on the IEP of a student with a disability.</td>
</tr>
</tbody>
</table>
### Appendix B – FLDOE Class Size Data Reports

FLDOE Class Size reports are run weekly throughout the FTE Survey 2 and Survey 3 correction windows. Reports will be posted in the DWH Reports Folder each week as External corrections are processed. If there is no data processed for a specific report, that report number will not be included in the school’s DWH Reports Folder. For example, an elementary school would not have a data verification report F70426 because that report number includes classroom information for Grades 9-12 only.

**NOTE:** Changes made to FTE Survey data after Date Certain must be made in both TERMS and External.

<table>
<thead>
<tr>
<th>Report</th>
<th>Data File</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>F70408</td>
<td>F70587</td>
<td>School Level Class Average Report – shows Traditional, Charter and Choice School-level average for each grade group. Used to determine Charter and Choice compliance.</td>
</tr>
<tr>
<td>F71167</td>
<td>F71168</td>
<td>Only lists Traditional classroom/periods that are out of compliance. Used to determine Traditional class compliance.</td>
</tr>
<tr>
<td>F70415</td>
<td>F70615</td>
<td>Summary report that displays the total adjusted student count and student and FTE overage per classroom/period. Shows Traditional, Charter, and Choice.</td>
</tr>
<tr>
<td>F70412</td>
<td>F70424</td>
<td>Detailed report for each PK-3 grade class listed in the district summary report F70415/F70615. This report will show you all courses, sections, and grades in every FISH/period. Shows Traditional, Charter, and Choice.</td>
</tr>
<tr>
<td>F70413</td>
<td>F70425</td>
<td>Detailed report for each 4-8 grade class listed in the district summary report F70415/F70615. This report will show you all courses, sections, and grades in every FISH/period. Shows Traditional, Charter, and Choice.</td>
</tr>
<tr>
<td>F70414</td>
<td>F70426</td>
<td>Detailed report for each 9-12 grade class listed in the district summary report F70415/F70615. This report will show you all courses, sections, and grades in every FISH/period. Shows Traditional, Charter, and Choice.</td>
</tr>
<tr>
<td>F70466</td>
<td>F70588</td>
<td>Numerator and Denominators for all schools found on Class Average Table. Total Students = a Total Classes = b Average = a/b Students Over = a – (b*Grade Group Max)</td>
</tr>
<tr>
<td>F70467</td>
<td>F70470</td>
<td>PK-3 report, lists just classroom/periods with adjusted student counts of 10 or more students over or under maximum class size. Traditional, Charter, and Choice.</td>
</tr>
<tr>
<td>F70468</td>
<td>F70471</td>
<td>4-8 report, lists just classroom/periods with adjusted student counts of 10 or more students over or under maximum class size. Traditional, Charter, and Choice.</td>
</tr>
<tr>
<td>F70469</td>
<td>F70472</td>
<td>9-12 report, lists just classroom/periods with adjusted student counts of 10 or more students over or under maximum class size. Traditional, Charter, and Choice.</td>
</tr>
<tr>
<td>F70631</td>
<td>F70632</td>
<td>Counts all classroom/periods where at least one teacher has co-teaching Scheduling Method = C. For a room/period to calculate as co-teaching, both teacher’s must be coded with Scheduling Method = C and have students assigned.</td>
</tr>
</tbody>
</table>
Appendix C – Scheduling Methods M, C, and I

Scheduling Method M is used when two or more teachers and their students meet during the same period in a multiple use space designated by one FISH number. Each teacher is responsible for his/her own group of students and may or may not be teaching the same subject.

Depending on the main grade in the classroom (FISH room), the multiple use instructional space must meet the following criteria:

<table>
<thead>
<tr>
<th>Grade Group</th>
<th>Net Square Footage</th>
<th>Design Code not Equal to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK – 3</td>
<td>Greater than 1,763</td>
<td>00001</td>
</tr>
<tr>
<td>4 – 8</td>
<td>Greater than 1,715</td>
<td>00002</td>
</tr>
<tr>
<td>9 – 12</td>
<td>Greater than 1,599</td>
<td>00003</td>
</tr>
</tbody>
</table>

For each term/classroom/period combination in which two or more teachers have Scheduling Method M on their courses, the total number of students in those courses will be divided by the total number of teachers marked with Scheduling Method M.

Minimum Room Sizes for ‘M’ Scheduled Rooms Separated by Temporary Walls:

- PK – 3 = Room size > 1,763 sq. ft.
- 4 – 8 = Room size > 1,715 sq. ft.
- 9 – 12 = Room size > 1,599 sq. ft.

Class Size Result
16 + 16 = 32 students
Divided by 2 teachers
= 16 students
Appendix C – Scheduling Methods M, C, and I

Scheduling Method C is to be used for a classroom in which two or more teachers share responsibility for planning, delivering, and evaluating instruction for all students in a class for the entire class period. In order to be considered co-teaching (team-teaching), the following must apply:

- At least one teacher on the team must have at least 3 years of teaching experience.
- At least one of the teachers must be in-field. The other teacher must hold a valid Florida Educator's certificate. (i.e. A Broward Vocational Certificate would not be appropriate.) The teacher, who is not appropriately certified, will be identified as out-of-field and must comply with those rules and procedures (name will be submitted to the Board, parent notification, sign the waiver, etc.).
- Teachers must receive professional development in the Team Teaching model within one year of assignment.

For each term/classroom/period combination in which two or more teachers have Scheduling Method C on their courses, the total number of students in those courses will be divided by the total number of teachers marked with Scheduling Method C.

Co-teaching - When two or more teachers share responsibility for planning, delivering, and evaluating instruction for ALL students in a class for the ENTIRE class period. BOTH are coded with scheduling method = C.

Class Size Result
16 + 16 = 32 students
Divided by 2 teachers
= 16 students
Appendix C – Scheduling Methods M, C, and I

**Scheduling Method I (Inclusion)** can be used when a teacher goes into a class, without any bringing in any additional students, and works with one student or a small group of students. Scheduling Method I should only be used when another teacher goes into a classroom to work with students who are already scheduled in the room and period with their classroom teacher. Bringing additional students into the room for the Scheduling Method I teacher will increase the class size.

<table>
<thead>
<tr>
<th>Class size calculation example when the:</th>
<th>Action</th>
<th>Calculation Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scheduling Method I teacher sees students for the entire period of a subject:</strong></td>
<td>The one student or small group of students should be dropped from the classroom teacher, who will be coded with Scheduling Method S, and the other teacher should be assigned to the one student or the small group of students and coded with Scheduling Method I for the period.</td>
<td>If the classroom teacher (Scheduling Method S) is in a room and period with 20 students and another teacher (Scheduling Method I) is going into the same room to teach 4 of those students for the entire period, the 4 students are dropped from the classroom (S) teacher, reducing that teacher’s number of students to 16 for the period. Those 4 students are then scheduled with the other (I) teacher. In the calculation, the 4 students will be divided by the 2 teachers to equal 2 and then added to the classroom (S) teacher’s 16 students, resulting in an adjusted class size average of 18 students for that room and period rather than 20.</td>
</tr>
<tr>
<td><strong>Scheduling Method I teacher sees students for part of the period of a subject:</strong></td>
<td>The one student or small group of students should remain scheduled with the classroom teacher, who will be coded with Scheduling Method S, and the one student or the small group of students should also be scheduled with the other teacher, who is coded with Scheduling Method I for the period.</td>
<td>If the classroom teacher (Scheduling Method S) is in a room and period with 20 students and another teacher (Scheduling Method I) is going into the same room to teach 4 of those students for part of the period, the 4 students remain scheduled with the classroom (S) teacher and are also scheduled with the other (I) teacher for the same period. In the calculation, the 4 students will be dropped from the classroom (S) teacher as duplicate students, reducing the number of students from 20 to 16. The 4 will then be divided by the 2 teachers to equal 2 and then added to the classroom (S) teacher’s 16 students, resulting in an adjusted class size average of 18 students for that room and period rather than 20.</td>
</tr>
</tbody>
</table>
Appendix D – Elementary Departmentalized Scheduling

- All elementary schools must utilize the 11-period bell schedule. Schools that offer the extended day additional hour will use a 12-period bell schedule.
- Student schedules must reflect the correct teacher for each subject in TERMS for tabs to display correctly in Pinnacle and for accurate Student Performance Rating (VAM) reporting.
- Teachers must move in equal periods to avoid double coding a room, period, or teacher. No teacher or class should be in two places at the same time.

**Example #1: Two Classes Being Departmentalized (11 Period Day)**

**TERMS Elementary Scheduling Manual Example**

<table>
<thead>
<tr>
<th>Period</th>
<th>Homeroom 101</th>
<th>Teacher Assigned</th>
<th>Homeroom 102</th>
<th>Teacher Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lang Arts for Section 101</td>
<td>Teacher #1</td>
<td>Math for Section 102</td>
<td>Teacher #2</td>
</tr>
<tr>
<td>2</td>
<td>Lang Arts for Section 101</td>
<td>Teacher #1</td>
<td>Math for Section 102</td>
<td>Teacher #2</td>
</tr>
<tr>
<td>3</td>
<td>Lang Arts for Section 101</td>
<td>Teacher #1</td>
<td>Science for Section 102</td>
<td>Teacher #2</td>
</tr>
<tr>
<td>4</td>
<td>Lang Arts for Section 101</td>
<td>Teacher #1</td>
<td>Science for Section 102</td>
<td>Teacher #2</td>
</tr>
<tr>
<td>5</td>
<td>Math for Section 101</td>
<td>Teacher #2</td>
<td>Lang Arts for Section 102</td>
<td>Teacher #1</td>
</tr>
<tr>
<td>6</td>
<td>Math for Section 101</td>
<td>Teacher #2</td>
<td>Lang Arts for Section 102</td>
<td>Teacher #1</td>
</tr>
<tr>
<td>7</td>
<td>Science for Section 101</td>
<td>Teacher #2</td>
<td>Lang Arts for Section 102</td>
<td>Teacher #1</td>
</tr>
<tr>
<td>8</td>
<td>Science for Section 101</td>
<td>Teacher #2</td>
<td>Lang Arts for Section 102</td>
<td>Teacher #1</td>
</tr>
<tr>
<td>9</td>
<td>Social Studies Section 101</td>
<td>Teacher #1</td>
<td>Social Studies Section 102</td>
<td>Teacher #2</td>
</tr>
<tr>
<td>10</td>
<td>Specials</td>
<td>Teachers</td>
<td>Specials</td>
<td>Teachers</td>
</tr>
<tr>
<td>11</td>
<td>PE with HR Teacher</td>
<td>Teacher #1</td>
<td>PE with HR Teacher</td>
<td>Teacher #2</td>
</tr>
</tbody>
</table>

**Example #2: Color Coded Departmentalized (11 Period Day) Example**

<table>
<thead>
<tr>
<th>Rm</th>
<th>Section</th>
<th>Tchr#</th>
<th>Teacher</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>P5</th>
<th>P6</th>
<th>P7</th>
<th>P8</th>
<th>P9</th>
<th>P10</th>
<th>P11</th>
</tr>
</thead>
<tbody>
<tr>
<td>121</td>
<td>505</td>
<td>165</td>
<td>L/A - Reading</td>
<td>505 L/A</td>
<td>505 L/A</td>
<td>505 L/A</td>
<td>505 L/A</td>
<td>506 L/A</td>
<td>506 L/A</td>
<td>506 L/A</td>
<td>506 L/A</td>
<td>505 SS</td>
<td>505 PE</td>
<td></td>
</tr>
<tr>
<td>122</td>
<td>503</td>
<td>095</td>
<td>L/A - Reading</td>
<td>503 L/A</td>
<td>503 L/A</td>
<td>503 L/A</td>
<td>503 L/A</td>
<td>504 L/A</td>
<td>504 L/A</td>
<td>504 L/A</td>
<td>503 SS</td>
<td>503 PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>123</td>
<td>504</td>
<td>087</td>
<td>Math &amp; Science</td>
<td>504 Math</td>
<td>504 Math</td>
<td>504 Science</td>
<td>504 Science</td>
<td>503 Math</td>
<td>503 Science</td>
<td>503 Science</td>
<td>503 Science</td>
<td>504 SS</td>
<td>504 PE</td>
<td></td>
</tr>
</tbody>
</table>
Appendix E – Procedures for New Pre-K Classes Flowchart

THE SCHOOL BOARD OF BROWARD COUNTY, FL
Academics
Head Start/Early Intervention Department

Procedures for New Pre-K Classes Flowchart

Principal identifies Pre-K model, confirms capacity, identifies classroom and existing furniture/equipment

Principal completes and submits the School Site Request for Pre-K Programs form online

Pending Approval
Head Start/Early Intervention Department reviews request
Not Approved

Obtain Additional Information

Approved; Notification sent to Principal and Cadre Director
Consider for Future Expansion

The school and Head Start/Early Intervention Department work with District Offices to ensure compliance with all requirements.

Not Approved
Consider for Future Expansion