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BROWARD
County Public Schools



2025-2026 FTE DOCUMENTATION MANUAL



A RATED SCHOOL DISTRICT

The School Board of Broward County, Florida
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BASIC COMPONENTS OF FTE REPORTING

FTE – Full Time Equivalent Definition

Full Time Equivalent (FTE) is the unit of measurement used by the Florida Department of Education (FLDOE) when assessing whether a student's enrollment designates them a full or part-time student. FTE is a component of the Florida Education Finance Program (FEFP) appropriation formula, **which is the major funding source for all Florida school districts.**

Florida Statute 1011.61 (1)(a) defines a full-time student as "one student on the membership roll of one school program or a combination of school programs" for the school year or the equivalency of a school year. The equivalence of a school year is defined as follows:

- **Grades PK-3:** Students in session in a standard school for not less than 720 net hours of instructional time. A 180-day school year equates to 20 hours of instruction per week and 4 hours of instruction per day.
- **Grades 4-12:** Students in session in a standard school for not less than 900 net hours of instructional time. A 180-day school year equates to 25 hours of instruction per week and 5 hours instruction per day.

In short, FTE is the process that translates student enrollment into funding for the district. Many factors impact how much the district earns for each enrollment. This compliance manual is intended to be a tool for school-based personnel to maximize FTE earning at their school with accurate and compliant data.

Survey Week and Date Certain

Survey week is the designated reporting period to determine student membership and student instruction for calculating FTE. School districts are required to conduct two FTE student membership surveys during the 180-day school year. Survey Period 2 (October) covers the first 90 days of the 180-day school year, and Survey Period 3 (February) covers the last 90 days of the 180-day school year. Surveys 1 and 4 represent enrollment during the summer months, as well as virtual completion-based courses. Surveys 4 and 1 cover June and July respectively.

Date Certain is the census date designated to capture data for state reporting requirements. It is considered the school's due date for data compliance in each survey. FLDOE has set Date Certain as Friday of each survey week. If a student is enrolled in more than one BCPS school during survey week, the school of enrollment on Date Certain will generate FTE. On Date Certain, the district will create a copy of Focus called the Survey Site. The data in the **Survey Site** is what is transmitted to FLDOE. Schools will only have access to the Survey Site for a period of time after date certain.

Survey Timelines

The following survey dates have been established for the 2025-2026 school year by the Florida Commissioner of Education:

FTE Survey Week	Date Certain School Due Date	11-Day Attendance Eligibility Window
Survey 1: July 14th- 18th	July 18, 2025	July 3rd - July 18th
Survey 2: October 6th- 10th	October 10, 2025	September 25th - October 10th
Survey 3: February 2nd - 6th	February 6, 2026	January 23rd - February 6th
Survey 4: June 15th – 19th	June 19, 2026	June 5th – June 19th

For each survey conducted, FLDOE has a mandated due date for the district to submit the initial set of records. All survey records **must be** transmitted by the established due dates to meet FLDOE compliance, and allow state-level reports to be generated, reviewed and disseminated. After transmission, districts are given a period of time to amend their data in order to correct data inaccuracies or changes resulting from new information not previously available. These dates are provided below:

Survey Period	Initial Submission District Due Date	District Final Submission	Final Due Date
Survey 1	August 1, 2025	September 12, 2025	September 30, 2025
Survey 2	October 17, 2025	November 28, 2025	December 15, 2025
Survey 3	February 13, 2026	March 27, 2026	April 15, 2026
Survey 4	July 3, 2026	July 31, 2026	August 15, 2026

It is imperative that all changes that impact a student's FTE data are copied into the Survey Site for transmission to the state. Changes made locally are not programmatically updated in the Survey Site. Schools can make the changes while they have access to the Survey Site and must submit a ticket once access is removed. Changes made only in the regular Focus environment (Production) could cause inconsistencies between submitted records and actual records. These inconsistencies can lead to audit findings which can result in a loss of FTE funds for the district.

Schools should keep their local instance of Focus (Production) updated and communicate with the district when a change is impactful to a student's state reported record. Changes, such as schedule adjustments, ESE or ELL assignment changes, or adjustments to enrollment or attendance which are backdated to the time of a survey window **MUST** be communicated the district after changes have been made in their local Focus environment. Notifications to the district should include the SID, the specific change made, and the reason for the change. The district will review, as needed and copy the change into the Survey Site.

Class Minutes, Weekly

The total amount of time a student receives instruction within a week is defined as Class Minutes, Weekly. Focus Periods are used to determine Class Minutes, Weekly. FTE Student Schedule Reports (Print FTE Detail and Student Funding Record) include the Class Minutes, Weekly for each course. The total of all Class Minutes, Weekly combined for a student is the base by which the amount of FTE reported will be calculated. A student without a schedule, or class minutes associated with their schedule, will not earn any FTE.

Calculating FTE Reported

FTE Reported is calculated for Surveys 2 and 3 using the formula below and the Class Minutes, Weekly of each course:

For students PK-12 instructed a total of 1500 or more *class minutes, weekly*:
***Class Minutes, Weekly X 0.00033333* = FTE Reported**
(Final FTE Reported is rounded to 4th decimal place)

For students PK-3 instructed a total ≥ 1200 but ≤ 1500 *class minutes, weekly:*
***Class Minutes, Weekly X 0.00041667* = FTE Reported**
(Final FTE Reported is rounded to 4th decimal place)

To calculate the FTE for Surveys 1 and 4 occurring outside of the regular year, divide the total scheduled hours for the instructional days beyond the 180-day year by 900 (for grades 4-12) or 720 (for Pk-3), then multiple by the grade level category above.

FTE FEFP Program Numbers

During the FTE process, FEFP Numbers are assigned to each course record which determines the weighted funding each class generates. General education students are reported as basic, and students with identified education needs are assigned the appropriate FEFP Number based on their program of service. Schools should **NOT** manually adjust FEFP numbers in Focus. The FTE FEFP Number is automatically applied to each course based on the other data contained in Focus. As such, inaccurate data in Focus will create inaccurate FTE FEFP Numbers. The FEFP Number reported can be found on FTE reports but may not be on the student schedule.

FEFP Program	Description	Focus FEFP Program Assignment
101	K-3 Basic	Automatically assigned based on grade level
102	4-8 Basic	Automatically assigned based on grade level
103	9-12 Basic	Automatically assigned based on grade level
111	K-3 Basic, *with ESE Services*	Converts from 101 to the ESE FEFP Code when a Primary Exceptionality is active
112	4-8 Basic, *with ESE Services*	Converts from 102 to the ESE FEFP Code when a Primary Exceptionality is active
113	9-12 Basic, *with ESE Services*	Converts from 103 to the ESE FEFP Code when a Primary Exceptionality is active
130	K-12 ESOL	Converts from 101-103, 300 when course number is on Appendix DD
254	Support Level 4	Converts from 101-103 to the ESE FEFP Code when a Primary Exceptionality is active
255	Support Level 5	Converts from 101-103 to the ESE FEFP Code when a Primary Exceptionality is active
300	9-12 Career Ed courses	Applied with designated course codes, then Grades 6-8 programmatically converted back to 102
999	Reported, unfunded courses	All grades programmatically converted by course code Applicable to: VPK, Study Hall and attendance ineligibility

Reported, Capped, and Recalibrated FTE

Districts are required to report all student instruction, regardless of whether it will be funded or not. This is considered **Reported FTE**. In accordance with legislative changes beginning in the 2013-2014 school year, all reported FTE shall be capped to 1.0 across all programs or districts except for Department of Juvenile Justice (DJJ) students attending outside the regular 180-day school year. After Surveys 2 and 3 have been reported, FLDOE will cap all Reported FTE per student to a total of .05 FTE. Then all capped FTE will be recalibrated across all districts that reported the student so that each receives its proportionate share of 1.0 FTE for the year. Overpackaging students with too many instructional minutes can impact funding because the district will receive a disproportionate share of the recalibrated FTE. This is why it is the critically important Reported FTE that principals are required to certify at the conclusion of each survey.

Florida Education Identifier (FLEID)

Florida Education Identifier (FLEID) is an identification number issued by the FLDOE, used to uniquely identify a person in Florida's education data system. It is a 14-digit alphanumeric code that always begins with "FL". This identification number is permanent and enables FLDOE to track student enrollment over time and across districts. FLEID is used in recalibration to identify students reported in membership by multiple districts during a survey period.

As new students are enrolled in reported schools in Focus, the district exports those records to FLDOE to be assessed for FLEID twice daily. If the student has never been in Florida's education system, FLDOE will assign a new FLEID. If FLDOE recognizes the student information matching on partial name, SSN, gender, and date of birth, it will assign the existing FLEID to the record. The system may also identify a potential match which must be manually addressed by the district. The district imports the FLEID records back into Focus twice daily, so most new enrollments will get a FLEID assigned within 24 hours. Since a student's FLEID is linked to their name, SSN, gender, and date of birth any changes to these data elements must **always be communicated to the district** so that the FLDOE FLEID database can be updated.

Focus Student Information System

Data contained in the Focus Student Information System is used to calculate FTE during each survey processing period. It is imperative that student information is accurate and updated as changes occur. Data changes in Focus will be reflected immediately through Date Certain of each survey.

A copy of the data in Focus called the Survey Site, is created at the close of business on Date Certain. The data contained in the Survey Site is a static copy of state reported data as of Date Certain. The Survey Site is only made available to schools on a limited basis. As schools process changes in the local Focus environment that are impactful to the survey week, it is critical that they reach out to the district to ensure that the changes are also captured in the Survey Site. Changes in the Survey Site will be reflected in Focus reports the following day by selecting the format Actual (O-file) in FTE Summary Report (Breakdown) Reports.

FTE ELIGIBILITY REQUIREMENTS

Membership Eligibility

A student is a member from their date of entry within the 180-day school year, until their date of withdrawal. A student must be in membership at least one day during the 5-day survey week, in order to satisfy membership eligibility and be reported for FTE. Students not meeting membership eligibility will not be included in state reporting and will not be listed on the FTE Student Schedule Reports (Print FTE Detail and Student Funding Record).

Membership eligibility is automatically determined by enrollment data during the FTE process. Any student withdrawn from membership prior to or on the first day of the FTE survey week will not be reported for FTE. The actual date of student entry or withdrawal should be accurate, and **NOT** influenced or misrepresented for survey reporting. Although students withdrawn prior to survey week will not be reported for funding, all students with enrollment in the school year will be reported on the Student Demographic and Federal/State Indicator formats.

Student Transfers within the Survey Week

Students transferring **within the county** during the survey week will be counted at the school of enrollment as of Date Certain. Students that withdraw during the survey week, but DO NOT re-enroll in another school, will be

reported at the last school of enrollment provided both membership and attendance requirements have been met. Students cannot be counted at multiple schools within BCPS, and actual entry or withdrawal dates should be accurate, and **NOT** influenced or misrepresented for survey reporting.

FTE for students that are **active in more than one county** during the survey week will be shared between the reporting districts. If a student withdraws from Broward but does not attend another Florida county within the survey week then the last attended school receives full funding for the student.

Attendance Eligibility

The Attendance Eligibility Window is eleven (11) days including the five (5) days of the survey week plus the six (6) school days immediately preceding the survey week. A student must have at least one daily present code during this 11-day timeframe to be eligible for FTE. Students not meeting attendance eligibility will be included in the FTE Student Schedule Reports (Print FTE Detail and Student Funding Record) with FEFP 999 and FTE 0.0. It is imperative that attendance data be up to date by the end of the day on Date Certain. Attendance data should be accurate, and **NOT** influenced or misrepresented for survey reporting.

There are some key elements in student attendance to keep in mind for state reporting. Students marked absent, even unexcused absent, for the 11-day window will not earn FTE. A student with one present code, even if it is in only one period in the eligibility window, will get reported for funding. Attendance codes default to 'assumed present' until the teacher or office enters attendance. 'Assumed present' will also get reported for funding, even if a student is marked absent in every period, every day except for one, it will default to 'assumed present' and get reported for funding.

Since attendance is entered into the live Focus environment, reports are available to immediately identify students that are trending toward ineligibility. The Null FTE Attendance Alert is available during the eligibility window as a portal alert for the IMT, Registrar, Attendance and School Admin profiles. This report will assist schools with the early identification of absent students whose attendance eligibility is in jeopardy. Schools will run the Null FTE Records - due to attendance report at the conclusion of the survey so principals can certify the final list of students defunded for attendance ineligibility.

Attendance Compliance Documentation

It is a collaboration of efforts to obtain, update and retain daily student attendance. It begins with the teacher's timely data entry directly into Focus. School office teams supplement teacher attendance with situational adjustments such as excusing absences and entering substitute teacher attendance. The attendance administrator comes behind to ensure attendance policies and procedures are being followed. It is the responsibility of the principal/designee to ensure all documents required for FTE audit are retained and stored in a safe and secure location with all audit materials.

Each document is required for each of the eleven (11) days. The full compliance list is available in Appendix 5.

- **Teacher Completion –** printed on the Teacher Completion Report letterhead template.
- **Substitute Roster –** printed from Focus for substitute teachers during the eligibility window or a locally produced document that meets compliance standards.
- **Check-in/Check-out log –** local document that tracks student entry and exit from campus that is not captured through teacher attendance.
- **On-the-Job (OJT) timecards –** *High School Only.* Signed copy of student's work hours.

- **Null FTE Due to Attendance –** printed from Focus and signed by administrator
- **Administrator Attendance Certification** – completed via attestation survey after the conclusion of the survey

Course Reporting Eligibility

Reported and Eligible for Funding

Courses are eligible to earn FTE funding if 1) the course number is it included on the Florida Course Code Directory, 2) instruction is scheduled during the survey week, 3) student attends during attendance window, and 3) is not one of the non-reported or non-funded courses listed below.

Reported but *not* Eligible for Funding

The following courses must be included in survey reporting, even though they are **NOT** funded through the FEFP. During the FTE process these courses will be programmatically flagged as funding-ineligible based on the course code. These courses will be listed on the FTE Student Schedule Reports (Print FTE Detail and Student Funding Record) with 0.0000 FTE reported and FTE Line Number 999. Any class with FTE Line Number of 999 will be reported to the state but will not be funded. Examples include:

- **Homeroom**
- **Voluntary Pre-Kindergarten (VPK, Headstart)**
- **Study Hall**

Non-reported, non-funded

The following courses are not eligible for survey reporting and should **NOT** be listed on the FTE Student Schedule Reports (Print FTE Detail and Student Funding Record). These courses should be checked as **Exclude from FTE** for survey reporting using Focus Master Schedule Report or the individual student schedule. See Appendix 4 for coding instructions. Any class checked as 'Exclude from FTE' will not be funded or reported to the state. Examples include:

- **Florida Virtual School** (FLVS) Courses - *Courses considered pure FLVS, where FLVS is the teacher of record and there is no affiliation to Broward County Schools, should never be reported for a FTE survey*
- **Dual Enrollment Lab** Courses - *Only labs are excluded, traditional lecture classes should be scheduled and reported*

Please note: There is no reason to set FEFP to 999 and check Exclude from FTE. An excluded record will not be funded regardless of the FEFP number because the course does not get sent to the state.

Unique Course Reporting

Broward Virtual School Part-time Courses

Broward Virtual School (BVS) flex, part-time courses are programmatically added to a student's schedule in Focus. All BVS flex part-time courses are FTE survey eligible; however, courses are funded only upon successful course completion. In Surveys 2 and 3, BVS part-time courses are reported with 0.0000 FTE as a second school enrollment. Print FTE Detail will show enrollments at both schools, but the Student Funding Record must be run for each school individually. In Survey 4, reported in June, virtual courses will be reported for a second time, indicating either pass or fail.

For students participating in BVS part-time in a Virtual Learning Lab (VLL) during the regular school day, schools may choose to schedule a place-holder course to indicate the period and place a student is assigned to BVS part-time. These place-holder courses should always be checked to Exclude from FTE and an 'X' for Graded (as the grade

will be issued by the Online Learning Provider). The school should have a check for Takes Attendance with a teacher and location assigned for attendance.

Please note: The actual course code must be included on the student's schedule rather than Research. Research is a seat-time funded course and is not interchangeable for virtual courses.

Hospital Homebound

Students served in the Hospital Homebound program must have an ESE exceptionality of M – Hospital/Homebound (may be in addition to other exceptionalities), an Individualized Education Plan (IEP) documenting the Hospital Homebound program services and an enrollment in Hospital Homebound Services (0100). In most cases, Hospital Homebound Services (0100) will be the second school of enrollment. Both the primary and second schools of enrollment are responsible for managing their respective aspects of the student's enrollment, schedule, and grades. All courses will be reported by the student's primary school of enrollment, with the school of instruction specified for each course.

Dual Enrollment

Dual Enrollment courses are taken for both high school and college credit. These courses may be taken on a high school campus, or on a college campus with an institution that has a dual enrollment agreement with BCPS. The instructional time for Dual Enrollment courses should mirror the instructional time for courses occurring on the high school campus. Courses earning more than ½ a credit should span more than one class period. Only Dual Enrollment lecture courses are eligible for FTE reporting. Most Dual Enrollment courses taken through the college will be programmatically to the student's schedule two times a year; once in August for 1st semester and once in January for 2nd semester.

Students Receiving English for Speakers of Other Languages (ESOL) Services

Students in K-12 reported to FLDOE as an English Language Learner (ELL) will have each eligible course programmatically converted and reported with FTE FEFP Number 130. The conversion occurs when the "English Language Learner" field on Focus ELL menu student is coded "LP" or "LY". Detailed information pertaining to ESOL compliance, refer to the ***ESOL Data and Compliance Handbook.***

Additional ESOL documentation is required for compliance. The complete compliance list is available in Appendix 5.

- **Home Language Survey (HLS)** - An answer of "YES" to any of the three questions on the survey will require that the student is assessed for English language proficiency and for possible placement in the ESOL program. The three Home Language Survey questions are located on the Student Registration Form.

- For the 2025-2026 school year, students who have a "YES" on the HLS will be coded as LP (potential ELL) on the English Language Learners field of Focus. These students must be assessed for English language proficiency within 20 school days of initial identification. By each FTE Survey Week, all students coded as LP must be assessed for English language proficiency and the ELL status fields must be updated to either:
    - LY: Active ELL (eligible for ESOL services); or
    - ZZ: Non-ELL (not eligible for ESOL services).

- **Entry**
    - Entry placement criteria for the ESOL Program is based on the results of the English Language Proficiency assessments:
        - Aural/Oral English Language Proficiency Test

        - Pre-IDEA Oral Language Proficiency Test (Pre-IPT) 4th Edition for PK (Ages 3-5)
        - IDEA Oral Language Proficiency Test I (IPT-I) Form G (grades K-5)
        - IDEA Oral Language Proficiency Test II (IPT-II) Form E (grades 6-12)
    - Reading and Language (Writing) Assessment for students in grades 3-12:
        - Kaufman Test of Educational Achievement II-Brief Form (K-TEA) used for entry into ESOL Program for students who score FES on the IPT only and are not eligible for D or E/ZZ. It must be administered no later than 30 days after initial enrollment.

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

- **Parent Notification** - Parents must be notified of a student's qualification to the ESOL Program within 30 days of initial enrollment. A notification of ESOL program placement is sent home in English and in the parent's home language (when feasible). A digital copy of the notification is saved on the ELLevation platform as documentation.

- **Extension of Services** (for year 4 and beyond):
    - Assessments required
    - ACCESS for ELLS and FAST PM 3/concordant scores until October 1st
    - Aural/Oral English Language Proficiency Test and Reading and Writing
        - IDEA Oral Language Proficiency Test I (IPT-I) Form G (grades K-5) and Reading and Writing Form C IPT I (Grades 2-3) or IPT 2 (grades 4-6).
        - IDEA Oral Language Proficiency Test II (IPT-II) Form E (grades 6-12) and Reading and Writing Form C IPT 3 (grades 7-12).

- **Exit** – Exit criteria is determined by FLDOE. Refer to section 6 of the 2025-2026 ESOL Handbook (Section 6) for criteria.

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

Students Receiving Exceptional Student Education (ESE) Services

Students reported to DOE as an ESE student will have each eligible course programmatically converted to the appropriate FTE FEFP Number based on data stored in the student's ESE tab in Focus. The ESE menu is updated by data submitted into the Focus SSS. The ESE FEFP Number will supersede all others when it is programmatically applied. Schools should not manually adjust FEFP data on the student schedule or the ESE menu.

The Programs and Procedures (P&P) for Exceptional Students document is approved by the State Department of Education and the School Board of Broward County. This manual describes procedures/documentation required for determining eligibility, including pre-referral and referral activities, placement for specific programs and the assurances required. Click here to access the P&P Policies and Procedures document: https://beessgsw.org/#/Spp/Institution/9d6f3012-3228-48b0-bff6-87a7512176c4/Document/1db8a9b9-e792-498f-be88-f41b2d440596/Public

Additional ESE documentation is required for compliance. The full compliance list is available in Appendix 5.

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

- An ESE certified teacher instructing students in grades K-6 enrolled in 7700 (grades K-5 students) and 7800 (grade 6 students) series core academic subject courses must be certified in elementary education.
- An ESE certified instructing teaching 7800 and 7900 series core academic courses must be certified in the content area of the course number assigned.
- An ESE certified teacher of 7800 or 7900 series core academic courses may use the Middle Grades Integrated Curriculum (MGIC) or Elementary Education (K-6) for those applicable under 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 Facilitation:

- **Two teachers are providing instruction (not co-teaching). The Grades K to 12 general education teacher** is teaching the Grades K to 12 general education course content. **AND**
- **An ESE teacher provides services via "in class one-on-one."** In class one-on-one is defined in the Automated Student Information System as follows: "Teacher meets with an individual student or small group of students on an individualized basis within a traditional classroom but not as a co-teacher." **In class one-on-one** is also known as **"support facilitation" or "inclusion teaching"** in accordance with s. 1003.03(5), F.S.

Co-Teaching

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

    - Both teachers must meet certification/qualification requirements in accordance with the Grades K to 12 general education course number. **OR**
- ESE teacher must meet certification/qualification requirements for any ESE area unless the exceptions noted below are applicable.
    - *Example 1: Two teachers co-teach an Algebra 1 course composed of students with disabilities and students without disabilities. This means both teachers share responsibility of planning, instructing, and evaluating all students in the class.*
    - *Example 2: Students with disabilities working on general education standards who require specially-designed instruction by a support facilitator and receive it inside the general education classroom (rather than a resource room).*

Exceptions:

- 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.

Students Opting to Continue to Receive FAPE

Federal IDEA regulations require that districts must provide a Free and Appropriate Public Education (FAPE) to all students receiving exceptional education services who have not reached age 22 and who have not earned a standard high school diploma. This requirement applies even if the student has a Special Diploma, a Certificate of Completion, or a Special Certificate of Completion. The grade reported for these students must be "12" and these students are eligible for FTE funding. See Appendix 7 for coding guidance.

Students Seeking a Standard Diploma

A general education student who has already accepted a Certificate of Completion may elect to return to school for an additional school year after graduation in order to earn a Standard Diploma. These students are eligible for FTE funding and must be reported as grade 12.

4x4 Block Schedule

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

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

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

Teacher Certification

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

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

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

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

For a teacher to receive out-of-field approval, the teacher must be out-of-field for the first time in the identified area and must be in the process of earning the appropriate credit/satisfying requirements toward certification in the subject area.

Teachers identified as out-of-field must complete mandated training by completing appropriate in-service, college coursework, in-field designation (if applicable), or pass the subject area exam (if applicable) in the out-of-field area by April of the year in which they were placed out-of-field. All options for meeting mandated out-of-field requirements can be found at www.browardschools.com/Page/40360. Select Out-of-Field under Quick Links off to the right of the page. Review In-field Designation (ID) to see if the teacher's subject area is listed as a means for satisfying out of field. If so, once this is completed and approved, teachers will be in-field for that area for their career in Broward.

Failure to comply with mandated requirements may result in non-renewal/termination of employment. If unable to pursue ID, teachers must continue to complete out-of-field training each additional school year until the out-of-field subject has been added to the certificate; or until they pass the exam.

In the instances below, a teacher will be considered in-field for a subject area without the actual subject area shown on the FLDOE certificate. A record of passing subject area exams, In-field Designation, and HOUSSE Plan forms for teachers will be housed in their SAP qualifications (Infotype 24).

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

Teacher of Record: teacher specifically hired to teach a particular class. Whoever is in the class during FTE week will be considered the teacher of record. Therefore, it is best to use an appropriately certified teacher, in-field 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: 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: teachers with ESOL students must hold the appropriate subject area certification(s) and the ESOL endorsement or the ESOL certification.

- **Category I teachers:** Primary providers of English, Language Arts, Reading, Intensive Reading, and Developmental Language Arts ESOL courses to ELL students. When programmatically identified in SAP as out-of-field for the first time to an ELL student in one of these areas, an out-of-field agreement is required for these teachers. Category I teachers must meet one of the following requirements:
    - Hold the appropriate base certificate and the ESOL endorsement; **or**
    - Hold the appropriate base certificate and the ESOL subject area coverage; **or**
    - Hold the appropriate base certificate and be in training to obtain the ESOL endorsement. This timeline begins on the day ELL students are assigned. Sixty (60) ESOL in-service points must be completed within the first two years and then 60 points each consecutive year until all 300 points for the ESOL endorsement have been completed (within six years). All coursework must be completed by April of each year.

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

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

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

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

- Hold the ESOL endorsement; **or**
- Hold the ESOL stand-alone subject area coverage.

- **Category IV** (for School-Based Administrators – Principals, Assistant Principals, and Guidance Counselors). Must complete 60 in-service points in an approved Category IV ESOL course or in-service component. Out-of-field waivers and parent notifications are not required.
  - School-Based Administrators must complete 60 points within three years of the hiring date or assignment as a School-Based Administrator. Any ESOL approved in-service hours and coursework taken prior to being hired as a School-Based Administrator may be used towards the 60 points needed.

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

- Copies of all valid teacher certificates. Certificates should be placed in a binder and maintained in alphabetical order by teacher's name. When a new certificate is received, do not remove the old certificate. Be sure to send a copy of the new certificate to the Talent Acquisition & Operations (Instructional) Department for updating **(Note: you do not need to send copies of renewed professional certificates, as these are processed by the district).** You should retain all certificates for at least five years.
- Copies of all valid Department of Health licenses for School Board employees or contract agency employees who are hired to provide services requiring a license rather than a certificate.
- Copies of signed out-of-field agreements.
- Copies of out-of-field parent notifications. Notices must be dated and must include the name of the teacher and the subject for which he or she is out-of-field. **Notification via the computer or any other electronic means is not acceptable**. Announcements should be sent out prior to the FTE survey and after the School Board approval dates (1012.42 F.S.) and may be delivered by either school newsletters or direct letters to the parents. Keep letters in the student's file or newsletters in the school's FTE audit file.
- Copies of In-field Designation approvals. Approvals can be found in the teacher's SAP qualifications (Infotype 24).
- Copies of HOUSSE plan forms for core subjects taught. HOUSSE plan information can also be found in the teacher's SAP qualifications (Infotype 24). HOUSSE is no longer an option for teachers to obtain; however, those with a previously approved plan may continue to use them.
- Copies of Statement of Eligibility letters for first year teachers who have yet to receive their teaching certificate. **These statements must be replaced by the certificate as soon as received.** Statements of Eligibility are not considered appropriate documentation for audit purposes. When the certificate is received for the new employee, please email a copy to certificationrequests@browardschools.com so the teacher's record in SAP can be updated accordingly.

REPORTING PROCEDURES

School Responsibility

It is the responsibility of the principal, and/or the designee, to ensure data accuracy for all FLDOE required data elements and reporting formats. Data files should be maintained on a daily basis, and local reports should be run routinely to ensure that all FTE data files are in order. School personnel should prioritize report review, updating data files, and correcting state and local edits during survey processing. School principals are required to certify the completeness and accuracy of all reported data for each funded survey.

FLDOE Reporting Format	Survey 1	Survey 2	Survey 3	Survey 4
English Language Learners		X	X	
Exceptional Student	X	X	X	X
Fed/State Indicator		X	X	
Prior School Status/Student Attendance		X	X	
School Environmental Safety Incident Report		X	X	
Student Course Schedule	X	X	X	X
Student Demographic	X	X	X	X
Student Discipline		X	X	
Teacher Course	X	X	X	X
Transportation	X	X	X	X

School Process and Procedures

There are a multitude of tools available for monitoring complete, accurate and compliant data. Each week during state reporting for Surveys 1-4 the district will disseminate a Weekly Edit Resolution Supporting Documentation. The document contains the list of reports that schools are required to run for the week. For Surveys 2 and 3 schools will receive these weekly Report Schedules for about 9 weeks. The documents will be accessible in the Focus Resource Hub.

FTE SURVEY REPORTS

DOE Data Verification Reports

Navigate to these reports in Focus, **FL Reports > DOE Data Verification Reports >** select appropriate **Survey** from dropdown **>** select a **reporting format** to review. These reports are consistent with FLDOE's edit reports and must be worked each report cycle. Each report format has a list of numbered edits. Click on any edit that is not "0 errors (100%)" to see the list of records impacted by the edit. Click on the individual edit records to resolve. Please note that schools do not need to work the Transportation format. Schools are responsible for resolving all rejection edits by Date Certain of each survey. After Date Certain, any changes schools make that are impactful to state reporting will have to be made a second time in the Survey Site.

There are five different kinds of edits: rejections, null validations, validations, exceptions, and local edits. The different edit types of impact funding differently. Focus lists the edits from most impactful to least, so it is important to work the edit list from top to bottom. As edits at the top of the list are resolved, many of the larger edits at the bottom of the list will also drop off.

- **Rejections** are records with data errors so significant that the record will not be accepted by the state, resulting in loss of funding (Example: no FLEID).
- **Null Validations** compares *Student Course* data across multiple formats and nulls the FTE for records that do not align, resulting in a loss of funding; often referred to as the Null FTE report (Example: *Student Course* #60, 61, 66, 67, 69, 72, 73 and 75).
- **Validations** identify specific data elements across formats that do not align, funding can be impacted (Example: *Demographic* grade level is K-8 and *Fed/State* PE Waiver is Z).
- **Exceptions** identify records that are likely incorrect but could be accurate in exceptional cases, so funding is not impacted (Example: KG < 5 years old).

- **Local** edits flag data that is not as expected and should be reviewed but does not result in loss of funding. (Example: Immunization status W > 31 days).

There are edits that schools do not need to work on because the district will resolve them. This occurs for a variety of reasons. There are some functions, like obtaining FLEID's, that are managed centrally by the district so schools can skip any edit for missing FLEID. Other edits will resolve overnight from district programming, like PK Military Family status Z. Some formats receive required data from an integration with another system, like Transportation. Edits that schools do not need to resolve are listed below Weekly Edit Resolution Supporting Documentation. Note that any edits that remain after district processes have run are the school's responsibility to correct.

Schedule Reports

- **Students with Incomplete Schedules (Loading reports)**
  - **Focus location**: **Scheduling** > **Loading Reports** > **Students with Incomplete Schedules** tab > **Search** > select periods > **Update**
  - **Directions**: Red X's indicate there is nothing scheduled in that period. Click on the student's name to review the schedule and make any necessary corrections. Students with less than full time schedules do not generate maximum FTE.

Attendance Reports

- **Teacher Completion report**
  - **Focus Location**: Attendance > Teacher Completion > Print triangle > click Template dropdown box, select Teacher Completion Report > Print > PRINT REPORT AND SAVE
  - **Directions**: Correct attendance for any teacher listed on the report. Print and save the report each day after all teachers are cleared. This should be completed each day for the rest of the survey window.
- **Null FTE Attendance Alert**
- **Null FTE Records (Due to Attendance)**
  - **Focus location**: FL Reports > FTE Summary Reports (Breakdown) > Null FTE Records (Due to Attendance) > set Survey > set Format dropdown to **Estimate (Initial)**
  - **Directions**: Verify non-attendance of any student on the list.

FTE Reports

- **FTE Earned by Student by School**
  - **Focus Location**: FL Reports > FTE Summary Reports (Breakdown) > set Survey > set Format > FTE Earned by Student and School
  - **Directions**: Review for consistency of **Total FTE Earned** and **Total Scheduled Minutes.** Validate student schedules for students earning more or less FTE.
- **Print FTE Detail**
  - **Focus location**: FL Reports > Print FTE Detail > set Survey > select radio button for Minutes > click All Periods > Download Schedules
  - **Directions**: View full schedules with all schools of instruction, FEFP number and earned FTE. Run with more and less scheduled minutes to see students over and under reported.
- **FTE Summary Report**
  - **Focus location**: FL Reports > FTE Summary Reports (Breakdown) > set Survey > set Format > FTE Summary > Print PDF
  - **Directions**: Review for consistency of **Total FTE Earned** and **Total Schedule Minutes.** Validate student schedules for students earning more or less FTE.

APPENDIX 1 – DISTRICT CONTACTS

The following district contacts are available to assist with special area questions:

Format / Program / Topic	District Contact	Contact Information
Florida Education Identifier (FLEID)	Angela Davis	Angela.davis@browardschools.com
English Language Learners	Martha Villa Sylvia Place	Martha.villa@browardschools.com Silvia.place@browardschools.com
Exceptional Student	Ashley Scott	Ashley.scott@browardschools.com
Immunizations	Heather Katcher Line Bovery	Heather.katcher@browardschools.com Line.bovery@browardschools.com
HEART/Homeless	Wendell Johnson Renee Stephen-Chance	Wendell.johnson@browardschools.com Renee.stephenchance@browardschools.com
Demographics	Danny Tritto	Danny.tritto@browardschools.com
Class Size	Christine Lanovara Flores	Christine.lanovara@browardschools.com
Budget	Christine Lanovara Flores	Christine.lanovara@browardschools.com
Scheduling	Danny Tritto	Danny.tritto@browardschools.com
State Reporting Team	Incident IQ Ticket	Use Incident IQ tile in Clever
SESIR/Discipline	Kathy Keith Amarylis Rijos	Kathy.keith@browardschools.com Amarylis.rijos@browardschools.com
CTACE	Gloria Basulto Arencibia	Gloria.basulto-arencibia@browardschools.com
Title 1/Migrant/Immigrant	Lanise Stephens Kareem Piper	Lanise.stephens@browardschools.com Kareem.piper@browardschools.com
Transportation	Yolanda Palmer	Yolanda.palmer@browardschools.com
School Accountability (Survey 3 only)	Richie Baum	Richard.baum@browardschools.com

APPENDIX 2 – FTE ELIGIBILITY FAQs

1. A student enrolls in your school on Friday of the survey week. Is the student eligible for FTE?
   Yes. The student was enrolled in your school during the survey week.

2. A student enrolls in your school on Monday following the survey week. Is the student eligible for FTE?
   No. The student was not enrolled in your school during the survey week.

3. A student starts to receive ESE services Friday of the survey week. Is the student eligible for FTE with an ESE matrix line number?
   Yes. The student was receiving the services during the survey week.

4. A student was approved for ESE services on date certain but begins receiving the services on Monday following the survey week. Is the student eligible for FTE with an ESE matrix line number?
   No. The student was not receiving the services during the survey week.

5. A student transfers from one Broward County School to another on Friday of the survey week. At which school is the student eligible for FTE?
   The new school, the school the student was enrolled in on Friday of the survey week (date certain).

6. A student transfers from one Broward County School to another on Monday following the survey week. At which school is the student eligible for FTE?
   The old school, the school the student was enrolled in on Friday of the survey week (date certain).

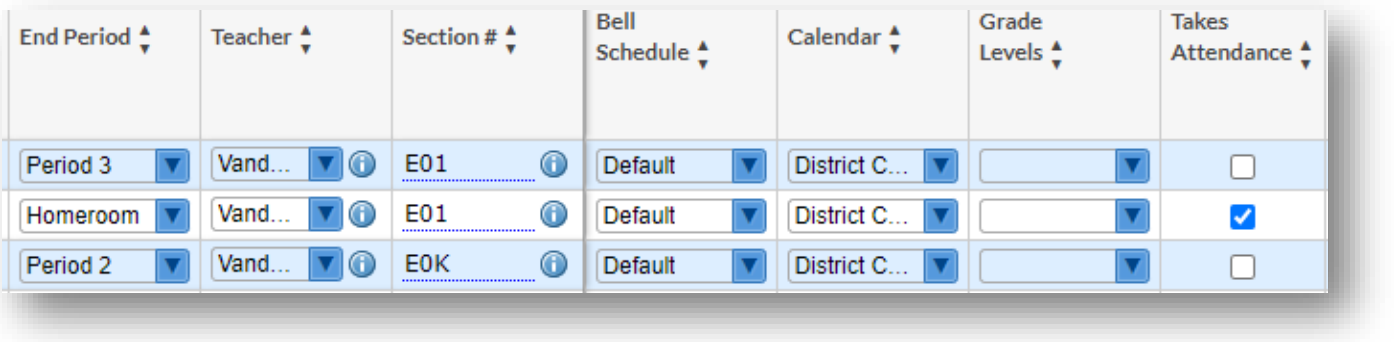
7. A student was determined eligible for services after an IEP meeting that was held on Friday of the survey week (Date Certain). Are these services reportable?
   No. Even though the student was deemed eligible by date certain, they were not ***receiving*** *the services during the survey week.*

8. A records request is received from another district stating that a student who was absent from your school during survey week, was enrolled at the new school since the Friday *before* survey week. Are additional steps required to withdraw the student?
   Yes. Backdating a withdraw to before survey week removes the student from membership. The district must be notified to copy the withdrawal into the Survey Site.

9. A new student started during survey week was identified *LP – pending* for ESOL services but tested out of the ELL program after date certain. Do additional steps need to be taken?
   Yes, LP is an ELL funded status. A student that is ineligible for services is not eligible for the additional funding. Submit a ticket to FocusSupport@browardschools.com to have the funding removed in the Survey Site.

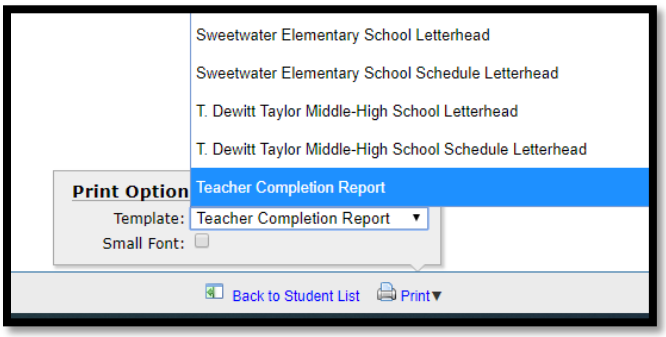
APPENDIX 3 – ATTENDANCE ELIGIBILITY

Attendance is fully integrated into the Focus student information system. In order for a student to be reported for FTE they must first be enrolled in an attendance-taking course. Indicate a course's attendance eligibility by checking the **Takes Attendance** box on the **Master Schedule Report**. If attendance should not be taken in a course (for example, support classes) then leave the box unchecked.



Present attendance must then be recorded for the student in order for them to generate FTE. Teachers enter the attendance directly into Focus through their portal alert or Take Attendance. Clerical personnel at the school must use **Teacher Completion Report** to identify any teachers that have not completed attendance. The completed report should be printed and saved each day of the Attendance Eligibility window. Please note when printing the completed document, to use the Teacher Completion Report template in the Print menu located at the bottom of the screen.

<IMAGE>



APPENDIX 4 – FOCUS STUDENT SCHEDULE

All FTE FEFP Numbers are programmatically assigned by data within Focus including grade level, ELL panel, ESE panel and/or the Master Course Schedule. **Schools <u>SHOULD NOT</u> manually adjust on the student schedule**.

Also note, all courses have been assigned an FEFP Number, even if the schedule reflects N/A. Typically N/A denotes a basic funded class (101,102, 103). Run FTE Student Schedule Reports (Print FTE Detail and Student Funding Record) to see which FTE FEFP Number has been assigned to a particular class.

Eligible for Survey Reporting Exclude from FTE



Yes, **exclude** from FTE



No, **do not exclude** from FTE

A green check on the student schedule indicates that the specific course will not be sent for state reporting and therefore will not generate FTE.

Course Number	Section	Meeting Days	Room	Term	Enrolled	Dropped	Exclude from FTE	FEFP Number
1501300B	S1 2-H	MTWHF	15-019	Semester 1	10/01/2020	-	✗	130 - English for Speakers of Other Languages
1206310	3S-FTF	MTWHF	01-001	Full Year	08/31/2020	-	✗	113 - 9-12 Basic, with ESE Services
1206310	3S-FTF	MTWHF	01-001	Full Year	08/31/2020	-	✗	113 - 9-12 Basic, with ESE Services
8207310	7-H	MTWHF	21-002	Full Year	10/01/2020	-	✓	300 - Career Education for Grades 9-12

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APPENDIX 5 – Survey Documentation

The implementation of Focus has reduced the district's reliance on retaining paper documentation because most of the auditable FEFP data is stored electronically in perpetuity. However, there are still some paper documentation requirements that will need to be compiled by every reported school at the conclusion of each FTE survey. When the district finalizes the data, the **district will notify schools** that it is time to compile the final survey documents. Compiling the documents before the data has been finalized could result in inconsistent data that would not clear an FEFP audit. In most cases the district will finalize all data two weeks prior to the conclusion of the survey.

Survey	Typical Date Certain Schedule	FLDOE Final Due Date	Tentative Documentation Certification
Survey 1	2nd Friday of July	September 30th	Last Friday of August
Survey 2	2nd Friday of October	December 15th	Last Friday of November
Survey 3	Friday 1st full week February	April 15th	Last Friday of March
Survey 4	2nd Friday of June	August 15th	Last Friday of July

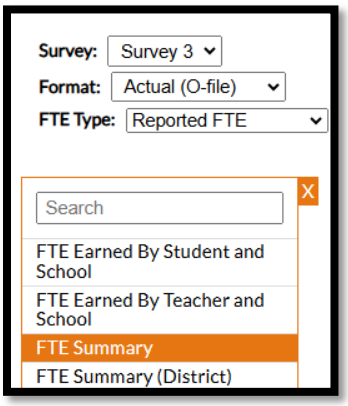
FTE Documentation Requirements

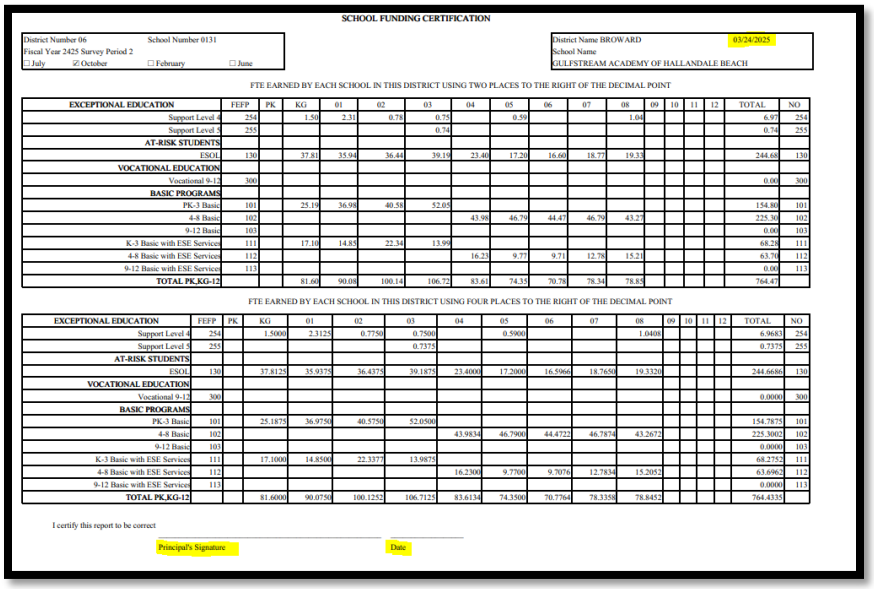
There are total of 7 document types that need to be retained for the 2025- 2026 school year. Three of these documents must be pulled from Focus and four are only available locally at your campus. All audit documentation is timestamped and/or requires the principal signature and date.

Focus Documentation

School Funding Certification

- **Purpose**: FLDOE requirement for the administrator to certify the completeness and accuracy for all records for which they are the official custodian for each FTE survey period.
- **Instruction**: Administrators print, sign, and date the printed report.
- **Report Path**
  - Demonstration video
  - Focus > Florida Reports > **FTE Summary Reports (Breakdown)** > set Survey dropdown to **Survey 2** (repeat for **Survey 3**) > set Format dropdown to **Actual (O-File)** > set FTE Type dropdown to **Reported FTE** > select from sidebar **FTE Summary** > click **Print PDF**





SCHOOL FUNDING CERTIFICATION

District Number 06 School Number 0131
Fiscal Year 2425 Survey Period 2
☐ July ☑ October ☐ February ☐ June

District Name BROWARD 03/24/2025
School Name
GULFSTREAM ACADEMY OF HALLANDALE BEACH

FTE EARNED BY EACH SCHOOL IN THIS DISTRICT USING TWO PLACES TO THE RIGHT OF THE DECIMAL POINT

EXCEPTIONAL EDUCATION	FEFP	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	NO
Support Level 4	254		1.50	2.31	0.78	0.75		0.59			1.04					6.97	254
Support Level 5	255					0.74										0.74	255
AT-RISK STUDENTS																	
ESOL	130		37.81	35.94	36.44	39.19	23.40	17.20	16.60	18.77	19.33					244.68	130
VOCATIONAL EDUCATION																	
Vocational 9-12	300															0.00	300
BASIC PROGRAMS																	
PK-3 Basic	101		25.19	36.98	40.58	52.05										154.80	101
4-8 Basic	102						43.98	46.79	44.47	46.79	43.27					225.30	102
9-12 Basic	103															0.00	103
K-3 Basic with ESE Services	111		17.10	14.85	22.34	13.99										68.28	111
4-8 Basic with ESE Services	112						16.23	9.77	9.71	12.78	15.21					63.70	112
9-12 Basic with ESE Services	113															0.00	113
TOTAL PK,KG-12			81.60	90.08	100.14	106.72	83.61	74.35	70.78	78.34	78.85					764.47	

FTE EARNED BY EACH SCHOOL IN THIS DISTRICT USING FOUR PLACES TO THE RIGHT OF THE DECIMAL POINT

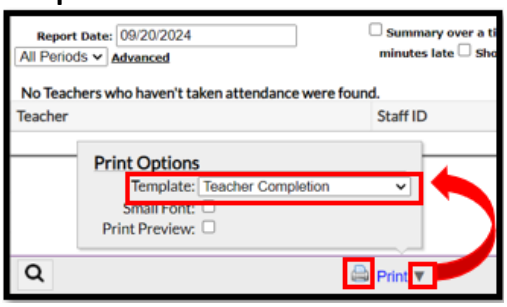
EXCEPTIONAL EDUCATION	FEFP	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL	NO
Support Level 4	254		1.5000	2.3125	0.7750	0.7500		0.5900			1.0408					6.9683	254
Support Level 5	255					0.7375										0.7375	255
AT-RISK STUDENTS																	
ESOL	130		37.8125	35.9375	36.4375	39.1875	23.4000	17.2000	16.5966	18.7650	19.3320					244.6686	130
VOCATIONAL EDUCATION																	
Vocational 9-12	300															0.0000	300
BASIC PROGRAMS																	
PK-3 Basic	101		25.1875	36.9750	40.5750	52.0500										154.7875	101
4-8 Basic	102						43.9834	46.7900	44.4722	46.7874	43.2672					225.3002	102
9-12 Basic	103															0.0000	103
K-3 Basic with ESE Services	111		17.1000	14.8500	22.3375	13.9875										68.2752	111
4-8 Basic with ESE Services	112						16.2300	9.7700	9.7076	12.7834	15.2052					63.6962	112
9-12 Basic with ESE Services	113															0.0000	113
TOTAL PK,KG-12			81.6000	90.0750	100.1252	106.7125	83.6134	74.3500	70.7764	78.3358	78.8452					764.4335	

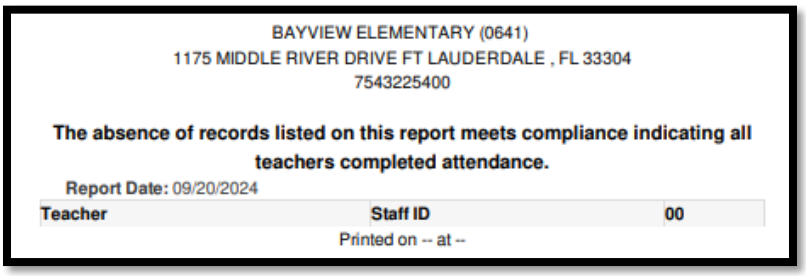
I certify this report to be correct

Principal's Signature Date

Teacher Completion Reports

- **Purpose**: FLDOE requirement for an exception report to be generated each day so that the principal can ensure positive action is taken if attendance is not taken.
    - If your school does not use Focus as the primary system of record for entering attendance, then supply the documentation that your school uses to meet the FLDOE requirement.
- **Instruction**: dates are tentative
    - Survey 1: *Only schools with instructional days between 7/3/25 – 7/18/25*
    - Survey 2: 9/26, 9/29, 9/30, 10/1, 10/2, 10/3, 10/6, 10/7, 10/8, 10/9, 10/10
    - Survey 3: 1/23, 1/26, 1/27, 1/28, 1/29, 1/30, 2/2, 2/3, 2/4, 2/5, 2/6
    - Survey 4: *Only schools with instructional days between 6/5/26 – 6/19/25*
- **Report Path**
    - Demonstration video
    - Focus > Attendance > **Teacher Completion** > enter **Report Date** for each day above > open Print Options from clicking **black triangle** by Print icon, bottom center of window > set Template dropdown to **Teacher Completion** > click **Print icon** > **Print** from pop up window > Print





BAYVIEW ELEMENTARY (0641)
1175 MIDDLE RIVER DRIVE FT LAUDERDALE , FL 33304
7543225400

The absence of records listed on this report meets compliance indicating all teachers completed attendance.

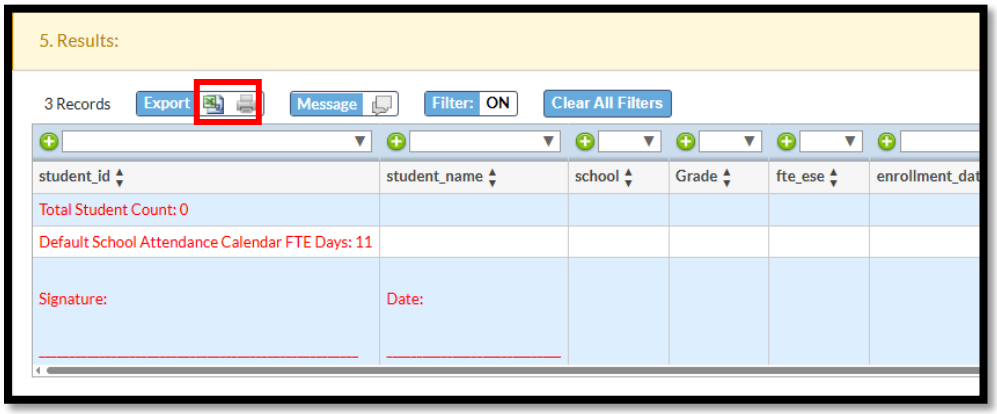
Report Date: 09/20/2024

Teacher	Staff ID	00

Printed on -- at --

Null FTE Due to Attendance

- **Purpose**: Local requirement to ensure school administrators are tracking students who will not generate FTE due to attendance ineligibility.
- **Instruction**: Administrators sign and date acknowledging unfunded students due to attendance ineligibility
- **Report Path**
  - Demonstration video
  - Focus > Reports > District Reports > select **State Reporting** from left sidebar > click **Run** on the Null FTE Records – due to attendance (school) report > set Attn Survey dropdown to **2** (repeat for Survey **3**) > set Schools dropdown to **your school** (uncheck Applicants) > click **Run** > *report takes several minutes to run, and additional 2 minutes to load* > click **printer icon** on Export button > **Print** from popup window



Locally Produced Documentation

Bell Schedule

- **Purpose**: Local document created by school administrator that accounts for students' bell-to-bell minutes on campus including instructional time per period, length of lunch, and passing time between periods (secondary). An auditor will use this document to compare to the actual instructional minutes there were reported for each student.

- **Document must include**:
  - School name and school year
  - Regular and early release days
  - Effective date (first day of school) and any applicable revision dates

2024-2025 MASTER SCHEDULE

ORIOLE ELEMENTARY

"WHERE DREAMS TAKE FLIGHT...LET SOAR"

PRE-KINDER		KINDER		FIRST		SECOND	
08:00–08:30	BREAKFAST	8:00 – 8:15	HAGGERTY	8:00 – 8:15	SUCCESSMAKER	8:00 – 8:15	SUCCESSMAKER
8:30 – 09:15	INSTRUCTIONAL BLOCK	8:15 – 8:45 (30 MINS)	SPECIALS	8:15 – 9:45 (90 MINS)	MATH BLOCK	8:15 – 8:45 (30 MINS)	W.I.T/ STRUCTURED PE
9:15 – 9:45	SPECIALS	8:50 – 9:20 (30 MINS)	W.I.T/ STRUCTURED PE	9:45 – 10:15 (30 MINS)	SPECIALS	8:45 – 9:15 (30 MINS)	SPECIALS
9:45 – 10:00	READ ALOUD/ RESTROOM BK	9:20 – 10:55 (100 MINS)	ELA/ WRITING/ S.S. BLOCK	10:15 – 10:45 (30 MINS)	W.I.T/ STRUCTURED PE	9:15 – 10:55 (115 MINS)	ELA/ WRITING/ S.S. BLOCK
10:00 – 10:30	LUNCH	10:55 – 11:15 (20 MINS)	RECESS	10:45 – 12:15 (90 MINS)	ELA/ WRITING/ S.S. BLOCK		
10:30 – 10:50	RECESS	11:15 – 11:45 (30 MINS)	LUNCH	12:15 – 12:45 (30 MINS)	LUNCH	10:55 – 11:25 (30 MINS)	SCIENCE/ S. STUDIES
10:50 – 12:00	INSTRUCTIONAL BLOCK	11:45 – 1:15 (90 MINS)	MATH BLOCK	12:45 – 1:05 (20 MINS)	RECESS	11:25 – 11:45 (20 MINS)	RECESS
12:00 – 1:00	NAP TIME			1:05 – 1:25 (20 MINS)	HAGGERTY	11:45 – 12:15 (30 MINS)	LUNCH
1:00 – 1:50	SNACK/ READ ALOUD	1:15 – 1:55 (40 MINS)	SCIENCE/ S. STUDIES	1:25 – 1:55 (30 MINS)	SCIENCE/ S. STUDIES	12:15 – 1:55 (120 MINS)	MATH BLOCK
1:50 – 2:00	DISMISSAL	2:00	DISMISSAL	1:55 – 2:00	DISMISSAL	1:55 – 2:00	DISMISSAL

THIRD		FOURTH		FIFTH		W.I.T. → WHATEVER IT TAKES 30 MIN INTERVENTION	
8:00 – 8:15	SUCCESSMAKER	8:00 – 8:15	SUCCESSMAKER	8:00 – 8:15	SUCCESSMAKER		
8:15 – 9:45 (90 MINS)	MATH BLOCK	8:15 – 10:30 (135 MINS)	CONTENT BLOCK 1 ELA/ S.S. – 105 MINS WRITING – 30 MINS STRUCTURED PE MATH – 85 MINS SCIENCE – 50 MINS	8:15 – 10:30 (135 MINS)	CONTENT BLOCK 1 ELA/ S.S. – 105 MINS STRUCTURED PE/ WRITING – 30 MINS MATH – 85 MINS SCIENCE – 50 MINS	SOAR PLANNING	
9:45 – 10:15 (30 MINS)	W.I.T/ STRUCTURED PE					MONDAYS - THURSDAYS	
10:15 – 11:30 (75 MINS)	ELA BLOCK	10:30 – 11:00 (30 MINS)	SPECIALS	10:30 – 11:00 (30 MINS)	LUNCH	12:45 – 1:45 6 DAY ROTATION	
11:30 – 12:00 (30 MINS)	SPECIALS	11:00 – 11:30 (30 MINS)	LUNCH	11:00 – 11:30 (30 MINS)	SPECIALS	QUARTERLY DATES	
12:00 – 12:30 (30 MINS)	LUNCH	11:30 – 1:40 (130 MINS)	CONTENT BLOCK 2 ELA – 100 MINS WRITING – 30 MINS STRUCTURED PE MATH – 80 MINS SCIENCE – 50 MINS	11:30 – 1:40 (130 MINS)	CONTENT BLOCK 2 ELA – 100 MINS WRITING – 30 MINS STRUCTURED PE MATH – 80 MINS SCIENCE – 50 MINS	QUARTER 1	AUGUST 5 – OCTOBER 11
12:30 – 1:10 (40 MINS)	SCIENCE/ S. STUDIES					QUARTER 2	OCTOBER 14 – DECEMBER 20
1:10 – 1:40 (30 MINS)	WRITING					QUARTER 3	JANUARY 6 – MARCH 20
1:40 – 2:00 (20 MINS)	RECESS	1:40 – 2:00 (20 MINS)	RECESS	1:40 – 2:00 (20 MINS)	RECESS	QUARTER 4	MARCH 21 – JUNE 3
2:00	DISMISSAL	2:00	DISMISSAL	2:00	DISMISSAL	REVISED 7/27/2024	

SPECIALS ROTATION	
8:15 – 8:45	KINDER
8:45 – 9:15	2ND
9:15 – 9:45	PRE-KINDER
9:45 – 10:15	1ST
10:15 – 10:30	SPECIALS BREAK
10:30 – 11:00	4TH
11:00 – 11:30	5TH
11:30 – 12:00	3RD
12:00 – 12:45	LUNCH/PLANNING
12:45 – 1:45	SOAR PLANNING COVERAGE

LUNCH ROTATION	
10:00 – 10:30	PRE-KINDER
10:30 – 11:00	5TH
11:00 – 11:30	4TH
11:15 – 11:45	KINDER
11:45 – 12:15	2ND
12:00 – 12:30	3RD
12:15 – 12:45	1ST GRADE

Check-In/Out Logs

- **Purpose**: FLDOE requirement for schools to maintain a record of when students arrive late or leave early during the school day to support non-teacher-entered attendance or changes to teacher-entered attendance.
- **Instruction**:
  - Survey 1: *Only schools with instructional days between 7/3/25 – 7/18/25*
  - Survey 2: 9/26, 9/29, 9/30, 10/1, 10/2, 10/3, 10/6, 10/7, 10/8, 10/9, 10/10
  - Survey 3: 1/23, 1/26, 1/27, 1/28, 1/29, 1/30, 2/2, 2/3, 2/4, 2/5, 2/6
  - Survey 4: *Only schools with instructional days between 6/5/26 – 6/19/25*
- **Document must include**:
  - School name and date
  - Student names and SID's
  - Time students were checked-in or out
  - Signature of Pick-up contact

March 25, 2025 Sample School Name

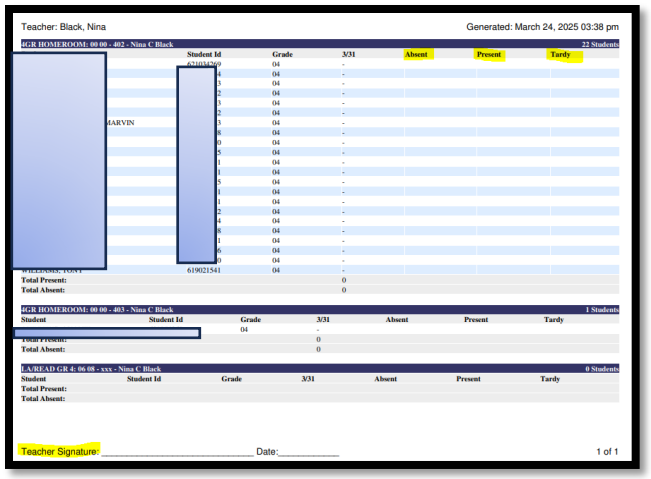
Student Name PRINT	SID	Check-In Time	Check-Out Time	Check-In/Out Signature	Relationship
Last, First	0612345678		1:45	Parent Name	Parent

Substitute Rosters

- **Purpose**: FLDOE requirement to retain the original attendance recordkeeping device if attendance when not entered directly into Focus by the teacher of record.
  - If your school does not use Focus as the primary system of record for entering attendance, then supply the documentation that your school uses to meet the FLDOE requirement.
  - If your school did not have any substitutes on the dates below, then no documentation is required.
- **Instruction**:
  - Survey 1: *Only schools with instructional days between 7/3/25 – 7/18/25*

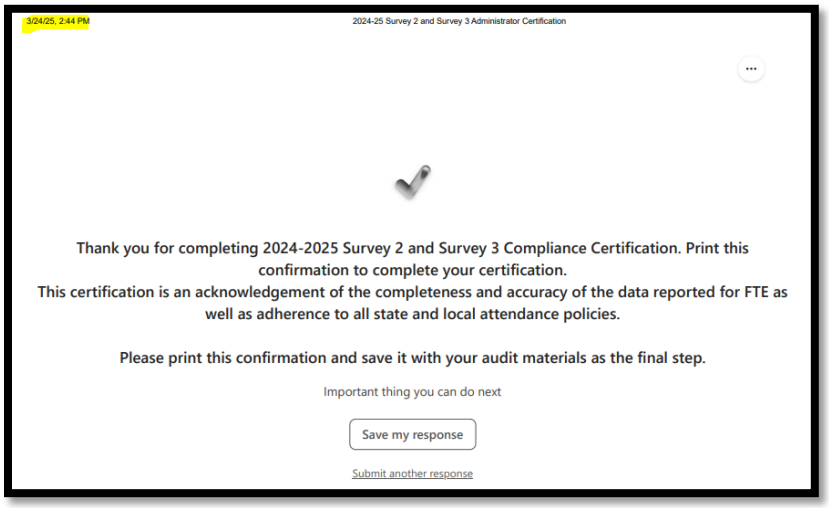
- Survey 2: 9/26, 9/29, 9/30, 10/1, 10/2, 10/3, 10/6, 10/7, 10/8, 10/9, 10/10
- Survey 3: 1/23, 1/26, 1/27, 1/28, 1/29, 1/30, 2/2, 2/3, 2/4, 2/5, 2/6
- Survey 4: *Only schools with instructional days between 6/5/26 – 6/19/25*

- **Document must include:**
  - School name and date
  - Class roster including student names and SID's
  - Manually recorded attendance
  - Signature and date of recorder



2025-2026 Survey 2 and Survey 3 Administrator Certification

- **Purpose**: FLDOE requirement for the school administrator to certify the completeness and accuracy of the FTE data reported for their school as well as adherence to all attendance recordkeeping for which they are the official custodian for each survey period.
- **Instruction**: A link to the Administrator Certification is distributed via PIVOT memo. Administrators must complete the survey, **print the confirmation page**, and retain with audit materials.



Special Program Documentation

Additional compliance documentation must be maintained for Exceptional Student Education (ESE), English Speakers of Other Languages (ESOL), and career technical education (CTE). Documentation includes, but is not

limited to, the items below. The respective departments have compliance manuals for the complete list. The following items should be stored in the student's cumulative folder.

- **ESOL Reports and Documents for Retention**:
    - ELL Student Plan Form
- **ESE Reports and Documents for Retention**:
    - 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 Focus documents for all meetings.
    - Matrix of Services form that was in effect for any term for which a cost factor of 251, 252, 253, 254, or 255 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 student schedule.
    - Documents, logs or some type of reporting format containing students' names, dates, and minutes served verifying that the services indicated on the IEP and Matrix of Services were provided. Service providers must document student services indicated on the IEP in the Service Tracking Software Frontline or BASIS for Social Workers.
    - Referral packet initiated for initial eligibility for ESE services or for re-evaluation must include parent consent for evaluation.
    - Re-evaluation 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.
- **Career and Technical OJT Course Documents for Retention** (High Schools only):
    - Completed Timecards – Required for the survey window (Saturday before the survey week, through Date Certain)

APPENDIX 6 – Retention Schedule

Audits are a review of data that was submitted in a prior year. Even if a student is no longer active at your school, you are still required to produce the supporting documentation for what was submitted previously. This is why audit documentation must be compiled together and stored in a secure location on the campus for three years.

Audit Year	Retain Until	Destroy Date
2025-2026	2028-2029	June 30, 2029
2024-2025	2027-2028	June 30, 2028
2023-2024	2026-2027	June 30, 2027
2022-2023	2025-2026	June 30, 2026
2021-2022	2024-2025	June 30, 2025

APPENDIX 7 – Additional Year Coding

Initial Year of Completion				
Additional School Year	Grade Promotion Status	Withdrawal Code	Diploma Type	Diploma Date
ESE tab	Enrollment tab	Enrollment tab	Graduation tab	Graduation tab
Z	P	WD1	blank	blank

Additional Years				
Additional School Year	Grade Promotion Status	Withdrawal Code	Diploma Type	Diploma Date
ESE tab	Enrollment tab	Enrollment tab	Graduation tab	Graduation tab
D	D	WD1	blank	blank

Last Year of Attendance				
Additional School Year	Grade Promotion Status	Withdrawal Code	Diploma Type	Diploma Date
ESE tab	Enrollment tab	Enrollment tab	Graduation tab	Graduation tab
D	D	Highest Credential earned	Highest Credential earned	Same as withdrawal date

APPENDIX 8 – Chart for Re/Entry Codes

Prior School Location and Type	Re/Entry Code	District	State	Country
School District Entry into Florida Public Schools this School Year. Any PK-12 student whose last school of enrollment was a **public school** in this school district.	**E01**	**06**	**FL**	**US**
Public School Outside of Broward District Entry into Florida Public Schools this School Year. Any PK-12 student whose last school of enrollment was a **public school** in another district in the state.	**E02**	**Cannot be District (06) Appendix C**	**Appendix H**	**US**
Public School in Another State Entry into Florida Public Schools this School Year. Any PK-12 student whose last school of enrollment was a **public school** in another state or United States commonwealth/territory.	**E2A**	**99**	**Appendix H or Appendix Q**	**US**
Private School Entry into Florida Public Schools this School Year. Any PK-12 student whose last school of enrollment was a **private school** in Florida.	**E03**	**Cannot be District (06) Appendix C**	**FL**	**US**
Private School Entry into Florida Public Schools this School Year. Any PK-12 student whose last school of enrollment was a **private school** in another state, or a United States commonwealth/territory.	**E3A**	**99**	**Appendix H or Appendix Q**	**US**
Home Education in the State of Florida Entry into Florida Public Schools this School Year. Any PK-12 student who is enrolling in a public school in this district after having been in **home education** in any Florida school district.	**E04**	**Appendix C**	**Appendix H or Appendix Q**	**US**
Home Education Outside of State of Florida Entry into Florida Public Schools this School Year. Any PK-12 student who is enrolling in a public school in this district after having been in **home education** in another state or United States commonwealth/territory.	**E4A**	**99**	**Appendix H or Appendix Q**	**US**
Newly Enrolled PK or KG Only. Entry into Florida Public Schools this School Year. Any student entering PK or KG for the first time.	**E05**	**Appendix C**	**Appendix H or Appendix Q**	**US**
Out of the Country (Outside the US) Entry into Florida Public Schools this School Year. Any PK-12 student who enters a Florida school from a country other than the United States or a United States Commonwealth/Territory.	**E09**	**99**	**ZZ**	**Appendix G**
Re-entry into Florida Public Schools Any PK-12 student who was received from another attendance reporting unit in the same school.	**R01**	**06**	**FL**	**US**
Re-entry into Florida Public Schools Any PK-12 student who was received from another school in the same district.	**R02**	**06**	**FL**	**US**
Re-entry into Florida Public Schools Any PK-12 student who unexpectedly reenters a school in the same district after withdrawing or being discharged.	**R03**	**06**	**FL**	**US**

APPENDIX 9 – Helpful Links

2023-24 FLDOE FTE General Instructions

FLDOE Attendance Recordkeeping Handbook

2025-2026 Survey Dates

2025-26 FLDOE Student Information Date Elements

2025-26 FLDOE Student Information Reporting Formats

2026-26 FLDOE Student Information Edits

2025-26 FLDOE Student Information Appendices

2025-26 FLDOE PK-12 Database Manuals

FLDOE Master School ID (MSID)

2025-26 FLDOE Course Code Directory

BCPS Focus Resource Hub