



# FTE MANUAL

## POLICIES & PROCEDURES

### 2011-2012

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This manual is to provide an explanation of the standard methodology for reporting data in the format necessary to calculate a school's FTE. This do not cover all the laws and regulations which have a bearing on the FEFP, and thus, the FTE calculations. If you desire more background information concerning the FEFP, you are encouraged to refer to the Florida Statutes, Florida School Laws, State Board Rules, and FTE General Instruction, 2011-2012 located at DOE website:

<http://www.fldoe.org/fefp/pdf/1112FTEInstructions.pdf>

All persons at the school level responsible for FTE should read the manual before commencing to work with FTE reporting. After perusing the manual, questions relating to policy should be directed to Budget Services. Any questions concerning data input should be directed to the SIMS Office. If unsure as to which office to call, feel free to contact Budget Services to be directed to the proper source.

The FTE data collection takes place in July, October, February and June. However, the preparation is ongoing since the data from which the calculation is made must be kept current at each school. The four 2011-2012 survey dates are listed below.

Survey 1	July 11 – 15, 2011
Survey 2	October 10 – 14, 2011
Survey 3	February 13 – 17, 2012
Survey 4	June 11 – 15, 2012

The sections of this manual are designed as follows:

#### **SECTION A – GENERAL**

This section provides information which is necessary for the compilation of data for the October and February survey periods which include general procedures, survey periods, eligibility criteria, and definitions. Information for the June and July surveys will be distributed separately. Rules and regulations from the State DOE have been included, but not all inclusively.

#### **SECTION B - FTE DATA COLLECTION & REPORTING PROCEDURES**

This section provides specific procedures which include record reporting, the edit process, and record keeping. This is divided into four subsections on reporting procedures to be completed (I) prior to survey week, (II) during survey week, (III) after survey week, creation reports, and (IV) after survey week and funding reports. This section refers to reports generated in Genesis, Duval County's automated FTE system and instructions which must be carefully followed by school personnel.

## SECTION A – GENERAL: ELEMENTARY, MIDDLE, & HIGH SCHOOLS

Section A contains information necessary for the compilation of data for the October and February survey periods including general procedures, survey periods, eligibility criteria, and definitions.

### FEFP

The Florida Legislature passed the Florida Education Finance Program (FEFP) in 1973 with the intent of equalizing opportunities in Florida by using a funding formula which would recognize (1) varying program cost factors, (2) district cost differentials, (3) differences in per student cost for equivalent educational programs due to sparsity and dispersion of student population, and (4) required local effort.

The key feature of the finance program is to base financial support for education upon the individual student participating in a particular educational program rather than upon the number of teachers or classrooms. FEFP funds are generated by multiplying the number of full-time equivalent students (FTE's) in each of the educational programs by cost factors to obtain weighted FTE's. Weighted FTE's are then multiplied by the base student allocation and district cost differential to determine the state and local FEFP funds. Program cost factors are determined by the Legislature and represent relative cost differences among the FEFP programs. The program weights for 2011-2012 are:

Basic Programs:	
101 Kindergarten and Grades 1, 2, and 3	1.102
102 Grades 4, 5, 6, 7, and 8	1.000
103 Grades 9, 10, 11, and 12	1.019
111 PK – 3 Basic with ESE Services	1.102
112 4 – 8 Basic with ESE Services	1.000
113 9 – 12 Basic with ESE Services	1.019
English for Speakers of Other Languages:	
130 ESOL	1.161
Exceptional Student Education:	
254 Support Level 4	3.550
255 Support Level 5	5.022
Career Education:	
300 Career Education, Grades 9-12	0.999

### FTE DEFINITION

For grades PK-12, one FTE is defined as one student in membership in a program or a group of programs for **900 hours (25 hours per week) for 180** day school year. The survey occurs twice during each 180-day school year; once in October and once in February. The FTE calculation during the 180-day school year is based on two ninety-day terms, and each student in membership for **25 hours a week earns one half (.50) of one FTE** during each of the **two surveys**. Although there are no restrictions on instructional hours per week, PK-12 funding is based on and limited to **900 hours per 180 day** school year. Summer school programs are limited to **350 class hour maximum for both survey periods 1 and 4**.

### FTE ELIGIBILITY

A student is eligible if the student meets **both** of the following conditions:

1. In program **membership** at least **one day during the survey week**, and
2. In **attendance** at least **one of the days of the survey week or one of the six days preceding the survey week** on which attendance was scheduled.

A student is in **membership** when he is officially assigned to a course or program by a school or district. Any student **withdrawn on the attendance records prior to survey week** does not meet program membership requirements and should not be counted in that program.

### TRANSFERS

Within Duval County: General Instructions for Completing FTE Records and Reports require the districts to report FTE at

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either all sending schools or programs or at all receiving schools or programs for students who move from school to school or program to program during the survey week; therefore, **Friday of the survey week is our district's day certain**, and the following guidelines must be followed:

1. If a student transfers Monday through Thursday of the survey week, the receiving school should include the student in their count.  
**EXCEPTION:** If a student's withdrawal date is Tuesday through Friday of the survey week and the student does not enter another school until after Friday of the survey week (i.e., not in membership in any school on Friday), the sending school should include the student in their FTE count, provided the student meets attendance criteria.
2. The receiving school must check with the sending school to verify the student's withdrawal from the sending school. Both schools cannot count the student.

Outside of Duval County:

1. If a student transfers **from** your school to a school outside of Duval County **Tuesday through Friday** of the survey week, the student **should** be included in your count.
2. If a student transfers **to** your school any day of the survey week from a school outside of Duval County, the student **should** be included in your count.

If a student withdraws from your school during the survey week and does not enter another Duval County school, you must create and print the schedule of the student prior to withdrawal. Be sure to include the teacher name, course, and the date on the printed schedule.

**SECOND SCHOOL ELIGIBILITY**

A student's second school is responsible for maintaining an official Student Attendance Register to verify the student's attendance at their school. It is also the second school's responsibility to determine student's eligibility for their school's FTE count; however, the home school and second school must notify one another of a student's eligibility. It is the **home school's** responsibility to notify the second school of any changes in student membership. This must be done by the last day of the survey period.

**SAMPLE FTE CALCULATION**

The FTE sample calculations show: (1) the method for calculating FTE for **one student**, and (2) the method for calculating FTE for **one class of students**

1. FOR ONE STUDENT

**SCENARIO** - One student attending classes for 30 hours (1800 minutes) of instructional time per week. Ten of those hours (600 minutes) are in Vocational Education and 20 hours (1200 minutes) are in a Basic program.

**STEP 1** Determine **fundable** minutes:

<b>1500 minutes</b>	Max. fundable mins. (One full time equivalent membership)
<b>- 600 minutes</b>	Fundable time for all special programs.
<b>900 minutes</b>	Difference to be funded as Basic.

**STEP 2** To calculate FTE, represent fundable minutes from Step 1 as fractional part of a full time equivalent membership:

Vocational minutes	=	$\frac{600}{1500}$	=	.40 Vocational FTE
Total fundable minutes		1500		
+ Basic minutes	=	$\frac{900}{1500}$	=	.60 Basic FTE
Total fundable minutes		1500		
		1500	=	1.00 Total FTE for 180 day year

Basic program FTE is the result of subtracting special program (vocational) FTE from the maximum of 1.00 FTE. This calculation also applies to programs for at-risk students.

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**STEP 3** To calculate % of days in term:

Number of days in term
180

For 90 days in term:	$\frac{90}{180} = 0.50$
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**STEP 4** To calculate FTE for one half year (90-day term) multiply each FTE from STEP 2 by % of days in term in STEP 3:

+ Vocational FTE:	0.40	x	0.50	=	0.20
Basic FTE:	0.60	x	0.50	=	0.30
	1.00	x	0.50	=	0.50

Notice that this FTE adds up to **.50** for the 90-day term (one FTE survey period during the 180-day school year).

**2. FOR ONE CLASS**

**SCENARIO** – 6th grade class has 30 students. 6 of those students are ESE with Support Levels 112. One student, who is not ESE, attends one ESOL class one period per day. Classes meet 60 minutes per day five days per week.

<b>Formula:</b>	$\frac{\text{\# of minutes the class meets per day} \times \text{\# of days per week}}{\text{Total fundable minutes}}$
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**STEP 1** Calculate FTE for Weighted Programs Other Than ESE:

$\frac{60 \times 5}{1500} = \frac{300}{1500} = .20$	FTE generated for the one ESOL student for 180-day school year
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**STEP 2** Determine Basic:

<b>Formula:</b>
Membership - \# of ESE students - FTE for other weighted programs = Basic

<b>30 (Students) - 6 (ESE Students) - .20 (ESOL) = 23.8 (Basic)</b>
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**Total FTE for class:**

<u>Support Level</u>	<u>FTE 180 Days</u>		<u>FTE 90 Days</u>
ESE Support Level 112:	6.00	X	.50 3.00
ESOL Support Level 130:	0.20	X	.50 0.10
Basic Support Level 102:	23.80	X	.50 11.90
Class Membership	30.00		15.00

The 1997 revision of the exceptional student education program provides for funding of the total program of each exceptional student. Therefore, a student classified in an Exceptional Education Support Level would be reported in that FTE program while participating in a basic, at-risk, vocational or ESOL program.

**DETERMINING FTE EARNED BY STUDENT BY COURSE**

FTE is generated from student schedules which represent the classes operating during the survey week. For classes operating during the survey week, the following procedures must be used to determine which student schedules should be reported:

**1. Date Certain**

**Friday of survey week** is set as the date certain. The schedule for each student who is in membership for that week is captured. A course master must be reported for each class in which a PK-12 student is in **membership**

during each of the survey periods regardless of eligibility of that student to be counted for funding. This includes students not eligible because of **attendance**, students who are in categorical programs such as Pre-Kindergarten Title 1 programs, and other similar programs.

2. Student Course Schedule

Students are eligible to earn FTE if the class operates during survey week and the student meets both program membership and attendance requirements. **Schedule changes should be suspended during the FTE survey week.** If it is absolutely necessary to change a student's schedule during the survey week, the FTE should be calculated on the basis of the schedule existing **at the end** of the survey week.

3. Membership/Enrollment

On the last day of survey week the student course schedule is captured for each student who is active on the demographics for that week. If the student has at least one day of membership during survey week, the student meets the membership requirement and is eligible for **reporting**. Students who are not eligible to earn FTE but are still on the district's membership roll (i.e., Pre-kindergarten students who are not eligible to earn FTE through FEFP) should still be reported with FEFP Program Number as 999 and 0000 for FTE Earned.

4. Attendance

For all students for whom course records are generated, the school must determine whether or not the student meets attendance requirements. Using the Automated Student Attendance Record-keeping system, the school must verify that the student has been in attendance **at least one of the days** of the survey week **or one of the six days** preceding the survey week on which the school is in session. It should be noted that the appropriate withdrawal code is shown on the day following the last day of membership. FTE eligibility as related to attendance is not determined on a course by course basis; instead it is determined on a daily basis. For those students who **do not** meet the attendance requirements, an "N" should be marked in the applicable survey on the Genesis Demographic> MISC screen.

5. Verification

For all students who meet the attendance requirements, special program FTE requires (1) proper qualification of students, (2) proper qualification of teachers, and (3) appropriate course and line number assignment in accordance with State Board of Education Rules.

6. Funding Priority

Each course record for each student is sorted into rank order, with the records with the special FEFP program being first followed by the Basic course records as follows:

<b>FEFP PROGRAM NAME</b>	<b>FEFP PROGRAM NUMBER</b>	<b>FUNDING RANK ORDER</b>
Exceptional Student Education	254 & 255	1
Career Education Grades 9-12	300	2
English for Speakers of Other Languages	130	2
Basic and Basic with Exceptional Student Education Services	101, 102, 103, 111, 112, & 113	3

When reporting FTE, for the various courses in which a student is enrolled, it is possible for the student to have courses remaining but have the aggregates value of FTE at the maximum of .5000.

Using the records and all of the reported values of FTE, the school must verify the accuracy of FTE prior to the submission of the records to the State. Specific areas to verify as they relate to FTE are as follow:

## FTE SCREENS

There are seven (7) FTE screens that contain data that are transmitted to the State Department for each survey:

1. FTE Student Demographic
2. FTE Student Course Schedule
3. FTE Teacher Course
4. FTE Exceptional Student
5. FTE Exceptional Student Program
6. FTE Limited English Proficient Student Information
7. FTE Federal/State indicator Status

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The data for each FTE survey are created on these screens at the last day of the FTE survey week. Once these screens have been created, **changes made in the regular Genesis screens (live side)** will not be reflected on any of the seven FTE screens. Proper procedures for making changes to these screens are contained in the [Genesis online help system](#). To access the online help, click on Help / Online help in Genesis main menu and from the contents in the left hand side, choose SURVEY/FTE).

## AMENDMENTS

An amendment to your FTE must be prepared if corrections need to be made after the final School Funding Certification, ESE 135 form has been submitted to Budget Services. Amendments must be processed in accordance with the following schedule:

Survey 1 (July)	by September 30
Survey 2 (October)	by March 31
Survey 3 (February)	by July 31
Survey 4 (June)	by August 31

When it is necessary to amend your school's FTE report:

1. You need to establish a clearly defined audit trail by correcting the **Individual Student Schedules and/or Course Master** on file in red and date as of the day the change took effect (on or before Friday of survey week). Elementary schools must also correct the schedule of contact hours, if applicable.
2. Make appropriate changes on the ESE 134 Part I in **red** and supply a written reason for all corrections on the applicable ESE 134 Part I.
3. Correct the ESE 135 form. Retype the ESE 135 forms to reflect corrections. Type "**AMENDED**" and the **date amended** at the top of the form. Circle in red any items changed on the form, including FTE changed to zero. Please put in zeros rather than leave blank spaces.
4. An amended Verification of Earned FTE form, FTE-03, must be prepared if any corrections affect this form.

Send the following to Budget Services:

- a. Amended ESE 135 form, retaining a copy for your school's records.
- b. Copy of corrected individual student schedule.
- c. Copy of corrected ESE 134 Part I form.
- d. Corrected Verification of Earned FTE form (FTE-03), if applicable.

Your amendment will not be processed if all of the above applicable forms are not received by Budget Services.

## EXCEPTIONAL STUDENT EDUCATION

### ELIGIBILITY

The State Board of Education Rule 6A-1.0451 (7) states: "For students in all special programs, a student's full-time equivalent membership shall be reported in the respective special program cost factor prescribed in Section 1011.62(1)(c), F.S. when the student is eligible and is attending a class, course, or program which has met all of the criteria for the special program cost factor. In addition, when reporting program membership, each student shall be reported in the same special program category as reported in the full-time equivalent membership survey.

If you have any questions as to whether or not a student is meeting the above program requirement, please contact the Exceptional Education Department of the Duval County School Board for clarification.

### GENERAL

ESE students reported as cost levels 251 – 253 on the ESE Student Data screen are reported to the state as follows:

111	PK – 3	Basic with ESE Services
112	4 – 8	Basic with ESE Services
113	9 – 12	Basic with ESE Service

The funding model takes into consideration the level of services the student receives regardless of the category of exceptionality.

Support level 4 (254) and 5 (255) will be reported as cost factors 254 and 255.

**In order to maintain historical data and allow the proper calculation of school budgets, a decision has been made to maintain cost factors 251 – 255 on the ESE Student Data screen. The ESE support levels of 111 – 113 are programmatically rolled to the FTE files when the FTE file is created.**

All Exceptional Education students who have an IEP but do not have a support level should be assigned a support level by the school. The school should use the prior matrix guidelines for support levels 251 – 253 to determine a support level for these students. Once the support level is determined, it should be added into the ESE Student Data screen.

While an IEP is required for all ESE students, the maintenance of matrix of services document is no longer required for level 251 – 253 cases. **However, the matrix of service document continues to be required for students in support levels 254 – 255. A formal matrix of service document needs to be on file and a support level entered into the ESE Student Data screen to report these students as ESE. The matrix is an official, auditable document that is part of the student's records. The matrix should be kept with other student record information such as the IEP.**

There are five support level categories. A student generates funding using a single support level for the full school week. The school week for students served on an abbreviated schedule (e.g., a prekindergarten child who comes to the school only for speech services) or settings outside the school (e.g. hospital/homebound students served at home) will consist of the actual time they are receiving educational services. For example, the scheduled hours for a student identified as Homebound/Hospital whom a teacher visits for three hours per week are three hours.

All of the following points should be considered as you verify the accuracy of the data you use for FTE calculations:

1. **Pre-kindergarten** students enrolled in an Exceptional Education program shall be counted for the actual time they are receiving services in that FTE category **only**. These students are **NOT** eligible for Basic FTE.
2. PK-3 student membership of 20 hours or more in all programs shall be converted to 25 funding hours.
3. Students reported in the **Homebound/Hospital** program must be officially withdrawn from home school (with the exception of dual-school enrollment) prior to entry in Hospital Homebound. When receiving **only** homebound services, these students will be on an official attendance register kept by district teachers and FTE data will be handled by the District Exceptional Education Office. No additional membership hours in other programs should be shown for students in this program unless the student's records document instruction in another program (dual-school enrollment) simultaneously or after being placed in Homebound/Hospital (PT).

If, after entering the Homebound/Hospital program, a student becomes eligible to earn FTE in other programs, the home school should report attendance and FTE appropriately. If a home/hospital student is served both at home and at a school site, he or she should be reported under two support levels. This will require that two matrixes be completed. On the first matrix, services provided in the home or hospital should be indicated. The second matrix should reflect the services provided at the school site. During FTE week, the student will be reported at the 255 or 251 support level for the amount of time at a home or hospital and at the cost factor resulting from the second matrix for the remainder of the school week.

4. In the case of a student who leaves the home school to go to a second school for another class (i.e., Gifted), the **home school** will receive a report and schedule that shows time claimed by the second school.

**Travel time between the two schools may not be included as a part of the instructional time for FTE funding. The actual instructional time should be determined by the two schools prior to implementing steps for FTE calculation.**

Basic Education Courses: Certification requirements for teaching basic education courses for students identified with exceptionalities are contained in the following paragraphs defining service delivery models currently used in Florida.

1. **Co-teaching** - A classroom in which two teachers, an ESE and a general education teacher, share responsibility for planning, delivering, and evaluating instruction for all students in a class, some of whom are ESE and some of whom are not. In order to be considered co-teaching, this delivery system is provided whenever a class/subject is taught by two teachers and must continue for the entire class period.
2. **Support facilitation** - An ESE teacher provides support for ESE students' achievement in the general classroom.

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Support facilitators may work and move among two or more basic education classrooms working with the general education teachers and students identified with exceptionalities as needed. The frequency and intensity of support varies based upon students' and/or general educators' need for assistance. In cases where non-ESE certified teachers have classes in which students are enrolled in basic courses as well as students who are enrolled in ESE courses, the basic education teacher is not out-of-field for the ESE courses if an ESE certified teacher is providing support facilitation services.

3. **Content mastery or learning lab ("limited pull-out")** - Direct content instruction is primarily provided by the general education teacher in a general education classroom. Individual support for students identified with exceptionalities is provided by ESE teachers in a content mastery or learning lab center when additional support is needed for a **specific and defined time-limited task** (students would not be scheduled on a regular basis, only as needed).
4. **Consultation** - General education teachers and ESE teachers meet regularly to plan, implement, and monitor instructional alternatives designed to ensure that the student with exceptionality is successful in the general education classroom. All teachers providing support to students via consultation with the students' general education teachers are required to maintain a record of the teachers, courses, and ESE students to whom they are providing services. ESE teachers providing support to students with disabilities via consultation with the students' general education teachers are required to have any ESE coverage. The allowance for any ESE certificate coverage is because ESE teachers using consultation are not necessarily providing direct services to students with disabilities. ESE teachers providing support to students who are gifted via consultation with the students' teachers are required to have the gifted endorsement coverage.  
Beginning July 1, 2011, teachers providing consultation services for prekindergarten children with disabilities for Course Number 7650030 (Prekindergarten Disabilities 0-2) or Course Number 7650130 (Prekindergarten Disabilities 3-5) must be certified in one of the following areas: any ESE area with the prekindergarten disabilities/handicapped endorsement, early childhood education with the prekindergarten disabilities/handicapped endorsement, primary education with the prekindergarten disabilities/handicapped endorsement, prekindergarten/primary education or preschool education.
5. **Resource room or self-contained** - ESE teachers would provide total instruction and focused services in these models in which all of the students being served are students with exceptionalities. The setting for this service delivery model is other than the general education classroom for a period(s) of the school day. In addition, the No Child Left Behind (NCLB) Act changes certification requirements for teachers of core academic subjects. For "new" teachers (no teaching experience) in Title I School-wide or Targeted Assistance programs, ESE teachers teaching core academic subjects to students with disabilities in grades 7-12 must have certification in both ESE (see ESE certification table) and the core academic subject area.

Primary Exceptionality Codes:

EXCEPTIONALITY	STATE PROGRAM CODE
Autism Spectrum Disorder (ASD)	P
Deaf/Hard of Hearing (D/HH)	H
Developmentally Delayed (DD)	T
Emotional/Behavioral Disabilities (EBD)	J
Gifted	L
Homebound/Hospital	M
Intellectual Disabilities (InD)	W
Language Impaired (LI)	G
Orthopedically Impaired (OI)	C
Other Health Impaired (OHI)	V
Specific Learning Disabilities (SLD)	K
Speech Impaired	F
Traumatic Brain Injured (TBI)	S
Visually Impaired (VI)	I

## CAREER AND TECHNICAL EDUCATION

Students should be placed in career and technical programs in accordance with provisions that are outlined in the Pupil Progression Plan. Contact the District Career and Technical Education Office if clarification of program requirements is needed.

**Middle school students, grades 6 – 8, scheduled in career and technical courses are reported as basic FTE line 102.**

### **On the Job Training (OJT) and DCT**

Students enrolled in Course Numbers that are on the job training, cooperative training, or similar programs that include training other than school sites, all time spent at school sites must be counted as part of membership hours. That is, all school site instruction for both basic and special program courses must be calculated for FTE Earned. Total membership hours for on school site and other than school site for on-the-job training, cooperative training, or similar programs shall not exceed 25 hours per week of funded membership. Total membership hours in such cases may not exceed normal membership hours for students in that school.

### **Limitation of Career and Technical Funding**

No FTE may be earned in grades 6-12 beyond 6 semesters of practical arts home economics or in 7-12 beyond 4 semesters in exploratory vocational education.

Courses provided to satisfy the one-half credit life management skills graduation requirements shall be reported as **Basic 103, 113, 254 or 255** FTE at the appropriate grade level.

## DROPOUT PREVENTION

Students must meet the eligibility and program requirements as set forth in Section 1003.52, 1003.53 and 1003.54, F.S. Only those students who meet eligibility criteria are admitted to the program according to the admission procedures and participate in instruction specified in any one of the eligible dropout prevention programs in an approved district plan, as approved by the board. All dropout prevention program eligibility must be properly documented before being counted for FTE in any dropout prevention program. Students will be reported as FEFP Basic Programs 101, 102 or 103.

Records of students participating in dropout prevention programs shall contain the following:

1. The students' dropout prevention program category (on DRP screen).
2. Students' entry and exit dates in the dropout prevention program.
3. Documentation of the eligibility of each student and any required interventions that are dated prior to each placement in a dropout prevention program. Eligibility for multi-year programs shall be documented annually.
4. Number of instructional periods or hours of participation.
5. Evaluation of each student's academic and behavioral progress.
6. Annual written documentation of parent notification and evidence of involvement in the placement decision prior to the date of the student's membership in a voluntary program.

## TEENAGE PARENT PROGRAM

Students who complete the Teenage Parent Program and return to their home school should be reported in the appropriate Basic FTE line number (102 or 103), with Dropout Prevention Program code, P. Preschool children of enrolled teenage parents should be reported in FEFP Program 101 using the course Number 5100560, with the grade level of PK, and with the Dropout Prevention Program Code, P. These students will be reported in school 198, Teen Parent Service Center.

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

All ESOL program eligibility must be properly documented before being counted for weighted FTE in any ESOL program and followed up with an annual program assessment at the end of each school year. Instruction shall be provided

through courses listed in the Appendix DD of the State Database Manual. See link below:

[http://www.fldoe.org/eias/dataweb/database\\_1112/appenddd.pdf](http://www.fldoe.org/eias/dataweb/database_1112/appenddd.pdf)

Any course with an FEFP 130 must have the following appropriate Instructional Model code:

1. Language Arts and Reading courses use an E for sheltered courses and an I for inclusion courses.
2. Math, Science, Social Studies, and Computer Literacy courses use S for sheltered courses and C for inclusion courses.
3. All non-FEFP 130 courses must have an Instructional Model code of Z.
4. Effective with this survey, we will no longer report ESOL Instructional Model codes for students who are both ESE and ESOL. All of their courses will be reported with ESE FEFP numbers causing a reject for any course reported with any code other than a Z.

**ESOL weighted FTE is limited to six years**, however a student whose English competency does not meet the criteria for proficiency after six years may continue in the ESOL program with basic FEFP program for as long as they need ESOL program services. If a student exits the program and is later reclassified as limited English proficient, the student may be reported in the ESOL program with weighted funding for a period not to exceed a total of six years. All students who are reported as ELL and under ESOL weighted funding (FTE line 130) must be receiving instruction by appropriately qualified staff that is using ESOL and/or home language strategies.

### STUDENTS QUALIFIED TO RECEIVE DIPLOMA OR CERTIFICATE OF COMPLETION

Students who are qualified after the 12th grade to receive a Diploma, but who elect to remain as members of K-12 remedial program for an additional year may **not** be counted as FTE members of K-12 programs.

Students who complete the minimum number of credits and other requirements but are unable to meet the HSCT or FCAT score requirement, required grade point average, or other district school board requirements for graduation may be awarded a certificate of completion and may elect to remain in the secondary school as either a full-time student or a part-time student for up to one additional year and receive special instruction designed to remedy his or her identified deficiencies. This special instruction may be reported for FTE funding.

### STUDY HALL

Study Hall and transfer courses are no longer fundable in middle and high schools.

### PULLOUT CLASSES

Pull out classes must be properly identified and reported with the appropriate period number. The minutes/week must be adjusted for both the class from which the student has been pulled and the class being reported as a pullout class. This is done programmatically at the creation of the FTE file. If students are not reported within the correct period, a schedule of contact hours needs to be maintained during survey week to resolve conflicts in resource classes.

Therapies scheduled on a less than weekly basis should be reported as a weekly average of the time scheduled in therapy.

### BELL SCHEDULE FOR FTE

The bell schedule for FTE purposes maybe different from what rings in your school due to rotation of classes or different clock times on certain days of the week. The bell schedule for FTE purposes should be the average number of instructional minutes a course meets over a 90 day period.

### BLOCK SCHEDULING FOR FTE

Schools that schedule classes that rotate length or offerings from one week to the next are to report these classes in the manner described below. This type of schedule reporting will result in an average of time students spend in classes. **This scheduling and reporting option are only for those schools offering valid flexible scheduling for all students.**

1. Determine the student's eligibility for reporting, as they are normally determined. That is, the students who are in

- membership on the "date certain" are those which are normally eligible for reporting.
2. Add together the time they are in each of the classes for the span of time being reported (90 days). This will include the survey week and the other weeks of the valid scheduling option.
  3. An average of the class minutes weekly is used to determine the value of FTE.

### SHORT COURSES

The short courses are courses that begin and end outside of survey week. These courses must be scheduled during survey week for the 90-day semester, and will be used for calculating FTE. No special or alternate survey is required for short course reporting. The FTE will be calculated using scheduled Days in Term. The student will still earn .5000 FTE.

### TEACHER CERTIFICATION

**Teachers must be certified** in the area they are teaching and if teaching a core academic subject, have a highly qualified status as mandated for Federal No Child Left Behind legislation. Should there be a need to hire a teacher out of field; the following conditions must be met:

1. Approval for the out of field teaching assignment must be granted by the Human Resource Services' Staffing office.
2. A statement of understanding and agreement for out of field must be completed and signed by the principal and the teacher.
3. The teacher must be granted approval by the School Board to be employed out of field prior to the end of the survey period of the out of field assignment.
4. The parents must be notified by letter of the out-of-field Board approved assignment and must be sent and dated October 6 but prior to October 16.

The teacher must earn six (6) semester hours of college credit (or the equivalent in district in-service where appropriate and available) each year the teacher is assigned to the out of field subject until the teacher becomes in-field for the assigned out of field subject. Credit for ESOL out of field requires three (3) semester hours of college credit or the equivalent in appropriate district in-service training. Out of field credit is due June 30<sup>th</sup> of each school year unless otherwise noted on the teacher's out of field notification from the Duval Certification office. Failure to comply with out of field requirements will result in termination of the teacher's employment and no consideration for rehire, promotion, or movement to any certificated position in the district until the appropriate out of field credit has been completed and proof provided to the Duval Certification office.

### DUAL ENROLLMENT

#### Academic Dual Enrollment

High school students who are dually enrolled at a public or private community college or university qualify for FTE if the following conditions are met:

1. The instruction is by a public or private community college or university center located in and operated by another district school board.
2. The instruction results in high school credit.
3. The instruction results in college credit toward an Associate or Baccalaureate degree or toward a vocational certificate.
4. The instruction must be offered under an inter-institutional articulation agreement.
5. The instruction must meet the requirements of Section 1007.271, Florida Statutes.

Please note: Dual enrollment/early entrance agreements can only be with Florida Institutions. A student shall not be submitted for funding under this procedure when he or she is enrolled in an out-of-state college or university. A home education student may not be claimed for dual enrollment funding through FEP pursuant to Section 1007.271(10), F.S.

Each semester of instruction that is eligible for high school and postsecondary credit shall be calculated in an amount equal to the hours of instruction that would be necessary to earn the FTE student membership for an equivalent course if it were taught in the school district.

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**ADVANCED PLACEMENT**

A student will generate .16 additional weighted FTE for each Advanced Placement Course enrolled **and** scored 3 or higher on the College Board Advanced Placement Examination for that course. This information will be collected in August for survey 5. These values can only be reported in the multiples of .16.

**INTERNATIONAL BACCALAUREATE**

A student will generate .16 weighted FTE for each international baccalaureate course in which the student receives a score of 4 or higher on a subject examination. For each student who receives an international baccalaureate diploma, .30 weighted FTE may be earned. This information will be collected in August for survey 5.

**ADVANCE INTERNATIONAL CERTIFICATE OF EDUCATION**

A student who are in Advanced International Certificate of Education **and** scored E or higher on a full-credit subject area will generate additional .16 FTE and .08 FTE for students enrolled in a half credit course. For each student who receives an Advance International Certificate of Education diploma, the value of .30 may be earned. This information will be collected in August for survey 5.

**INDUSTRY-CERTIFIED CAREER EDUCATION**

A student who successfully completes an industry-certified career and professional academy program under Sections 1003.491, 1003.492, 1003.493 and 1003.4935 F.S. and who is issued the highest level of certification and earns a high school diploma will earn a value of .1, .2 or .3 FTE. This information will be collected in August for survey 5.

**DEPARTMENT OF JUVENILE JUSTICE (DJJ) PROGRAMS**

Section 1003.01 (11) (a) Florida Statute describes the school year for Juvenile Justice Programs as follows: "For schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs, the school year shall be comprised of 250 days of instruction distributed over 12 months. At the request of the provider, a district school board may decrease the minimum number of days of instruction by up to 10 days for teacher planning for residential programs and up to 20 days for teacher planning for non residential programs subject to the approval of the Department of Juvenile Justice and the Department of Education."

The following requirements are in effect:

1. FTE count periods shall be the same for DJJ programs as for other public school programs.
2. The calculation of FTE for students in DJJ programs shall be limited to 25 hours per week.
3. The school year shall be comprised of 250 days of instruction with no more than 10 of the days used for teacher planning in residential and 20 days in nonresidential programs.
4. Students participating in GED preparation programs shall be funded at the basic program cost factor.

DJJ FTE will be calculated as all other FTE are calculated based on scheduled instructional days per the district School Board approved calendar. This is the way these students were reported before the 1999 – 2000 school year. The FTE is reported under the appropriate FEFP program (i.e., basic, career, ESE or ESOL).

For DJJ Facilities, it is recommended that FTE be reported as follows unless the school has a different calendar approve by the board:

July (Survey 1)	Report up to 35 instructional days
October (Survey 2)	Report up to 90 instructional days
February (Survey 3)	Report up to 90 instructional days
June (Survey 4)	Report up to 35 instructional days

The maximum number of days the schools can report for surveys 2 and 3 is 90 days each survey. Additional instruction may be offered on these surveys but state will not provide funding for the extra days. Also, school may report up to 70 additional days for funding in Survey 1 and Survey 4 combined.

DJJ students are defined as those students enrolled in a DJJ facility / program and receive educational services from the local school district or through a contract with the local school district.

## SCHOLARSHIP PROGRAM FOR STUDENTS WITH DISABILITIES

The McKay scholarship program for students with disabilities is an extension of a school choice program created by the 1999 Legislative session. During 1999 – 2000 school year, Sarasota County piloted the program. During the 2000 Legislative session, the McKay Scholarship Program was extended statewide beginning with the 2000 – 2001 school year. The program provides options (choices) for the parents of students with disabilities.

### Eligibility Requirements.

In order to be eligible for this McKay scholarship Program, a student must apply for the program prior to withdrawing from public school, have an Individual Education Plan (IEP) or a 504 accommodation plan and:

1. Have been enrolled and reported for funding in a Florida public school during the October and February Florida Education Finance Program surveys (Grades K – 12); or
2. Have been a pre-kindergarten student who was enrolled and reported for funding in a Florida public school during the preceding October and February Florida Education Finance Program surveys and was at least four years old; or
3. Have attended the Florida School for the Deaf and Blind during the preceding October and February student membership surveys Grades K – 12).
4. A dependent child of a member of the US Armed Forces who transfers to Florida from out of state due to permanent change of station and,
  - a. The parent has notified the school district at least 60 days prior to the date of the first scholarship payment electronically or in writing and
  - b. Has obtained acceptance for admission of the student to a private school eligible for the program.

## FLORIDA VIRTUAL SCHOOL PROGRAM

Florida Virtual School Program is established for the purpose of making academic instruction available to Kindergarten through Grade 12 using online and distance learning technology. Florida Statutes references on eligibility and funding are Sections 1002.37, 1002.415, 1002.45, 1003.498 and 1011.62

### Eligibility Requirements

A student may enroll in a virtual instruction program provided by the district where she/he resides if the student meets one of the following conditions:

1. Have been enrolled and reported for funding during the October and February Florida Educational Finance Program.
2. A dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to Florida as indicated in the permanent change of station orders,
3. Have been enrolled during the prior school year in a school district virtual instruction program.
4. The student has a sibling who is currently enrolled in a school district virtual instruction program and that sibling was enrolled in such program at the end of the prior school year.
5. The student is eligible to enter kindergarten or first grade.

### Funding

Virtual instruction program is full-time for students in Kindergarten to 12 or part-time for grades 9 to 12 enrolled courses measured by FCAT, end-of-course assessments and advance placement examinations. The program is also full-time or part-time for students in dropout prevention and academic intervention programs.

- Student in kindergarten to 5<sup>th</sup> grade is considered a full-time equivalent student in a virtual school program or a virtual charter school and is funded upon successful completion in a basic program and promoted to a higher level
- Student in grades 6 through 12 is considered a full-time equivalent student in a virtual instruction program or a virtual charter school upon completion of six full-credit courses. Credit completions may be a combination of either full-credit or half-credit courses. Funding for grades 6 to 8 is upon completion with passing grade and grades 9 to 12, is based on credits earned.
- Virtual students and courses are reported in Survey 2 and 3 with FTE equal to 0, and in Survey 4 with appropriate FTE earned based on successful completion

## SECTION B - FTE DATA COLLECTION & REPORTING PROCEDURES

Data in this section is divided into four subsections, procedures to be completed (I) prior to survey week, (II) during survey week, (III) after survey week, creation reports, and (IV) after survey week, funding reports.

### I. FTE REPORTING PROCEDURES – WEEK PRIOR TO SURVEY WEEK

Two weeks **prior** to the survey week schools will receive the following reports in their Genesis Print folders or should run the reports through Genesis:

1. LEP students by grade level. (Schools produce- DEM024)

This report is a complete listing of all students currently enrolled in the LEP program. Scrutinize this list for accuracy. Be sure these students are scheduled correctly for LEP funding. The path is word processing and report/report manager and is located in the special groups tab.

2. Dropout Prevention students. (Schools produce- DEM022)

This report is a complete listing of all students currently enrolled in a Dropout Prevention program. All students must be enrolled and coded in the DPP program on the DRP screen. Scrutinize this list for accuracy. Be sure these students are scheduled correctly for Dropout Prevention funding. All students participating in Dropout Prevention Programs must have an entry or withdrawal date for the proper dropout prevention program on the Demographics Dropout Program screen. The path is word processing and report/report manager and is located in the special groups tab.

3. Course Status Report. (Schools produce- SCH002)

Use this report to search for missing teacher certificate numbers, and incorrect minutes in class periods. Eliminate courses that are not being used. Also, check for accurate durations, clock times, and periods. The path is scheduling and is located in the master schedule tab.

4. Homeroom Lists. (Schools produce- DEM014)

Use this report to make sure students have been enrolled in the proper homeroom and/or withdrawn from the mainframe database. The path is word processing and report/report manager and is located in the general tab.

5. ESE Discrepancies in Service Report. (Reports SAEXPL065001 and EX0650R will be available in Genesis Print folders)

All errors must be resolved and student schedules must be updated in the computer and on paper. This report cannot and does not identify all FTE and ESE errors.

6. ESE Alpha Program List with IEP Data. (Report SAEXOPL090001)

Use this report to make sure students are scheduled for all ESE programs.

7. Class Lists (Elementary only). (Schools produce- SCH012)

Use this report to help locate students in an incorrect course.

8. Student Schedule Register (Schools produce – SCH022)

All schools must verify the school's bell schedule for accuracy. Bell schedules used for FTE purposes (uploading schedules) may be different from what rings in your school due to rotation of classes or different clock times on different days. The bell schedule for FTE purposes should be the average number of instructional minutes a course meets over a 90-day period.

Use these reports to ensure all students are properly **entered** into the computer and are **scheduled** accurately. It is vital that information be updated accurately from all of the above since an FTE file will be created on Friday of FTE week based on this updated information in the mainframe database. These reports may not be complete. Therefore, it is not necessary to retain them for audit trail.

### DIRECTIONS FOR ESE PROGRAM LISTS & DISCREPANCIES IN SERVICE REPORT

The Exceptional Education Student Program Alpha Listing and Discrepancies in Services reports (SAEXPL090001, SAEXPL065001 and EX0650R) identify those exceptional education students for whom a discrepancy exists in the support level or a discrepancy exists in the course(s) on the student schedule. Funding for ESE students is determined by the support level reported for each student. Not reporting accurate support levels for FTE will result in a loss of funds for the district. Accurate courses for ESE students are necessary in order to determine the time spent with non-disabled peers, certification requirements and other district and state data management needs. Not reporting accurate courses for ESE students will result in incorrect data being reported. Failure to reconcile these

discrepancies will result in audit exceptions.

Discrepancies on the lists should be reconciled using the following procedures:

1. Designate a school staff person familiar with ESE procedures and scheduling at your school to coordinate this activity.
2. For each student listed, verify eligibility for the ESE program noted by checking school records and/or consulting with the admissions representative assigned to your school.
3. If the student is eligible as noted, input the support level as determined by the Matrix of Services and/or adjust the student schedule and input the adjustment on the CRT to match the authorized program and time of service.
4. If the information on the program or discrepancy list is incorrect, contact your ESE admissions representative who will, if appropriate, make the necessary adjustments on the CRT at the district office or provide you with information to clarify the placement noted.
5. If a student's name appears on the lists more than once, be sure to reconcile each discrepancy noted.
6. The names of ESE students, who are in all regular classes and who are receiving only basic funding, are included on ESE program lists with a notation to indicate this status. If any additions or deletions are needed to students in this category, contact the school's Admissions Representative or the Admissions Office.

Each homeroom should be checked carefully for both **total enrollment** in that homeroom and for **proper grade level placement**. Discrepancies discovered during the FTE week should be corrected on the regular student screens. Discrepancies discovered after survey week should be corrected by either adding or deleting students (1) on the regular student data and schedule screens, (2) on the student auditable documents on file (ESE 134 part 1 and schedule), (3) on the appropriate FTE screens in the survey side and (4) **a printed Individual Student Schedule must be prepared for each student that is added for your audit trail.**

## **II. FTE REPORTING PROCEDURES – DURING SURVEY WEEK**

The following reports will be available in the Genesis Print Folders or should be produced by the school **on the first day of** survey week:

- Homeroom lists (schools produce)
- ESE discrepancies in service report (in Genesis folder)
- Course Status Report (schools produce)
- Staff report (school produce)

**During** survey week is the time to get the following items finalized so your FTE reports will be accurate. Use the procedures below to make sure the required work is completed before Friday of survey week.

1. All new students have been entered into the computer and have been given complete schedules. All students who have not shown up have been withdrawn from the computer. Use the sex, ethnic tally to help verify your total enrollment and proper grade level placement.
2. Teachers must keep **attendance** records for **all students** including second school (such as gifted), private school students and all other students who attend your school for services. All **original attendance documents** must be signed and dated in ink by the appropriate teacher.
3. All ESE resource teachers (and schools using Ungraded Temporary Instructional Placement Course) have been given a schedule of contact hours to complete during FTE week. These schedules need to be **signed and dated** as of FTE week by the ESE teacher as certification of the accuracy. These schedules should match the student schedules and be kept with your FTE materials for audit trail (see page 21).
4. All student demographic data are complete. All schools should use the sex, ethnic tally and homeroom lists to help verify the count, and course class lists (that you received prior to survey week) to verify that all students have schedules.
  - a. All documentation for ESOL has been entered. (Verify with LEP Students by grade level and LEP Discrepancies in Service reports)
  - b. All dropout prevention information has been entered on the DRP screen. (Verify with Dropout Prevention Students report).
  - c. Student social security numbers have been entered and verified. (Verify with Students Missing Social Security Numbers report).
  - d. All students with second schools are properly identified. (Verify with Students in Second School report).

SECTION B  
FTE DATA COLLECTION & REPORTING PROCEDURES

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- e. All students are in correct grade levels and homerooms. (Verify with sex, ethnic tally report).
5. All PK students (ESE, Title 1, and Teen Parent Babies) have been entered.
6. Parent consent forms have been submitted to ESE admissions to authorize those students needing parent consent for this FTE survey.
7. All ESE documentation is in place. Student's schedules reflect accurate information with the student's IEP and matrix of service. Students' IEPs and matrix of service have been updated and include all appropriate signatures. Students attending ESE classes should be scheduled for the amount of time indicated on the student's IEP or actual contact time, whichever is less.
8. All errors on the ESE discrepancies in services report have been resolved and updated in the computer. Also use the Exceptional Education Program List with biographical data and ESE Alpha List to make sure students are scheduled for all ESE programs.
9. All dropout prevention documentation is in place. All students participating in Dropout Prevention Programs must have an entry or withdrawal date of the proper dropout prevention program on the Demographics Dropout Program screen and have been scheduled with the appropriate dropout prevention course.
10. Pull out classes must be properly identified and reported with the appropriate period number. The class minutes weekly must be adjusted for both the class from which the student has been pulled and the class being reported as a pull out. This will be done for you during the creation. Any pull out added **after** creation must be added by the school to the FTE screens. Also, remember to complete the schedule of contact hours if there are any conflicts between two weighted courses. Review Homeroom and Schedule Course Master and Individual Student Schedules for accuracy.
11. Secondary schools have verified the school's bell schedule for accuracy. Bell schedules used for FTE purposes (upload schedules) may be different from what rings in your school due to rotation of classes or different clock times on different days.

By having these items as accurate as possible, less work will be required to adjust the data later.

### SCHEDULE OF CONTACT HOURS

Many individual student schedules show conflicts in service time between Exceptional Education and Art, Music or Physical Education resource time. For example, a student is scheduled for Art from 8:45 to 9:45 on Wednesday and is also scheduled for exceptional education class from 9:30 to 10:30 on Wednesday. There is a fifteen minute conflict from 9:30 to 9:45.

To resolve these conflicts, it has been recommended that each school retain a schedule of contact hours that includes clock-times and days of the week to document exceptional education hours during FTE week.

When a student's IEP contains a range of hours, the amount of time claimed must be representative of the time that the student is scheduled for at least two thirds of the weeks during the IEPs duration. This means that the student is not claimed at the highest time then scheduled for less time the rest of the year.

Dropout Prevention schools using the Ungraded Temporary Instructional Placement Course (2500500 or 2500510), need to retain a schedule of contact hours.

In addition, secondary schools who schedule therapy or resource for less than a period or whose therapy overlaps two periods should also keep a schedule of contact hours for those resource hours.

These schedules need to be signed and dated as of FTE week by the ESE teacher as certification of the accuracy. In addition, if these ESE contact schedules are available for audit, they will take precedence over the individual student schedules during an FTE audit.

### ATTENDANCE

To provide a complete audit trail for students' attendance, it is imperative that the **Attendance Not Taken Reports and the Attendance Verification Registers** be retained, and the procedures be followed as listed below:

### **Attendance Not Taken Report**

This report lists the teachers who have not entered attendance in OnCourse and is a mandatory report for audit. All schools need to run the Attendance Not Taken Report (Daily or By-Period depending on the schools attendance configuration) from OnCourse until it is blank indicating that attendance is taken. More than one report may need to be run depending on the school's scheduling configuration.

1. For elementary schools and some middle schools, the Daily Attendance Not Taken Report must be run every day until it is blank, then printed and saved for audit purposes.
2. For secondary schools, the Classes Not Taken Reports must be run every day until it is blank, then printed and saved for audit purposes.

### **Attendance Verification Register**

The Attendance Verification Register confirms all attendance for a particular date range is accurate in Genesis and is a mandatory report for audit. All schools need to run the Attendance Verification Registers from Genesis as follows:

1. Print the Attendance Verification Registers from Genesis during **the attendance window to establish attendance eligibility** and at least once per quarter (recommended every 3 weeks).
  - a. **Daily Attendance Schools for Verification Registers:**  
Genesis (Reporting), Attendance Icon, Daily Attendance, Student Attendance Tab, Print Verification Sheets Icon – choose the begin date and end date – keep calendar 1 – select absence codes – general – 2 All absences Ex/Unex, - select tardy codes – general – 2 All tardies Ex/Unex, Select Teacher or teachers, Choose Sort Criteria, Click start and Print.
  - b. **By-Period Attendance Schools for Verification Registers:**  
Genesis (Reporting), Attendance Icon, By-Period Attendance Tab (located at the bottom of page), Student Attendance Tab (top of page), Click on By-Period Tchr Verification Sheets Icon (4<sup>th</sup> column-4<sup>th</sup> icon from top) – choose the begin date and end date – keep calendar 1 – select absence codes – general – 2 All absences Ex/Unex, - select tardy codes – general – 2 All tardies Ex/Unex, Leave A/B Schl ☐ N/A (all rotation days will be included), Select Teacher or teachers, Choose Sort Criteria, Click Start and Print.
2. When report is printed, it must be distributed to the teachers. The teacher must sign the Attendance Verification Register attesting to the accuracy of the information on the Register. Prior to the teacher's signature, the teacher must perform the following:
  - a. **Verify that all students who were in your class any of the days printed on the Verification Register are listed.**
    - If a student withdrew from your class, his/her name may not appear on the Register, depending upon the print date. The teacher cannot sign the Verification Register as is.
      - 1) To resolve this program discrepancy, the student's name must be added to the Register in red ink.
      - 2) An "E" code under the student's enrollment date must be added to the Register in red ink.
      - 3) Any absences or tardies for the student must be added to the Register in red ink.
      - 4) A "W" code under the date of the student's withdrawal from your class must be added to the Register in red ink.

**Please note: If a teacher signs the Attendance Verification Register without a student's name on it, even though the student was in his/her class during the time period of the Register, the student is not present in an auditor's eyes, and this could cause a loss of funds.**

- If a student entered your class from another teacher's class within the same school, all of the student's record of attendance may be printed on the receiving teacher's Register. This is incorrect, and the teacher cannot sign the Attendance Verification Register as is.
  - 1) To resolve this program discrepancy, the teacher receiving the student, must cross out any absences and tardies in red for the student for the dates prior to the student's entry into his/her class.

- 2) An "R" code for re-entry within the same school must be added in red under the date that the student entered his/her class. If a "W" code is listed, change it to an "R".
  - b. **Verify that all absence and tardy codes are correct and listed for each student in your class.**
    - Make any changes in red on the Attendance Verification Register.
    - Add any missing absence and tardy codes in red on the Attendance Verification Register.
  - c. **After all of the above have been completed, the teacher must sign and date the Attendance Verification Register to attest to its accuracy in black ink. The date of the signature must be the date that the Register is signed. Do not pre-date or post-date.**
  - d. **Once the teachers have signed and dated the Verification Registers, they must turn them into attendance personnel.**
3. The changes made by the teachers on the Attendance Verification Registers should be hand-entered in OnCourse by attendance personnel.
  4. The signed Attendance Verification Registers must be filed and kept for the retention period according to the State of Florida General Records Schedule.

### III. **FTE REPORTING PROCEDURES – AFTER SURVEY WEEK, CREATION REPORTS**

The following reports will be generated after the survey week:

- **Individual Student Schedules by Home and Second School.** If you correct any student schedule information, you must also correct these schedules in red and date as of the effective date of the correction. (On or before Friday of survey week). If any student withdraws from your school during survey and does not enter another Duval County school, you must create a printed schedule for these students. Be sure to include the teacher name, course, and the date on the printed schedule. If a schedule change is dated after survey week, the auditors will not accept the change as valid for FTE week. The individual student schedules are the **backup** data for the FTE reports. When audited, the FTE reports must match the student schedules as of Friday of survey week (day certain); otherwise, the FTE reports will be adjusted. These schedules must be retained for audit trail.
- **Course Status Report.** Use this report to search incorrect minutes in class periods or incorrect durations. Any course changes, additions or deletions should be indicated in red and dated (on or before Friday of survey week). This report must be retained for audit trail.
- **FTE Student Funding Record – ESE 134 Part 1 (Home School) and Part 2 (Second School).** This report is a complete listing of all students with the instructional program that will be considered for FTE funding. The lists were derived directly from the individual student schedules as of Friday of survey week. Scan through this report for scheduling errors such as a basic student in an exceptional education homeroom, incorrect number of minutes in a course, or students missing courses. For middle and high schools, pullout classes must be properly identified and reported with the appropriate period number. This was done programmatically at the creation of the FTE file. After creation of the FTE file, pullout classes must be adjusted manually when courses are entered on the screen. For elementary schools, a schedule of contact hours is maintained during the survey week to resolve conflicts in resource classes. All corrections to student schedules should be indicated on the audit lists in red and given to the CRT operator to enter into the computer. Remember, if the student schedule is incorrect; delete the incorrect courses on the FTE screens so only correct student schedule information will be transmitted to the State. See page 18 for more information.
- **Alpha, School List (School, Student Name Sequence - School produce).** This is an alphabetical listing of all students enrolled in a school. Use this report to help locate students in incorrect homerooms. Report DEMO 11.
- **ESE Alpha Program List.** Use this report to make sure students are scheduled for all ESE programs and matrix of service have been updated and reported correctly. ESE Alpha Program list should include every ESE student entered into the Genesis system. If a support level is not indicated for a student, then the student must be counted as Basic.
- **ESE Discrepancies in Service Report.** All errors must be resolved and student schedules must be updated in the computer and on paper. This report cannot and does not identify all FTE and ESE errors. They only identify ESE students who have an open program without ESE courses, ESE courses without an open program, ESE courses without a support level or an ESE support level without ESE courses. Schools should review IEPs and student schedules to ensure that ESE students have been scheduled for the correct amount of ESE contact time. Report SAEXPL360001 and SAEXLP065001.

All **original attendance documents** (Teacher Verification Sheets and any other attendance sheets used for part time

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students) must be signed and dated in ink by the appropriate teacher. **A teacher signed** attendance registers should be received by the Principal (or designee). **Students absent all 11 days** of the window period are **not eligible for FTE funding and should mark the 'N' for the applicable survey on the Genesis Demographic> MiSC screen.**

Audit reports, listed on the previous page, **must be reviewed carefully** for **accuracy** since the FTE calculations will be based on information updated from these reports. Necessary changes must be made by each school on the FTE screens. All errors must be resolved on the creation reports. It is very critical that these reports are used to correct the FTE information.

## CORRECTIONS

Corrections to the Genesis live screens will not affect the FTE data on the FTE screens. Follow the FTE time line as to when you will be able to make corrections on the FTE screens. There are five places where information must be corrected as listed below:

1. On the printed individual student schedule used for paper trail.
2. On the printed course status report for corrections made to the master schedule (teacher course)
3. On the FTE Student Funding Record – ESE 134 Part 1 reports in red
4. On the computer via the FTE screens (survey folder in Genesis).
5. On the computer via the Genesis student schedule screen (live side)

## PRINTED INDIVIDUAL STUDENT SCHEDULES

The student schedule is the basis for each school's FTE. It must be accurate. If corrections are made to FTE, the printed student schedule must also reflect the corrections. The correction must be dated as to when the change was in effect (on or before Friday of survey week). An auditor must be able to tell from the printed schedule what the student's schedule was during each FTE survey period.

## PRINTED COURSE STATUS REPORT

A printed course status report must be retained for audit trail. If corrections are made to the master schedule or FTE Teacher Course screens, the printed course master must also reflect the corrections. The correction must be dated as to when it was in effect (on or before Friday of survey week). An auditor must be able to tell from the printed course master what courses were valid during each FTE survey period.

## STUDENT FUNDING RECORD – ESE 134, PART 1 for Home School and ESE 134, Part 1 (Second School)

The ESE 134, Part 1 (Report SAFTLP320001) and ESE 134, Part 2 (Report SAFTLP320002) are complete listing of all students (in alphabetical order by homeroom) with the courses/programs for FTE funding as well as basic resource courses (elementary only). As such, it must reflect accurate data. These instructions should be helpful in correcting the FTE Student Funding Record – ESE 134 Part 1 prior to making changes on the FTE screens. **Information must also be corrected on the student's printed schedule for audit trail. Printed schedules should be prepared for any students added to the ESE 134 Part 1.**

1. **IF A STUDENT HAS BEEN OMITTED FROM THIS LIST**, the student may be added by writing his information (Student Name, Student Number, and Grade) on the list in the same format as other students. In the Action code bracket on the first line for an added student, put the code "A" for add, and complete the information (School number, course number, section number, period number, FTE line, and minutes per week) for the first of the student's fundable courses/programs. If additional lines are needed to describe other fundable courses/programs, the action code shall be "A" for add. If there is not enough space, add the information at the bottom on the page or on additional sheets of paper stapled to the printout.
2. **IF A STUDENT IS MISSING A FUNDABLE COURSE ON THIS LIST**, it is added by writing the information (Action code, School number, course, section, period, FTE line, and minutes per week) below the existing class(es). The format should be the same as other classes and the action code should be "A" for add.
3. **IF A STUDENT IS NOT ELIGIBLE FOR FTE FUNDING**, students absent all 11 days of the window period are not eligible for FTE funding and should mark the 'N' for the applicable survey on the Genesis Demographic> MiSC screen.
4. **IF A COURSE IS INCORRECT AND SHOULD BE REMOVED FROM THIS LIST**, it is done by entering a "D" for delete in the action code field so that the course will be deleted.
5. **IF A STUDENT'S GRADE LEVEL IS INCORRECT**, it must be corrected on the FTE Student Demographic Information screen. Be sure that the line number is correct for that grade level; this is especially important for basic funding.

6. **IF A STUDENT IS IN THE WRONG HOMEROOM**, it must be corrected on the FTE Student Demographic information screen.
7. **IF MINUTES PER WEEK NEED TO BE CHANGED**, the FTE Teacher Course screen for that course must be corrected.
8. Principals (or designees) should **EXAMINE IN DETAIL THE FTE STUDENT FUNDING RECORD FOR ALL STUDENTS** to ensure that the data is correct. Past experience indicates that there are specific circumstances which increase the chance of errors in this report. Some of these are listed below:
  - a. Students with more than one Exceptional Education Program
  - b. Students from other schools
  - c. Students who have entered or withdrawn during the survey period
  - d. Students who have recently been staffed into or out of ESE programs
  - e. Students in DPP or LEP programs
  - f. Students with incorrect grade levels
9. Schools do not need to lower the minutes for lines 102 or 103 in the basic program. This will be done **automatically** by the computer. The program has been written to fund the highest weighted programs first, then the basic program will be adjusted accordingly; however, for middle and high schools, if a student is taken out of a vocational or an exceptional education class for a "pull out" program (i.e., Speech/Language or Vision), the minutes for the "pull out" program must be reduced from the vocational or exceptional education class to reflect the exact time he or she spends in each of those classes.
10. The membership by grade level can be located on the last page of the ESE 134 Part 1. As this tally is drawn from the FTE file, it may not match the Sex, Ethnic Tally drawn from the Student Master File. Discrepancies should be resolved by adding or deleting students from the ESE 134 Part 1 and making appropriate adjustments on the FTE screens.
11. The corrected information on the ESE 134 Part 1 **must** be entered on the FTE screens on the days specified on the timeline. Questions concerning the method for changing data should be directed to the SIMS Office.

#### **ALPHA SCHOOL LIST (SCHOOL, STUDENT NAME SEQUENCE)**

The Alpha School List is in alphabetical order and represents all students enrolled in a school at the time the lists are produced--the Friday of the FTE survey week. It should match the attendance register count taken at that time.

This report should be used in checking the Student Funding Record by locating students reported in an incorrect homeroom. Discrepancies discovered **during** the FTE week should be corrected on the regular student screens. Discrepancies discovered **after** the FTE file has been created should be corrected via the ESE 134 Part 1 and the FTE screens. See page 18 for instructions. An individual student schedule should be prepared for any students added to the ESE 134 Part 1.

#### **IV. FTE REPORTING PROCEDURES AFTER SURVEY WEEK, FUNDING REPORTS**

When all necessary changes have been finalized, the FTE Calculation Program will generate these reports:

1. ESE 135
2. Students Receiving Less than Full Funding
3. Funding Lost to Other Schools
4. Funding Gained from Other Schools
5. FTE Student Funding Record: ESE 134 Part 1 (Home School) and Part 2 (Second School)

These reports will be available at the school's print folder. The schools must **verify** the **accuracy** of reports 1 through 5 and balance total FTE on the ESE 135 to the Verification of Earned FTE. All of the above reports must be retained for audit trail.

#### **PROCEDURES**

As soon as you receive the above FTE funding reports:

1. Review the ESE 134 Part I, Less Than Full Funding, Funding Lost, and Funding Gained reports for accuracy of information.
2. Check to see that all changes that were made are correctly reflected on the ESE 134, Part I. Secondary schools please check quarter courses for accuracy.

3. Do not change the calculation of FTE due to rounding. Rounding, which is handled programmatically, must be consistent throughout all schools in the district.
4. If there are any errors, follow these steps:
  - a. Make all appropriate changes in red on the ESE 134 Part I.
  - b. Supply a brief statement of the reason for each change on the appropriate ESE 134 Part I.
  - c. Correct the printed student schedules or schedule of contact hours (elementary schools) for the paper audit trail and date as of the affective date of the correction. (On or before Friday of survey week).
  - d. If the correction involves a change or addition to the course master, update the printed course status report for the paper audit trail.
  - e. Follow the timeline as to when you will receive an updated printout of the ESE 134 Part I.
  - f. Enter all corrections on FTE screens. Corrections to the Genesis live screens will not affect the FTE data on the FTE screens. Follow the FTE timeline as to when you will be able to make corrections on the FTE screens.
  - g. Each change must be made in such a way that the audit trail is clear.
5. Complete the Checklist for Preparation and Completion of FTE survey. An sample form has been provided on page A-01.
6. Complete the Verification of Earned FTE (FTE-03). This form is used to verify the Total FTE on the ESE 135. The amount on this form **MUST** agree with the **Grand Total** on your ESE 135 to **four** decimal places. If it does not agree, then you must find the discrepancy. See below for instructions.

Funding reports will be run approximately three times. Scrutinize all reports even if you have not entered a correction. The State department applies edit checks to our information, and there may be a data correction or programming change that may change your reported FTE. An amendment must be prepared, if corrections need to be made after the close of an FTE cycle. The following pages are examples of the funding reports which a school will receive.

### CHECKLIST FOR PREPARATION AND COMPLETION OF FTE SURVEY

All boxes on this form should be checked to indicate compliance by the school. If you are unable to check an item, please explain in detail on the back of the form. Items 8 and 9 must agree with lines 1 and 2 on the Verification of Earned FTE form. A signed and dated copy must be submitted to Budget Services along with other dated materials. An example of this form is on page A-01.

### VERIFICATION OF EARNED FTE

This form is to be used to verify the **Grand Total FTE** on the ESE 135 to **four decimal places**. The information needed to complete it is listed below. An example of this form can be found on page A-02.

1. Student membership on the **last** day of the FTE survey period. This figure should represent all students, except Pre-K, who are on the official student attendance registers as full-time Duval County students.
2. The number of students from step one who cannot be funded because they were absent for the entire survey week and the prior six days.
3. The number of students transferred out-of-county **after Monday of the survey week**.
4. The report Funding lost to other schools.
5. The report Funding gained from other schools.
6. The report Student with less than full funding.

Instructions for completing the Verification are on the form itself and will be posted as an excel spreadsheet.

### GUIDELINES FOR LOCATING ERRORS & BALANCING VERIFICATION OF EARNED FTE

If there is a problem with balancing, the following may assist you in locating a discrepancy:

1. Check grade level membership. (See LINE (1) on verification form).
2. Compare grade level membership in ESE 134 to ESE 135 grade column totals. Each grade level column total on the ESE 135 should be equal to one-half grade level membership in your ESE 134. So, add the FTE in ESE

- 
- 135 per grade level to FTE lost and FTE on less than full funded students and deduct FTE gained from other schools then multiply by 2. Do not include FTE gained/lost for PK.
  3. After determining which grade level membership does not match the FTE, check the funding of each student in that grade level on the ESE 134 Part I. The Funding Lost, Funding Gained, and Less Than Full Funding reports should assist in finding exact discrepancies.
  4. After identifying the problem, follow the FTE Time line to determine the proper procedure to correct the problem.
  5. Be sure you have all sets of Funding reports. (Including Less than Full Funding, Funding Lost to Other Schools, Funding Gained to Other Schools, and Students with Low Funding). **Do not** duplicate students funding from one set to the next set.

## AMENDMENTS

An amendment to your FTE must be prepared if corrections need to be made after the **final** School Funding Certification, ESE 135 form, has been submitted to Budget Services. Amendments must be processed in accordance with the following schedule:

When it is necessary to amend your school's FTE report:

1. You need to establish a clearly defined audit trail by correcting the **Individual Student Schedules and/or Course Master** on file in red and date as of the day the change took effect (on or before Friday of survey week). Elementary schools must also correct the schedule of contact hours, if applicable.
2. Make appropriate changes on the ESE 134 Part I in **red** and supply a written reason for all corrections on the applicable ESE 134 Part I.
3. Correct the ESE 135 form. Retype the ESE 135 forms to reflect corrections. Type "**AMENDED**" and the **date amended** at the top of the form. Circle in red any items changed on the form, including FTE deleted to zero. Please put in zeros rather than leave blank spaces.
4. An amended Verification of Earned FTE form, FTE-03, must be prepared if any corrections affect this form.

Your amendment will not be processed if **all** of the above applicable forms are not received by Budget Services.

## AUDIT TRAIL - Retention of Records

The State Department has instructed that the following records are to be retained in the school until **audits are completed by the Department of Education and the Legislative Auditor or three years, whichever is longer**:

1. Individual Student Schedules and Schedules by Second Schools  
Retain as backup for the ESE 134 part I, appropriately dated, for each FTE survey period. These schedules are dated on or near Friday of survey week and should include any schedule changes taking effect prior to or during the survey week. Corrections should be dated as of the day the change took effect (on or prior to Friday of survey week).
2. Course Status Report printed at the end of survey week. This report should include all course changes, additions, or deletions.
3. Attendance Registers  
Absences must be marked with **A** or **U**. Tardies must be marked with **T**. Students entering school must be marked with the correct entry code such as **E01, E02, R01, or R02** on the appropriate date. All **original** attendance documents must be signed and dated in ink by the appropriate teacher. Schools must keep attendance records for all second schools (Gifted) and private school students. Attendance documents must be retained for the **entire** school year. Please keep attendance documents with your FTE materials. Each Quarterly Register and End of Year Register printouts must be retained. Schools using scan documents must also retain discrepancies list along with correction sheets (if used). Please refer to page 15 for details.
4. Schedule of Contact Hours  
(Elementary Schools, Secondary schools with pull out resource and Dropout Prevention Schools using the Ungraded Dropout Temporary Instructional Placement Course 2500500 or 2500510). Retain a contact schedule for ESE students. These schedules must be signed and dated as of FTE week by the ESE teacher as certification of accuracy. If these contact schedules are available during an audit, they will take precedence over the individual student schedules.
5. Bell Schedules, Lunch Schedules

SECTION B  
FTE DATA COLLECTION & REPORTING PROCEDURES

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- Include beginning and ending time of school, for all grade levels including kindergarten. Also, include the calendar for rotating classes.
6. Bus Schedules
  7. For job entry and cooperative programs, student work schedules or timecards, appropriately dated, for the entire year, including any changes taking affect prior to or during the survey week. Documentation for the request for Social Security Numbers is also required if not otherwise provided.
  8. ESE 134 Part I both Home School and Second School  
Retain a sequential record of funding corrections by homeroom.
  9. ESE 135, School Funding Certificate  
Retain the ESE 135 signed and dated by the principal including amended copies of ESE 135.
  10. Funding Conflicts, Less Than Full Funding, Funding Gained from Other Schools, Funding Lost from Other Schools. These reports must be retained for verification purposes.
  11. Extended School Year Student Registration Forms.  
A registration form must be completed for every student who attends extended school year. Retain copies of the registration forms with your FTE materials. A duplicate copy should be sent to the student's home school to be filed in the student's cumulative folder.
  12. Continuous Progress education programs must be addressed in the Pupil Progression Plan. Appropriate documentation demonstrating a student's progress level should be available for audit purposes.
  13. Schedules, entry and withdrawal records for Hospital and Homebound part time.
  14. All other documentation required by State Board Rule to determine student eligibility for program membership.

**SAMPLE CHECKLIST FOR PREPARATION & COMPLETION OF FTE SURVEY**  
**Survey 2 October 2011**

School # \_\_\_\_\_

**If you are unable to check an item, please explain in detail on the back of this form. Items 8 and 9 must agree with lines 1 and 2 on District's Verification of Earned FTE form. Please sign and submit this form along with the ESE 135 and Verification of Earned FTE form to Budget Services.**

<input type="checkbox"/>	1. Determine FTE program for courses taught during the FTE survey.
<input type="checkbox"/>	2. Determine if all teachers are certified for courses taught or have been approved by the Duval County School Board to teach out-of-field.
<input type="checkbox"/>	3. Determine if student schedules are correctly reported and maintained.
<input type="checkbox"/>	4. Determine if program time is reported correctly for all students.
<input type="checkbox"/>	5. Determine if bell schedules (including any special bell schedules) and master schedule(s) of teacher assignments for the year are complete and accurate.
<input type="checkbox"/>	6. Determine that bus schedules accurately reflect arrival and departure times.
<input type="checkbox"/>	7. Determine if all students are properly reported in the correct grade.
<input type="checkbox"/>	8. Establish membership count from official attendance register as of the last day of the FTE survey week
<input type="checkbox"/>	9. Determine those students not eligible for FTE count due to absence.
<input type="checkbox"/>	10. Determine if all legally required documentation has been completed for students in Exceptional Education, Dropout Prevention, and Intensive English Language/ESOL programs.
<input type="checkbox"/>	11. Determine if students are placed in exceptional, vocational, and dropout prevention programs according to guidelines as outlined in the Pupil <u>Progression Plan</u> and applicable Duval County procedural guidelines and manuals.
<input type="checkbox"/>	12. a. Determine if on-the-job time (co-op work programs) is within the normal school schedule time allowed for funding (25 hours). b. Verify that students are working at least the number of hours as listed in their student class schedule (SECONDARY ONLY)
<input type="checkbox"/>	13. Scrutinize FTE auditable documents indicated in the memo. Make necessary corrections in such a way that an auditor can easily follow the trail you create.
<input type="checkbox"/>	14. Verify accuracy of final computerized ESE 135.
<input type="checkbox"/>	<b>15. It is critical that current IEP and matrix of service forms be filed in the student's cumulative folders and attendance including manual attendance record for second schools, time cards, schedules and all other required documentations be filed with FTE survey information for audit by District, DOE, or Legislative auditors. Missing and incomplete documentation will null the FTE during audit.</b>
<input type="checkbox"/>	16. Complete the Verification of Earned FTE.

Principal's signature \_\_\_\_\_

DATE \_\_\_\_\_

RETAIN A COPY FOR YOUR FILES

INPUT ITEMS IN THE BLUE ENTRY FIELDS

SCHOOL NAME: [ ] FISH NO.: [ ]
SURVEY PERIOD: OCTOBER [X] FEBRUARY [ ] FY 2012

STUDENT MEMBERSHIP

Student membership from the register on the last day of the survey week. (1)
(Do not include Pre-K students in this figure or students who are members of both Duval County Public Schools and private schools. FTE for these students will be added in the FTE Gained Section.)
Students absent for the eleven day eligibility period. (2)
Exceptions (students nowhere on Friday - Reference FTE Manual page A-3). (3)
Students transferred out-of-county after Monday of survey week. (4)
Total Student Membership (LINE 1 - LINE 2 + LINE 3 + LINE 4). = 0 (5)

TOTAL FUNDABLE MEMBERSHIP FOR CURRENT FTE SURVEY PERIOD (LINE 5 X .50) = 0.0000 (6)

FTE LOST TO OTHER SCHOOLS (i.e., Gifted, Work Programs, Academies)

Table with 4 columns: School #, Lost FTE, School #, Lost FTE, School #, Lost FTE, School #, Lost FTE

Total FTE lost to other schools. 0.0000 (7)
Total FTE lost for other reasons (i.e., dual enrollment, hospital homebound, travel). (8)

Provide justification as to why FTE lost in Item 8. There is a 393 character (including spaces) limitation.

Large empty text box for justification.

TOTAL FTE LOST (LINE 7 + LINE 8) = 0.0000 (9)

FTE GAINED FROM OTHER SCHOOL (i.e., Gifted)

Table with 4 columns: School #, Gained FTE, School #, Gained FTE, School #, Gained FTE, School #, Gained FTE

Total FTE Gained from Home Schools (not Pre-K). 0.0000 (10)
Total Exceptional Education FTE Gained for Pre-K Students. (11)

TOTAL FTE GAINED (LINE 13 + LINE 14) = 0.0000 (12)

GRAND TOTAL FTE (LINE 6 - LINE 9 + LINE 12) 0.0000 (13)

ESE 135 Total [ ]

CAUTION: The amount on LINE 13 must agree with the ESE 135 Total to four decimal places. If it does not agree, then you must find the discrepancy. Follow the suggestions for locating errors found on page 29 of the FTE Manual.

Principal's Signature

Date