

MEMORANDUM

TO: School Principal

FROM: Michelle G. Begley, CFO

SUBJECT: **October 2019 FTE GENERAL REMINDERS & FTE TIMELINE**

DATE: September 24, 2019

Important Dates

<u>FTE SURVEY 2</u>	<u>DATES</u>
Attendance Window	September 27 – October 11, 2019
Survey Week	October 7 – October 11, 2019
Date Certain	October 11, 2019
Amendment Window	November 4 – December 13, 2019

Important Reminders and/or Changes

- DOE DATA Verification Reports will be utilized during the current FTE process. Please understand that even though your school’s DOE Data Verification Reports may be 100%, it does not mean that other changes are not needed. Please make sure that you are still validating that all student records are accurate according to the reports that are generated and placed in your school’s folder.
- For Secondary schools, be advised that start and end times for Therapies are scheduled with the start and end time of a single class period and are NOT “A” day or “B” day.
- **ESE support levels (cost factors) in FOCUS are entered through locking the event in FOCUS SSS. For the IEPs that were held and could not be locked due to programming concerns within FOCUS SSS, the IEP dates and support level must be entered by the school. Corrections to a matrix must be made in FOCUS SSS using the Matrix of Service event.**
- Pull out classes must be properly identified and reported with the appropriate period number. Pull out minutes will no longer be adjusted programmatically. **The number of minutes reported for the pull-out class will need to be subtracted from the total weekly minutes for the class from which the student is being pulled.** For courses not scheduled on a weekly basis, use an average of the weekly class minutes to determine the value of minutes for the course.
- Students with more than 6 years (12 FTE reporting periods) in the ESOL program are reported in the Basic Cost Factor (101 for grades K - 3, 102 for grades 4 – 8, or 103 for grades 9 - 12). This is changed on the individual student schedule in FOCUS.
- **For any out-of-field teachers, an out-of-field letter must be sent to parents to notify them of this status. The letter must be sent and dated on or after October 2 and at the latest, October 11, 2019. A copy of this letter must be retained at school for audit with the FTE audit trail documents,**

and a copy must be emailed to the DCPS Certification office at DCPSCertificationOffice@duvalschools.org.

- Data is transmitted to the state by Florida I.D. number, based on social security numbers. Therefore, it is imperative that all social security numbers for students and teachers are accurate by October 11, 2019. You should clean up TBA teachers and vacancies in your course master.
- Pre-K students enrolled in ESE will be counted for the actual time they are receiving ESE services in that FTE category only. These students are **not** eligible for basic funding.
- **Title I Pre-K's and VPK students do not receive FTE funding; however, they are required to be reported with each FTE survey. Therefore, be sure all Pre-K students are scheduled.**
- **If corrections are needed after date certain, the changes must be made in the Production Focus website AND the FOCUS Survey 2 website.**

FTE Calculation and Recalibration

Schools will report all FTE enrollments regardless of 1.00 yearly cap for each student (.50 for October and .50 for February). This means that each student will be reported based on their actual schedule, which in most cases will be over .50 per FTE survey. The Florida Department of Education (FLDOE) will combine reported FTE for the student by all districts including the FLVS Part-time program, using a common student identifier. The FLDOE will then recalibrate all reported FTE to no more than .5000 per FTE survey.

- Example: An elementary student has 360 minutes of instruction per day, which would equal 1800 minutes of instruction per week. This is based on a period schedule that has 12, 30-minute periods.
 - For students in Grade Level PK – 3rd: FTE per minute for Survey 2 is equal to 0.00041667 FTE. To determine the amount of FTE to report, multiply the number of Weekly Class Minutes, 1800, by 0.00041667, which equals .7500. .7500 is the amount that will be reflected on the FTE Summary Form in FOCUS. Once the State recalibration has been completed, the district will only be funded for a combined total of 1.00 FTE for the year.
 - For students in Grade Level 4th – 12th: FTE per minute for Survey 2 is equal to 0.00033333 FTE. To determine the amount of FTE to report, multiply the number of Weekly Class Minutes, 1800, by 0.00033333, which equals .6000. .6000 is the amount that will be reflected on the FTE Summary Form in FOCUS.

Eligibility

- In order to be eligible for FTE, a student must be in program **membership** at least one day during the survey week (October 7 – 11, 2019), be scheduled **and** be in **attendance** at least one day during the attendance window (September 27 – October 11, 2019).
- If a student receives ESE services only once or twice a week (gifted students from other schools and students who are not-in-school), the student must be in attendance at least one of the days during survey week or at least one of six scheduled meetings prior to survey week to meet the attendance requirement.
- Manually establish your membership on the **last day** of the survey week (October 11, 2019) and compare to the membership report pulled from FOCUS. This is required for the completion of the Verification of Earned FTE form. Please make sure the number of students enrolled and scheduled in

FOCUS matches the students actually attending the school. The first report includes students enrolled with you as second school. The count will be elevated if you receive students from other schools for services at your school. **The second report includes only students where your school is the primary enrollment. Both reports will assist you in completing your counts.**

- For total enrollment including second school students:
Report path: FOCUS menu>Students>Student Breakdown - in dropdown select grade level and click on the “List tab”. Download and save the data as *student breakdown October 11, 2019*.
- For primary enrollment counts:
Report path: FOCUS menu>Reports>District Enrollment Report>2019-10-11 date. Download and highlight the 2019-10-11 date and save as “student district enrollment report October 11, 2019”.

Attendance Records

- Teachers must keep attendance records for all students, including second schools, private school students, and all other students who attend your school for services.
- For elementary gifted students, attendance must be taken in Focus by the gifted teacher on the day that the student attends the gifted center.
- In all schools, attendance must also be taken for students attending your school on a part time basis such as home school and private school students receiving speech or language services only. This may be accomplished through the teacher’s Class Record Book or any attendance sheet developed by you. Be sure to use the same codes to mark attendance similar to what is used on your full time students. This must be signed in ink and dated by the teacher to certify the accuracy of the attendance taken and retained for audit.
- Attendance must be manually taken for each class instructed by a substitute teacher, and the document must be signed and dated by the substitute teacher.
- Verify that any students that do not meet the attendance requirement are not being funded in the applicable Survey.
- Verify that all students on the Student Funding Record for Survey 2 match those in your official attendance registers.
- Be sure you are pulling the teacher completion report daily.
 - The dates September 27 – October 11 must be kept for audit.
 - Report path: FOCUS menu> Attendance>Teacher Completion>Date defaults to current date. Download and save as “Teacher Completion Report (date)”.
 - This report really should be a blank page and saved every day.

If you have specific questions regarding the specific Attendance FOCUS process, please contact the FOCUS help desk for assistance.

Period Schedules

- All schools must verify their period schedule for accuracy. Please contact your technology system analyst if there are any discrepancies.
 - Check your minutes on each period.

- Check the period begin and end times.
 - Report path: FOCUS menu>Setup>Periods
 - If you have more than 1 period schedule you will need to check each one (tabs above the time notations).
 - The FTE reported is based on the school period schedule.
 - You can download this schedule. However, the bell schedule for audit is the one your bell truly rings by (SEE ITEM BELOW).
- Period schedules used for calculating the FTE (uploading schedules), may be different from what rings in your school, due to rotation of classes or different clock times on different days. The period schedule for the FTE calculation should be the average number of instructional minutes a course meets over a 90-day period. **The actual period schedule, when the bell rings in your school, along with a rotation schedule, must be retained with your FTE records.**

Student Class Schedules

- **Verify that every course and section have weekly class minutes entered accurately on the Student Schedule Record in order to earn funding.**
- Every student served at your school must be scheduled and have a Student Class Schedule dated October 11, 2019 and retained for the FTE audit trail, including second school students such as gifted, private school students, and all other students who attend your school for services.
- Active ELL students must be scheduled with the correct suffix attached to the applicable course number to be funded with the ESOL cost factor number 130.
- Students with more than 6 years in the ESOL program are reported in the basic cost factor. However, their schedules will be with the ESOL suffix with the instructional model coded appropriately. This is changed on the individual student schedule.
- ESOL students who are also ESE are ONLY scheduled ESE. They do not receive an ESOL instructional model.
- Schools must not schedule students for study hall. Study hall is not funded.
- Pull out classes must be properly identified and reported with the appropriate period number. Pull out minutes will no longer be adjusted programmatically. **The number of minutes reported for the pull-out class will need to be subtracted from the total weekly minutes for the class from which the student is being pulled.** For courses not scheduled on a weekly basis, use an average of the weekly class minutes to determine the value of minutes for the course.
- **Students who complete the Teenage Parent Program and return to their home school should be reported using suffix code 04 in the appropriate Basic FTE line number (102 or 103), with Dropout Prevention Program code, P. 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.**
- Dropout prevention program students are reported as FEFP Basic Programs 101, 102 or 103.
- Each semester of dual enrollment 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. **Please take**

note that courses using period 77 do not calculate FTE. These courses must be marked exclude from FTE.

- Student Class Schedules must be verified for accuracy since these student schedules are used for calculating FTE. Each student schedule must match the FTE reported.

Students Receiving More than Full Funding Report

Please note that the school's over funding report may not be valid for Grade Levels PK - 3 or if your school does not have a traditional period schedule of 360 minutes per day.

- Example: School has an extra 30-minute period, 390 minutes per day would be reported with the FTE calculated as .8125 for Grade Levels PK-3 and calculated as .6500 for Grades 4-12; however, these would incorrectly show on the overfunded report. The .8125 and .6500 would be correct based on the period schedule for that school.

English for Speakers of Other Languages (ESOL)

- Funding for ESOL is dependent on program eligibility, which must be properly documented. **For questions regarding eligibility and/or documentation, please contact the ESOL department for assistance.**
- Verify that active ESOL students are scheduled with the correct suffix attached to the applicable course number to be funded with the ESOL cost factor number 130, suffix 06 attached to core courses and computer courses.
- For students who are both ESOL and ESE, all their courses will be reported with the ESE FEFP. Do not use the 06 suffix on any courses for ESE students.
- Students with more than 6 years in the ESOL program are reported in the Basic Cost Factor (101, 102 or 103). This is changed on the individual student schedule.

Exceptional Student Education

- ESE students who are listed as matrix levels 251, 252, or 253 on the ESE Student Data screen are reported to the state by grade level, as follows:

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

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

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

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 cost factors of 111 – 113 will be programmatically rolled to the FTE files when the FTE file is created.

- All Exceptional Education students must have a current IEP/EP and a Matrix support level. For any Exceptional Education student without a current IEP/EP, the school should hold a meeting prior to survey, with an initiation date of 10/11/19 or earlier and indicate the appropriate IEP/EP dates and support level. (These dates may be verified through the most current School ESE Alpha report. The School ESE Alpha is found in your FOCUS District Reports under Exceptional Student).
 - Report path: FOCUS menu>District Reports>Exceptional Student> School ESE Alpha (etc.)
- In order to be funded during the October FTE Survey as ESE, **a student must have an active primary program on the ESE tab screen with a placement date of October 11 or earlier, a current IEP/EP date, a current school matrix support level and a schedule that indicates ESE services. FTE will be nulled on students with an invalid IEP/EP date and/or no support level during the state validation process.** This means even if the student has a schedule, all funding for the student will be lost because the other pieces are not in place (for example: open program, current matrix and current IEP).
- The Matrix of Services form is required by the State for students in support levels 254 and 255. A Matrix of Services form must be on file and the cost factor determined from the completion of the Matrix of Services form. ESE support levels in FOCUS are entered through locking the event in FOCUS SSS. For the IEPs that were held at the beginning of the school year and could not be locked due to programming concerns within FOCUS SSS, the IEP dates and support level must be entered by the school. Corrections to a matrix must be made in FOCUS SSS using the Matrix of Service event in FOCUS SSS. The **current school matrix must be** on the ESE tab and is the cost factor that will be reported for FTE; therefore, **it is imperative that all cost factors be verified.** The Matrix of Services form is an official, auditable document that is part of the students' records. The Matrix of Services form must be kept in the student's cumulative folder with the appropriate IEP for the student to be funded. If there is an error in the matrix cost factor, a new Matrix (Schools 181 and 26 Matrix) must be completed in FOCUS SSS. The value of the Matrix is loaded into FOCUS upon locking the event in FOCUS SSS.
- There are five ESE cost factors. A student generates funding using a single cost factor for the full school week, except for instances when hospital/homebound students (#181) and Pre-K disabilities students (#26) also receive services at a school. **These students require a Matrix of Services form for each school or center, and the cost factor determined may be different for each school or center; therefore, two Matrix levels must be input on the ESE tab in FOCUS.**
- 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 and prekindergarten children served at home) will consist of the actual time they are receiving educational services. For example, the scheduled hours for a student identified as hospital homebound who is visited by a teacher for three hours per week is three hours.
- All documentation for placement must be completed before or during the FTE survey week and maintained in each ESE student's cumulative folder (IEP and addendums if any, Education Plans, IEP/EP meeting notices and Matrix of Services form for levels 254 and 255).
- **Schools should review IEP/EPs and student schedules** to ensure that ESE students have been scheduled for the correct amount of ESE contact time and with the appropriate suffix for the type of service.

On-The-Job Training Programs

- For ESE OJT, Cooperative Education OJT, and Graduation Initiative work component courses, the following must be retained with the survey's FTE documents at the school for auditing purposes:

- The **original time cards for the month of October 2019** completed in full and signed appropriately. (The students must work at least the number of hours scheduled in these courses during FTE week.)
- Other OJT records should remain on file in the teacher’s individual student files. For example:
 - The original time cards for all months except the FTE survey month
 - **Copy of time cards for the month of October 2019**
 - Student work schedules
 - Pay stubs

Teacher Certification

- **Teachers must be certified** in the area they are teaching.
 - Report path: FOCUS menu> Florida Reports>Teachers In/Out of Field
- If there is a need to hire or assign a teacher out-of-field, the following conditions must be met:
 1. A principal or appropriate school administrator must have approval from their assigned Human Resource Staffing supervisor and the School Board to staff a teacher out-of-field. The Staffing supervisor approval must take place prior to the out-of-field placement.
 2. The teacher and principal must sign an Out-of-Field Statement of Understanding and Agreement to indicate the teacher has agreed to the out of field assignment prior to placement.
 3. **The out-of-field letter must be sent to parents to notify them of out-of-field teachers. The letter must be sent and dated on or after October 2 and at the latest, October 11, 2019. A copy of this letter must be retained at school for audit n with the FTE audit trail documents, and a copy must be emailed to the DCPS Certification office at DCPSCertificationOffice@duvalschools.org .**
 4. The teacher must satisfy out-of-field requirements by the deadline provided on their out-of-field notification from the Duval Certification Office.

Record Keeping Requirement

The following records are to be retained at the school until **audits are completed by the Department of Education and the Legislative Auditor or three years**, whichever is longer.

1. Master Schedule report produced on 10/11/2019 (date certain).
Corrections made after this date must be manually notated in “**RED**” in the document on file. The report for your audit trail must be accurate as of 10/11/2019.
2. Student Class Schedules as of 10/11/2019 for every student receiving services at your school – Full time and part-time students receiving services at your school, whether Second School, District Level placed or Home Schooled. If a schedule is incorrect on 10/11/2019, and corrections were made to FTE after 10/11/2019, a hard copy of the 10/11/2019 individual student schedule that was manually corrected, initialed, and dated as to when it was in effect (10/11/2019) should be retained at the school.
3. Manual ESE Schedule of Contact Hours for October 7-11, 2019, signed and dated in ink by the teacher.

(See memo for ESE Schedule of Contact Hours).

4. Any corrected Student Funding Records generated after 10/11/2019
5. All pages of Student Funding Record dated 11/04/2019
6. Signed FTE Summary Form dated 11/04/2019
7. Students Receiving Less than Full Funding report dated 11/04/2019
8. Students Receiving More than Full Funding report dated 11/04/2019
9. Funding Lost to Other Schools dated 11/04/2019
10. Funding Gained from Other Schools dated 11/04/2019
11. Checklist for Preparation and Completion of FTE Survey
12. Completed Verification of Earned FTE form
13. Manual attendance records for student attendance not entered into FOCUS by their respective teacher (i.e. attendance taken by a substitute teacher, attendance taken for part-time ESE therapy students)
14. List of substitute teachers for each FTE survey period
15. Signed time cards for students enrolled in on-the-job training courses for the month of October 2019
16. True Period Schedule (Bell Schedule) on school letterhead, when the bell actually rings in your school, lunches, A/B days, along with a rotation calendar, if applicable. (This is not the Period Schedule from FOCUS)
17. Copy of letter sent to parents notifying them of teachers' out-of-field Board approved assignment dated **after October 2, but prior to October 11, 2019. A copy of this letter must also be emailed to the DCPS Certification office at DCPSCertificationOffice@duvalschools.org.**
18. For Charter Schools only, minutes of Board meeting approving teachers to teach out-of-field.
19. Current signed IEP/EP and valid Matrix of Services form (remains in each student's cumulative folder)
20. Documentation of ESOL program eligibility (remains in each student's red, ESOL folder within the student's cumulative folder)

It is extremely important that these documents be retained in the schools' FTE file. Missing documents will nullify the FTE.

For additional information, please contact the following:

Focus Help Desk		348-5200
Student information	Debbie Benninghoff	348-5712
	Lori Bolden	348-5187
	Barbara Burton	348-5730
	Vacancy	348-5733

	Sheila Webb	348-5725
	Candy Derbecker	348-5730
Teacher Certification	Kella Grant	390-2416
On-the-Job-Training	Ryan Rewey	390-2662
ESE	Meredith Fredeking	348-5207
ESOL	Ingrid Carias	390-2202
Budget Services		390-2097
