

FTE Questions: The Pandemic Edition

September 28, 2020

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THANK YOU!! We Appreciate You!



FTE Q & A

AGENDA

- **Introductions**
- **Helpful Resources**
- **Q & A**
 - **Sp. Ed. Applications Dashboard**
 - **FTE**
 - **Disproportionality**
- **Reference Sections**
 - **Timeline Reminders**
 - **FTE Policy Statement**
 - **Reporting Speech**
 - **Private School & Home School Students**
 - **Reporting Special Education Exiters**

Data & GO-IEP Team

Linda Castellanos- Program Manager, Part B Data Manager

Dawn Kemp- Program Specialist, Part B Data Manager

Phoebie Atkins- Program Specialist

Emily Dishman- Program Specialist

Dale Rose- Program Specialist

Julie Youngblood- Program Specialist

Helpful Resources



SE Applications Dashboard

Georgia Department of Education

Search Districts 0-9 A B C D E F G H I J K L

You have (1141) new messages.

Site Navigation

- Home
- Logout

Exceptional Students

- SLDS Support
- Consolidated Application
- Special Education Annual Reports
- Data Collection
- Data Wizard Editor
- Documents
- Dispute Resolution
- Facility and School Registry
- SES Student Data Collection
- SES Providers Online
- Message Center
- GSEG Home
- Security Administration
- MSIX Administration
- SE Applications Dashboard**
- Testing Irregularity Form
- Special Education IEP
- Coordinated Early Intervening Services (CEIS)
- Professional Learning Opportunities (PLO)

Surveys options |

New (0)	Saved (0)	Submitted (10)	Approved (10)	Reports
No new surveys available				

[More](#)

Carol Seay

If you do not see the SE Applications Dashboard as shown here, you will need to request access in your portal account. Work with your DL or security officer if you need help.

Dashboard View

The screenshot displays a dashboard interface for a school district. At the top, there is a navigation bar with tabs: DASHBOARD, DOCUMENTS, NOTIFICATIONS, REPORTS, CALENDAR, and CONTACT STATE. A blue arrow points to the DASHBOARD tab. Below the navigation bar, the dashboard is organized into a grid of cards. Each card represents a different application or report, showing its name, indicator number, school year, and current status. A blue arrow points to the 'Status: Available for Data Viewing' text on the 'Parent Survey' card. Red circles highlight the 'View Application' buttons on several cards: 'Post School Outcomes', 'Pre School Outcomes', 'Parent Survey', 'Timely And Accurate Reporting', 'Determination', 'Disproportionality', 'Continuation Of Services', 'Timelines', 'Cross Functional Monitoring', and 'Post Secondary Transition'. The cards are arranged in a grid, with some cards having a 'Due Date' and 'Last Submitted By' field. The overall layout is clean and professional, with a color-coded status system.

Dashboard Navigation: DASHBOARD, DOCUMENTS, NOTIFICATIONS, REPORTS, CALENDAR, CONTACT STATE. SUPERINTENDENT: S, SEd DIRECTOR: S.

Application Cards and Status:

- Post School Outcomes** (Indicator 14): School Year 2019-20, Status: Submitted. Number of students exiting secondary education during the prior year: 26. Due Date: Sep 30, 2020. Last Submitted By: [Name]. View Application.
- Pre School Outcomes** (Indicator 7): School Year 2019-20, Status: Submitted. Due Date: Sep 30, 2020. Last Submitted By: [Name]. View Application.
- Parent Survey** (Indicator 8): School Year 2019-20, Status: Available for Data Viewing. Number of Responses: 109. View Application.
- Timely And Accurate Reporting** (Indicator 20): School Year 2019-20, Status: Available for Data Viewing. FY20 Timely and Accurate Data for LEA Determinations. View Application.
- Determination**: School Year 2019-20, Status: Available for Data Viewing. View Application.
- Disproportionality**: School Year 2019-20, Status: Available for Data Viewing. View Application.
- Continuation Of Services**: School Year 2019-20, Status: In Process. Continuation of Services is not applicable for this LEA. View Application.
- Timelines** (Indicator 11, 12): School Year 2019-20, Status: In Process. TL Data Collection. Initial Evaluation (All Students), SP/IAPR INDICATOR 11, Babies Can't Wait (BCW), SP/IAPR INDICATOR 12. Due Date: Sep 30, 2020. View Application.
- Cross Functional Monitoring**: School Year 2019-20, Status: In Process. Cross Functional Monitoring is not available for this LEA. View Application.
- Post Secondary Transition**: School Year 2018-19, Status: Prong 2 - Signed Off. Click View Application to see the Historical data for Indicator 13. View Application.

The Application Status on the thumbnail alerts you to the status of that application. Clicking on the View Application tab opens the application.

Dashboard View

Your LEA name, the name of the Superintendent and the name of all people who are provisioned with the role of Special Education Director in the portal will appear inside this edit link. There will be an option to select one person as the primary person if multiple are listed.

DASHBOARD DOCUMENTS NOTIFICATIONS REPORTS CALENDAR CONTACT STATE

HELP

SUPERINTENDENT: / SpEd DIRECTOR:

Update primary Special Education Director

Select Primary Special Education Director:

Last Name	First Name	Middle Name	Email Address
SED	Sp Ed Director 761		seddd761@doe.k12.ga.us

[Select](#)

List of all the users in the school system having the "Special Education Director" organization role

* The selected primary Special Education Director will receive all future communications and notifications

Communication regarding District and Disproportionality Determinations are sent to the email addresses for the superintendent and PRIMARY Special Education Director listed here. Email addresses appearing here are those entered in your portal accounts. Please ensure accuracy and make sure the email address entered in your portal profile is correct!

Reminders

- [Due Dates Calendar](#) is on the GADOE website, and the Calendar tab of the SE Applications Dashboard and inside the Timely and Accurate Reporting Application in the SE Applications Dashboard
- Items in **red font** in the calendar are used to determine timely and accurate data for LEA's annual Compliance Determination

The screenshot shows the SE Applications Dashboard with the 'CALENDAR' tab selected. A red arrow points to the 'CALENDAR' tab. Below the navigation bar, there is a 'School Year:' dropdown menu set to '2020_21'. Below this, a table displays due dates for FY20 and FY19.

Date	Report	Location	Special Notes
Jul-20	FY20		
30	Budget Completion Reports Deadline for all State Grants for FY19	GAORS	
	Continuation of Services Data Opens for Data	SE Applications Dashboard	

Due Dates Calendar

Georgia Department of Education
Division of Special Education Services and Supports
Special Education Reports and Data: Due Dates for FY21 (2020-2021 School Year)

Date	Report	Location	Special Notes
Jul- 20	FY20		
30	Budget Completion Reports Deadline for all State Grants for FY19	GAORS	
	Continuation of Services Data Opens for Data Entry	SE Applications Dashboard	
Aug- 20			
31	*Continuation of Services Data Deadline for Submission (FY20 Data)	SE Applications Dashboard	
Sept- 20			
15	EXTENDED DEADLINE: *CEIS FY20 Student Events Data Upload Due; CEIS Plan for FY21 Due	Stand-alone application in GaDOE Portal	SSIP
30	EXTENDED DEADLINE: *Preschool Exit Data (FY20 Data)	SE Applications Dashboard	APR Indicator 7
	EXTENDED DEADLINE: *Timelines Data (FY20 Data) – Child Find and Early Childhood Transition	SE Applications Dashboard	APR Indicator 11 & 12
	EXTENDED DEADLINE: *Post-School Outcomes (FY18-19 Exiters)	SE Applications Dashboard	APR Indicator 14
30	Grant Period Ends for Federal IDEA Grants		
	Deadline for ALL Budget Amendments	Consolidated Application in GaDOE Portal	
Oct- 20			
1	Budget Submissions Deadline- ALL Budgets	Consolidated Application in GaDOE Portal	
6	Transmission for CPI Cycle 1 Begins	Data Collections	
	FTE Cycle 1 Count Day	Data Collections	
27	*CPI Cycle 1 - Final Transmission Deadline for Superintendent's Sign-off	Data Collections	
	*Student Class – Final Transmission Deadline for Superintendent's Sign-off	Data Collections	
	*FTE Cycle 1 Data Final Transmission Date for Deadline for Superintendent's Sign-off	Data Collections	Data Source for APR Indicators 5, 6, 9 & 10
30	Budget Completion Reports Deadline for IDEA grants for FY20	GAORS	
Nov- 20			
12	*Timelines – Prong 2 Due (for districts not at 100%)	SE Applications Dashboard	APR indicator 11 & 12
Dec- 20			
1	Amend IDEA Budgets for CEIS Carryover and Proportionate Share Carryover	Consolidated Application in GaDOE Portal	
Jan- 21			
1	High Cost Grant (HCG) Applications Available	Submitted via www.gahcf.org	
	Grant for Residential and Reintegration Services (GRRS) Grant Applications Available	Submitted to Budget Liaison in the Portal	
15	Parent Survey Opens	SE Applications Dashboard	APR Indicator 8
31	Deadline for Excess Cost Calculation Submission	Consolidated Application in GaDOE Portal	

Due Dates Calendar

Feb- 21			
3	Student Record Opens for Data Collection	Data Collections	
14	Post-School Outcomes Opens for Viewing and Download (FY19-20 Exiters)	SE Applications Dashboard	APR Indicator 14
15	Final Date to submit Grant for Residential and Reintegration Services (GRRS) Application	Submitted to Budget Liaison in the Portal	
	Final Date to Submit High Cost Grant (HCG) Application	Submitted via www.gahcf.org	
Mar- 21			
1	MOE Reconciliation Deadline	Consolidated Application in GaDOE Portal	
4	FTE Cycle 3 Count Day	Data Collections	
25	Final Transmission Date for FTE Cycle 3 Date, Deadline for Superintendent's Sign Off	Data Collections	
May 21			
15	Post-School Outcomes Opens for Data Entry (FY19-20 Exiters)	SE Applications Dashboard	APR Indicator 14
	Parent Surveys Completed, Parent Survey Closes	Link on GaDOE Website	APR Indicator 8
	Deadline for ALL Budget Amendments		
Jun 21			
15	*Final Student Record Submission – Including Special Education Record and GNETS Program Record	Data Collections	APR Indicator 4 Data from Student Safety Level File
30	Grant Period Ends for State Budget and High Cost Grants		
Jul 21	NEW FISCAL YEAR – FY21		
30	Continuation of Services Opens for Data Entry	SE Applications Dashboard	
	Deadline Budget Completion Reports for State Grants	GAORS	
31	*CEIS FY21 Student Events Data Upload Due; CEIS Plan for FY22 Due	Stand-alone application in GaDOE Portal	SSIP
	*Preschool Exit Data (FY21 Data)	SE Applications Dashboard	APR Indicator 7
	*Post-School Outcomes (for FY 19-20 Exiters)	SE Applications Dashboard	APR Indicator 14
Sept 30	*Timelines Data (FY21 Data) – Child Find and Early Childhood Transition (moving to this date)	SE Applications Dashboard	APR Indicator 11 & 12

1. Preschool Exit Data (only districts with Preschool Programs will submit this data)
2. Post-School Outcome Data (only districts with high school programs who exited students the previous year will submit)
3. Timeline Data (Child Find and Early Childhood Transition) – Initial Submission, Prong 1, Prong 2**
4. CEIS Student Events Data (FY21) and FY22 CEIS Plan and Budget (only districts who have Significant Disproportionality will submit student CEIS data and a CEIS plan)**
5. Continuation of Services Data (only district who have SWD with OSS > 10 days and did not provide educational services will submit this data)
6. FTE1 (Full Time Equivalent) – October Submission – Includes Federal Child Count
7. CPI (Certified/Classified Personnel Information) – October Submission
8. Student Class – October Submission
9. Budget Due, Excess Cost Calculation Submission, MOE Reconciliation Deadline**
10. Student Record



Helpful Links and Resources

Sp. Ed. Data Presentations, Recordings, Tools

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Data-Presentations-Recordings-Documents.aspx>

[Offices & Divisions](#) [Programs & Initiatives](#) [Data & Reporting](#) [Learning & Curriculum](#) [State Board & Policy](#) [Finance & Operations](#) [Contact](#)

→ Teaching and Learning → Special Education Services and Supports → Data Presentations, Recordings, and Documents

Rules, Manuals & Forms

Special Education Rules

Implementation Manual

Sample Forms

Applications

Eligibility Categories

All Eligibility Categories

Budgets, Grants, Data Collection and Reporting

Budget & Grant Applications

LEA Consolidated Application

Data Presentations, Recordings, Documents

Data Presentations, Recordings, and Documents

PowerPoints

- Certification for Teachers Who Teach Students with Disabilities
- Disproportionality: Overview, Identification, Placement, Discipline and Data Calculations
- FTE: Reporting CTI Services
- FTE: Reporting Special Education Environments
- FTE: Reporting Child Find SWD Enrolled in Private and Home-School
- Unique Preschool Reporting Issues
- FTE: Introduction to State and Federal Reporting
- FTE: Program and Inclusion Codes for Reporting
- FTE: Reports and Error Checks
- Special Education Dashboard Data Entry Required Applications
- Student Record: Understanding SR Special Education Events

Recordings

- Preschool Outcomes Indicator 7 Reporting
- SE Dashboard Applications SE Timelines Application Overview
- SE Dashboard Applications Data Entry for Indicator 11 Child Find
- SE Dashboard Applications Data Entry for Indicator 12 Early Childhood Transition

Documents, Tools and Templates

- BCW Timeline Tracking Log updated 9-10-20
- Initial Evaluation Timeline Tracking Log updated 9-10-20
- FY20 Preschool Outcome Data Template **UPDATED 05-06-20**
- Additional Resources for Preschool Outcome Reporting
- Environment Calculator for Early Childhood
- Environment Calculator for School-Age Students
- FTE Reports Descriptions updated May 2020
- SR Reports Descriptions updated May 2020
- FY21 FTE Weights and Categories Chart
- Special Education Data Collections Contact Information

Information Updated Regularly

IMPORTANT

Helpful Links and Resources

Sp. Ed. Data Presentations, Recordings, Tools

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Data-Presentations-Recordings-Documents.aspx>

Education Services and Supports → Data Presentations, Recordings, and Documents

Data Presentations, Recordings, and Documents

PowerPoints

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- FTE: Reporting Child Find SWD Enrolled in Private and Home-School
- Unique Preschool Reporting Issues
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- FTE: Program and Inclusion Codes for Reporting
- FTE: Reports and Error Checks
- Special Education Dashboard Data Entry Required Applications
- Student Record: Understanding SR Special Education Events



Individual Presentations on
each Topic

Information Updated Regularly

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Helpful Links and Resources

FY2021 Data Collections and Reporting

<https://www.gadoe.org/Technology-Services/Data-Collections/Pages/-FY2021-Data-Collections-and-Reporting.aspx>

 → Technology Services → Technology Services → Data Collections

General Information

Data Collections Documentation

Data Collections Overview

GaDOE Guidelines for Extracting Names

Records Retention

School Count by Type

FY2021 Data Collections and Reporting

Data Collection Documentation

- Certified/Classified Personnel Information (CPI)
- Data Collection Survey
- End of Pathway Assessment (EOPA)
- Free/Reduced Price Meal Eligibility
- Full-Time Equivalent (FTE)
- GUIDE (Georgia Unique Identifier for Education)
- Pre-ID Labels
- Private School
- Student Class
- Student Record
- 'New Coordinator' Documentation
- Presentations, Webinars, and Miscellaneous Documentation
- FY2021 Summary of Transmission Dates
- Data Collection Team Contacts

IMPORTANT

Helpful Links and Resources

Portal- FTE File Layout

<https://portal.doe.k12.ga.us>



Search Districts

0-9 A B C D E F G H I J K L M N O

You have (0) new messages.

Site Navigation

Home
Logout

Exceptional Students

Data Collection
FTE

Dawn Kemp

Account Information
Add to Favorites
Help Desk

Hide Navigation

Transmission on 09/24/2020 11:39:32 am [click here to print](#)

Georgia Department of Education
Full Time Equivalent (FTE)

FTE Transmission Period

Transmission Period	
Transmission Cycles	Current Documentation
FTE2020-3	FTE File Layout
FTE2020-1	FTE Updates
FTE2019-3	FY2021 Data Collection FAQs
FTE2019-1	
FTE2018-3	
FTE2018-1	
FTE2017-3	
FTE2017-1	
FTE2016-3	
FTE2016-1	
FTE2015-3	
FTE2015-1	
FTE2014-3	
FTE2014-1	
FTE2013-3	
FTE2013-1	
FTE2012-3	
FTE2012-1	
FTE2011-3	
FTE2011-1	
FTE2010-3	
FTE2010-2	
FTE2010-1	



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Helpful Links and Resources

Portal- FTE File Layout

FY2021 FTE DATA COLLECTION- DATA FILE LAYOUT

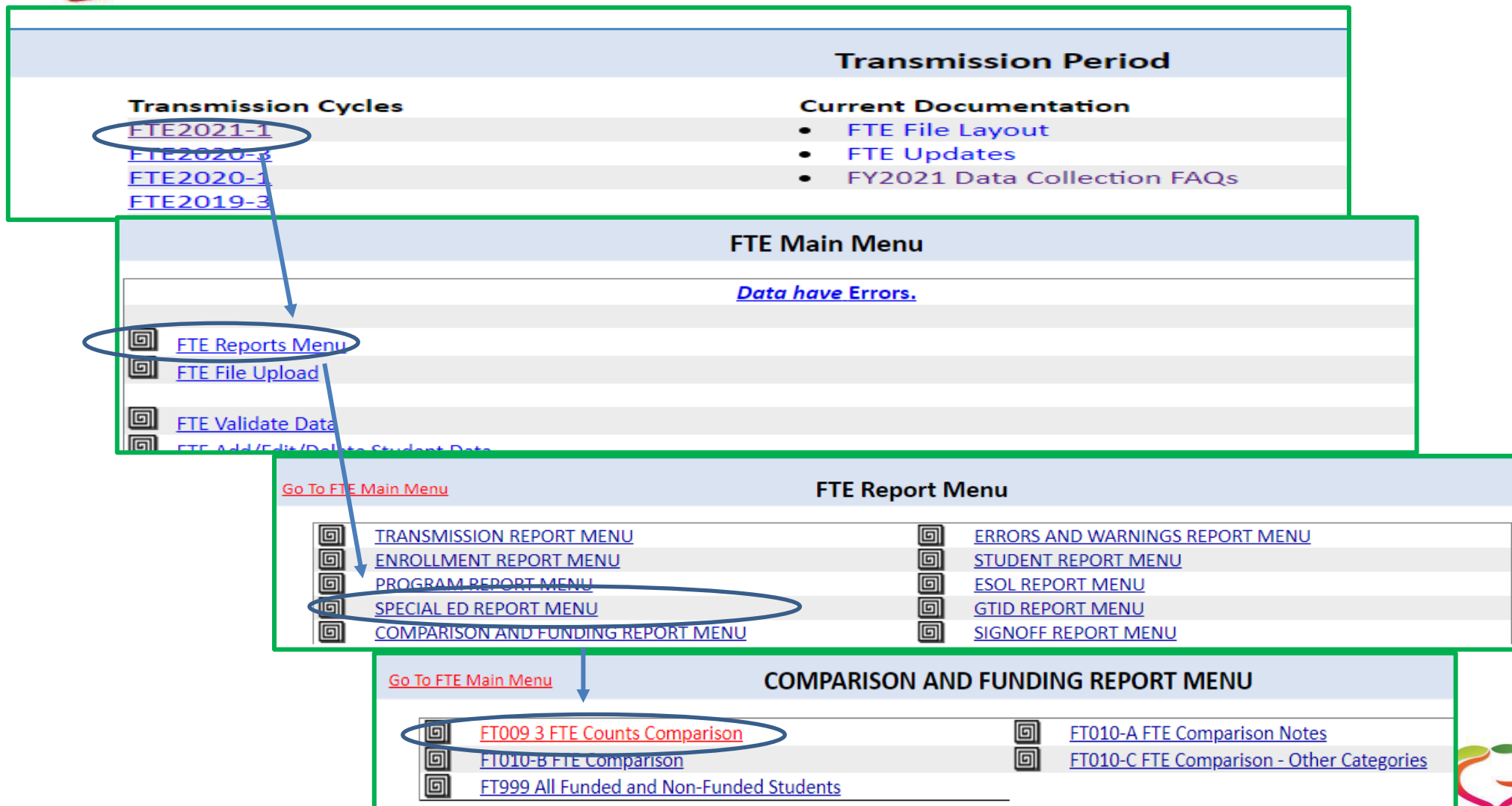
Element ID	Element	Report Cycle	Field Type	Format	Field Length	Starting Position	Ending Position	Description	Edits
FTE001	SYSTEM	1, 3	A	xxx	3	1	3	School System Code	E040 - SYSTEM must be an active school system code in the <i>Facilities Database</i> .
FTE002	FISCAL YEAR	1, 3	A	yy	2	4	5	Fiscal Year of Record	E010 - FISCAL YEAR not valid. FISCAL YEAR must be the current valid FISCAL YEAR .
FTE003	REPORT PERIOD	1, 3	A	x	1	6	6	FTE Report Period	E020 - REPORT PERIOD must be the current valid FTE REPORT PERIOD as follows: '1' = October '3' = March
Filler	Filler	Filler	A	x	16	7	22		N/A - NO EDITS
FTE005	SCHOOL CODE	1, 3	A	xxxx	4	23	26	Number that identifies a school within a system	E050 - SCHOOL CODE must be an active FTE school in the <i>Facilities Database</i> (where LIFE S or '7' and REPORT F FTE REPORT PERIOD SCHOOL CODE school

Language of Data/SIS Personnel- Not Publicly Posted, Only Available in Portal

IMPORTANT

Helpful Links and Resources

Portal- FTE Reports Menu



IMPORTANT

Helpful Links and Resources

Portal- FTE Reports Menu

FT009- 3 FTE Counts

FTE Category	FTE Code	October 2018 2019-1		March 2018 2018-3		October 2017 2018-1	
		Segments	FTE	Segments	FTE	Segments	FTE
Kindergarten	A	1,387	232	1,410	235	1,376	230
Kindergarten EIP	E	82	14	118	20	118	20
Grades 1 to 3	B	3,318	553	3,257	542	3,344	557
Primary Grades 1-3 EIP	F	689	115	743	125	679	114
Grades 4 to 5	C	1,972	329	1,998	333	1,963	327
Grades 4-5 EIP	G	860	144	849	142	915	152
Middle Grades 6 to 8	9	0	0	0	0	0	0
Middle School 6 to 8	H	3,874	646	3,798	633	3,844	641
Grades 9 to 12	D	3,472	579	3,586	598	3,744	624
Special Education Level 1		226	40	308	51	328	54
Special Education Level 2		96	17	82	14	74	14
Special Education Level 3		922	153	882	148	944	158
Special Education Level 4		215	37	195	33	199	35
Special Education Level 5		432	72	429	72	440	74

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Helpful Links and Resources

Portal- FTE Reports Menu

FT020- Special Ed. Environment School-Age Students

Special Ed Environment By Primary Area										Special Ed Environment- 3 years Data								Special Ed Environment By School- 3 years Data									
Primary Area Code	Female								Total	Male								Total	Total								Total
	Ethnicity-Race							Ethnicity-Race							Ethnicity-Race												
	EH	RI	RS	RB	RP	RW	RM	EH		RI	RS	RB	RP	RW	RM	EH	RI		RS	RB	RP	RW	RM				
1-Regular Class at least 80%																											
P	0	0	0	2	0	1	0	3	0	0	0	2	0	0	0	2	0	0	0	4	0	1	0	5			
Q	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
R	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
S	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
T	0	0	0	6	0	2	0	8	2	0	0	8	1	11	1	23	2	0	0	14	1	13	1	31			
U	5	0	0	77	0	58	2	142	9	0	0	74	0	97	4	184	14	0	0	151	0	155	6	326			
V	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0				
W	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0				
X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Y	1	0	1	19	0	24	3	48	2	0	1	57	1	55	2	118	3	0	2	76	1	79	5	166			
Z	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0				
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
3	3	0	0	12	0	30	1	46	7	0	0	33	0	63	4	107	10	0	0	45	0	93	5	153			
6	0	1	0	1	0	2	1	5	1	0	0	7	0	14	0	22	1	1	0	8	0	16	1	27			
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
8	3	0	0	10	0	6	1	20	0	0	2	21	1	18	1	43	3	0	2	31	1	24	2	63			
	12	1	1	127	0	123	8	272	21	0	3	202	3	261	12	502	33	1	4	329	3	384	20	774			
2-Regular Class 40-79%																											
P	1	0	0	10	0	7	0	18	2	0	0	22	0	8	0	32	3	0	0	32	0	15	0	50			

IMPORTANT

Helpful Links and Resources

Portal- FTE Reports Menu

FT027- Special Education Environment Early Childhood

	Primary Area	Type of Environment									Total
		A Early Childhood	B Early Childhood	C Early Childhood	D Early Childhood	E Special Education Classroom	F Separate School	G Residential Facility	H Home	I Service Provider Location	
P	Mild Intellectual Disability	0	0	0	0	0	0	0	0	0	0
Q	Moderate Intellectual Disability	0	0	0	0	0	0	0	0	0	0
R	Severe Intellectual Disability	0	0	0	0	0	0	0	0	0	0
S	Profound Intellectual Disability	0	0	0	0	0	0	0	0	0	0
T	Emotional/Behavioral Disorder	0	0	0	0	0	0	0	0	0	0
U	Specific Learning Impairment	0	0	0	0	0	0	0	0	0	0
V	Orthopedic Impairment	0	0	0	0	0	0	0	0	0	0
W	Hearing Impairment	0	0	0	0	0	0	0	0	0	0
X	Deaf	0	0	0	0	0	0	0	0	0	0
Y	Other Health Impairment	0	0	0	0	0	0	0	0	0	0
Z	Visual Impairment	0	0	0	0	0	0	0	0	0	0
1	Blind	0	0	0	0	0	0	0	0	0	0
2	Deaf and Blind	0	0	0	0	0	0	0	0	0	0
3	Speech/Language Impairment	0	0	0	0	0	0	0	0	0	0
6	Autism	0	0	0	0	0	0	0	0	0	0
7	Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0
8	Significant Developmental Delay	0	0	0	0	0	0	0	0	0	0

IMPORTANT

Helpful Links and Resources

Portal- FTE Reports Menu

FT017- Special Education Child Count

Special Education Child Count By Primary Area														By Primary Area- 3 years Data										By School- 3 years Data			
Primary Area	Age as of Count Day for Bulloch County (616)																										
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	3-5 Total	3-21 Total	Over 21		
Total Primary Area	0	0	0	45	52	80	91	107	85	117	111	130	126	117	127	103	91	81	54	8	5	1	177	1,531	0		
1-Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
2-Deaf and Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
3-Speech/Language Impairment	0	0	0	14	15	35	40	52	27	21	10	7	2	0	0	0	0	0	0	0	0	0	64	223	0		
6-Autism	0	0	0	0	1	3	1	3	4	11	10	9	11	6	9	8	4	8	6	1	1	1	4	97	0		
7-Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
8-Significant Developmental Delay	0	0	0	28	32	37	45	47	28	7	0	0	0	0	0	0	0	0	0	0	0	0	97	224	0		
P-Mild Intellectual Disability	0	0	0	0	0	0	0	0	2	8	9	8	8	9	9	14	10	8	4	0	2	0	0	91	0		
Q-Moderate Intellectual Disability	0	0	0	0	0	0	0	0	0	0	3	0	2	3	7	0	4	0	2	1	2	0	0	24	0		
R-Severe Intellectual Disability	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	3	0		
S-Profound Intellectual Disability	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	2	1	0	0	0	0	0	6	0		
T-Emotional/Behavioral Disorder	0	0	0	0	0	0	2	0	0	8	10	10	9	5	8	9	6	5	4	0	0	0	0	76	0		
U-Specific Learning Impairment	0	0	0	0	0	0	0	3	11	38	46	55	53	60	54	52	39	38	29	4	0	0	0	482	0		
V-Orthopedic Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0		
W-Hearing Impairment	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	4	0		
X-Deaf	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Y-Other Health Impairment	0	0	0	2	4	4	3	1	13	22	23	40	39	32	40	19	25	20	9	2	0	0	10	298	0		
Z-Visual Impairment	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	2	0		

SE Applications Dashboard



Q & A SE Dashboard- Question 1

- **What organization roles and application roles does a new Special Education Director need to have access to in the portal?**
- A new Special Education Director will need to be provisioned for the organization role of Special Education Director. She or he will need the following applications: FTE, Student Class, Student Record, SE CEIS, and Special Education Applications Dashboard. **Timelines, Post School , Transition, PreSchool Outcomes etc. are all within the SE Applications Dashboard. No need to ask for them separately.** The director may not need SE CEIS this year, depending upon the status of the LEA. Directors may choose to request it so they will have it if they should ever need it. If an LEA is participating in CCEIS, they must have it. Please be aware that this list is not exhaustive, and Sp. Ed. Directors wear many hats. If they oversee other programming such as EL, they will need to request Title III as well.

Q & A SE Dashboard- Question 2

- **My school system has two students who recently moved to another system. We completed an initial evaluation on both students. We did not have the Eligibility Meeting before they moved. What do we about the timelines report?**
- **You would use the date for the completion of your evaluation and all evaluation reports for both students to indicate they were completed and report them now. You don't have to complete the Eligibility Meeting to show completion of the evaluation.**

Q & A SE Dashboard- Question 3

- **My school system has some Babies Can't Wait referrals received last spring. Due to COVID related school closures, we were unable to complete the evaluation and have an IEP in place by the 3rd birthdate. Will we be penalized for being late?**
- **Since the due date for these students for Indicator 12 is always the 3rd birthdate, the due date was not changed as a result of school closures. However, this may be reported with the exception of "unusual circumstances". Exceptions are removed from the calculation and the LEA will not be penalized by this.**

FTE 1



Q & A FTE 1 Reporting- Question 1

- When do I report Special Transportation as a Related Service?
- Special Transportation is confusing because it refers to 2 different things which are reported in different ways.
 - Each Related Service (such as PT, OT, O&M, or Special Transportation) must be documented in the student's IEP and is reported in FTE-1 (not FTE-3) for each SWD with a Yes or No.
 - If transportation is provided to and from school using specialized personnel, equipment, or special routes, then it is reported with YES for the Related Service of Special Transportation.

Q & A FTE 1 Reporting- Question 2

- When do I report Special Transportation along with an FTE Special Education Segment Code?
 - For each FTE segment, the Transported field for each SWD must be reported with Yes or No
 - If transportation is provided to transport a student during the instructional day (during an FTE segment) from one location to another to receive special education services, then one Special Education FTE Segment should be reported with YES for the Transported field. This can only be reported during a special education segment and is reported only once, even if the student is transported during 2 segments as a round trip.
 - Examples might include transporting a student for CBI, or to a technical high school for vocational instruction, or to another school for special education services from an HI teacher or a GNETS teacher.

Q & A FTE 1 Reporting- Question 3

- I can't remember if we count transportation as minutes served per week. **No, Transportation Minutes are not counted in the Minutes Per Week field. For GO-IEP users, GO will correctly calculate those minutes for you and exclude transportation time from the minutes per week field in the FTE extract which can be imported into Infinite Campus and PowerSchool. We are not aware of other SIS products that have this feature, but LEAs could check with your other SIS vendors about this.**
- **However, if a student's IEP indicates that the student requires a 1:1 para, bus monitor, or nurse for transportation, that time should be counted in the Minutes Per Week field.**

Q & A FTE 1 Reporting- Question 4

- Can you please provide clarification about how we should report transported services for FTE for students not participating in face-to-face instruction at this time? I know that we can report the services on the current IEP for students receiving services under a distance learning plan but can we also report the normal transportation services that would have been in place?

Attendance Policy Guidance- External Affairs and Policy

- This link will take you to the policy for attendance and thus ability to report the student as being in attendance in the PRIOR 10 DAYS.
- Per DOE policy, report the services that would be taking place if all students were able to be in the building. There is no exclusion.
- If the student attended at least 1 of the PRIOR 10 DAYS, then include all IEP services for FTE. There is nothing in this policy statement that exempts, or removes, transportation from the guidance relative to FTE.

Q & A FTE 1 Reporting- Question 5

- What is the new “C” status code related to FTE 1?
- The C indicates that the STUDENT STATUS is **Child Find Count**. It is reported only in FTE 1.
The values for STUDENT STATUS are:
 - ‘N’ Normal
 - ‘R’ Retained
 - ‘W’ Withdrawn
 - ‘C’ Reported in FTE-1 for the Federal Child Find count only (FTE 1 only)

Remember that ALL students with disabilities are reported for this Federal Count using data collected in FTE1. However, the students to be reported with STUDENT STATUS of C are reported ONLY to provide the necessary information for this count and do not earn FTE funding.

Q & A FTE 1 Reporting- Question 6

- Which students would have a 'C' for STUDENT STATUS?
- Report Students with a disability who are in private school or home school

	Private or Home School SWD with an SP	Private or Home School SWD, not being served with an SP
Description		
STUDENT STATUS	C	C
IEP SERVICES	S (Yes, SWD is receiving services on an SP)	N (No, SWD is qualified for Special Educational services but does not have an SP)

- FTE General Information (see pg. 6)
- Additional details are provided in the Private and Home School Students with Disabilities section of this presentation.

Q & A FTE 1 Reporting- Question 7

- I have a student who was dismissed from special education on September 10, 2020 after a full Reevaluation and completion of a new eligibility in which the decision was that the student is no longer eligible for special education under any disability category. Do I report the student's PRIMARY AREA in FTE 1?
- Students who begin the school year as a Special Education student **must keep the PRIMARY AREA CODE in the SIS the entire school year.** Primary area cannot be removed in the SIS until after sign off in Student Record.
- If a student Exits Special Education prior to FTE 1, enter a special education exit **EVENT** with a code of '09' or '10' in FTE 1 with an EXIT DATE. **Report the PRIMARY AREA in FTE 1 but do not report it for FTE 3.**

Q & A FTE 1 Reporting- Question 8

- **Are there changes this year with reporting GAA for FTE?**
 - **Yes, the following GAA information previously reported only in FTE1 will now be reported in both FTE1 and FTE3.**
 - **GAA = Y** (Eligible for GAA and is instructed using an alternate curriculum, may/may not be assessed using GAA this year)
 - **GAA = N** (Not Eligible for GAA)
 - **Date Student Became Eligible for GAA**
 - **Date Student Identified No Longer Eligible for GAA**

Q & A FTE 1 Reporting- Question 9

- **Beginning this year, all students in Kindergarten must take GKIDS rather than GAA. If students are not assessed on the GAA in K but are instructed using an Adapted Curriculum, should the IEP team complete the GAA decision making form in the IEP?**
- **Yes, The IEP should complete the GAA decision making form. Completion enables the committee to determine and document that the instruction for this student will follow an adapted curriculum and that the student is eligible to participate in GAA. The student, when appropriate based upon grade, will be assessed using GAA rather than Milestones. Additionally, these students should be reported as YES for GAA in FTE1 and FTE3. This information is used to ensure that teachers are appropriately certified to instruct students using an adapted curriculum. Improper reporting may result in In-Field errors.**

Q & A FTE 1 Reporting- Question 10

- I have several 5-year old students with disabilities in my school system. Some of these students are in Pre-K and some are in K. How should I report the Sp. Ed. Environment for the students?
- Sp Ed Environment codes are reported based on the age of the student on FTE Count Day.
- All students in grades K-12 are reported with an Environment Code of 1 – 0.
- All students in Pre-K are reported with an Environment Code of A – I.
- If you have a 6-year-old student in Pre-K, please contact a member of our team to discuss this.

Q & A FTE 1 Reporting- Question 11

- **My system is serving several Pre-K students in Speech in community Pre-K settings. Should these students be served on a Services Plan or IEP?**
- **Almost always, these students should be served under an IEP. However, in some cases a Pre-K student might be appropriately served on a Services Plan (see the Private School and Home School slides for more information).**

Q & A FTE 1 Reporting- Question 12

- Are we required to have a Distance Learning Plan (DLP) for students? What should we document in a DLP or an IEP?
- **LEAs are not required to have a DLP. The decision of having a DLP is a local decision. However, the actual services provided must be documented in the IEP itself, or in a document attached to and still considered part of the IEP.**

For those schools that have chosen the distance/remote instructional learning model, FTE reporting should continue to reflect the student's regularly scheduled classes as of the FTE count day the same as if all students were still in a traditional school building. It is important to note that the student's regularly scheduled classes must align with the documented special education services and related services provided to access the general curriculum.

Q & A FTE 1 Reporting- Question 12 (cont.)

- **Are we required to have a Distance Learning Plan (DLP) for students? What should we document in a DLP or an IEP?**
- **There may be times when reporting the actual services received on Count Day would result in a loss of funding to the LEA. LEAs are permitted instead to report for FTE those services that would be in effect if all students were able to be in the traditional school building following a traditional schedule. However, there must be documentation of what those services would be.**
- **For most LEAs, this is best accomplished by documenting in the IEP the services and supports necessary to provide FAPE during a time when all students are able to attend school face-to-face, and attaching to the IEP a DLP documenting the services and supports necessary to provide FAPE during unusual times when other safety and wellness needs must also be considered.**
- **Particularly for speech services and other services not provided daily, additional documentation of a schedule showing the students that would be served on count day is advised.**

Q & A FTE 1 Reporting- Question 13

- If a student with disabilities is in quarantine for COVID, will the system be able to include the student in the FTE count?
- These students should receive services through a distance learning option as documented by the LEA and agreed upon by the IEP Team. Services would be reported as discussed in prior slides.

Disproportionality



Q & A Disproportionality- Question 1

- Since we did not have the Data Conference in August, I just wanted to make sure that there were no new Disproportionality updates. If there are updates, where is the information housed?
- There is a Disproportionality Module that was developed this summer by the RDA Disproportionality Team and the Data-GOIEP Team. Every area of Disproportionality is addressed. It is being recorded by the Disproportionality Team and will be posted on the PLO platform. A pdf of the document is now housed on the Data Presentations, Recordings, and Documents page linked to the Special Education Services and Supports at this link: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Data-Presentations-Recordings-Documents.aspx>

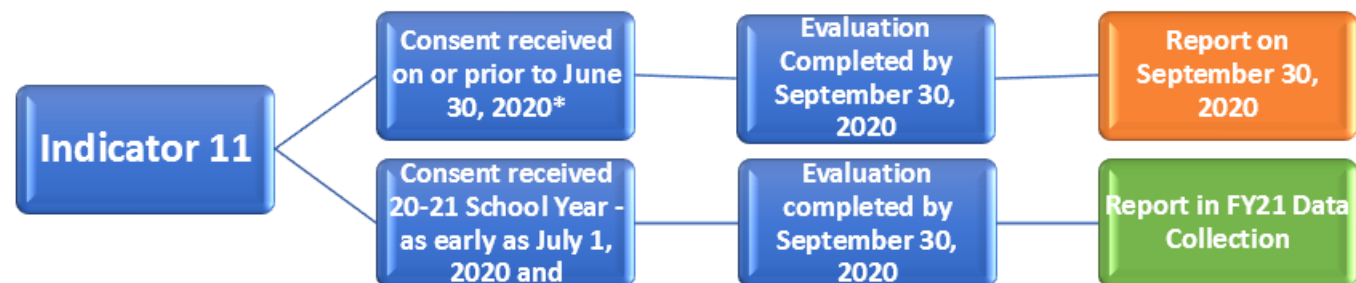
Timeline Reminders



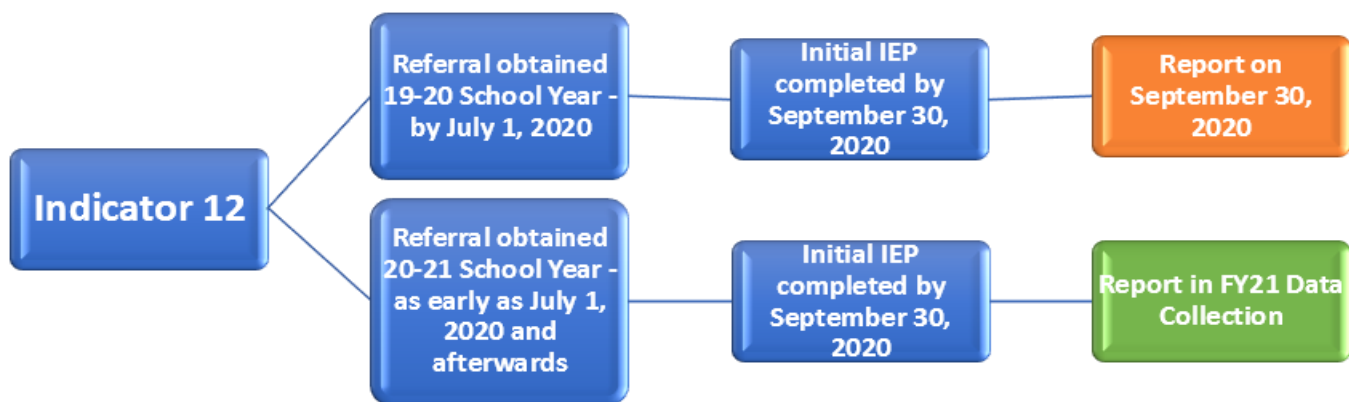
Evaluation Considerations

Instructional Delivery Model	Evaluation Considerations
Traditional (face-to-face)	Evaluations requiring face-to-face assessments or observations should take place based on health and safety guidance. 60-day initial evaluation timeline applies.
Hybrid (combination of distance/remote and traditional)	Evaluations requiring face-to-face assessments or observations should take place based on health and safety guidance. Districts can schedule evaluations on instructional days that students receive educational services in the traditional school building. 60-day initial evaluation timeline applies.
Full distance/remote (with staff in the school building)	Evaluations requiring face-to-face assessments should take place based on health and safety guidance. Districts can schedule evaluations on instructional days when staff are in the traditional school building. Ensure that families understand when and how the evaluation will take place. Observations may take place through a virtual or digital platform, as appropriate. 60-day initial evaluation timeline applies.
Full distance/remote (with no staff or students in the school building)	Evaluations requiring face-to-face assessments should take place based on health and safety guidance. Districts may contract with outside providers to conduct face-to-face assessments with informed parent consent. Observations may take place through a virtual or digital platform, as appropriate. 60-day initial evaluation timeline applies.
Five or more consecutive school days when children are not physically in attendance due to the COVID-19 pandemic and statewide school closures (March 2020 Guidance)	60-day initial evaluation timeline will not apply.

Indicator 11 Timeline Reporting Guidance



Indicator 12 Timeline Reporting Guidance



Reporting FTE: Policy



Prior 10 Days for FTE: Distance Learning During Emergency Closures

Prior Ten Days: A student must have attended class for at least one of the prior ten school days before the FTE count day.

- “Attended class” for virtual and/or distance learning students = The student has been acknowledged through **direct interaction** between the student and the instructor at some time during the 10-day period preceding the FTE count day.
- The link below should be consulted for direct policy guidance on attendance.

[Attendance Policy Guidance- External Affairs and Policy](#)

Student Attendance and Virtual/Distance/Remote Learning FAQ

June 26, 2020

1. How will student attendance requirements be affected by the possibility of virtual/distance/remote or hybrid instructional models considered by districts?

In the 2020-2021 school year, districts and schools will still be required to take student attendance and report student attendance data to the Georgia Department of Education. **The recording of student attendance should not be impacted by the district's determination of a traditional, virtual/distance/remote, or hybrid instructional model.** Students are considered to be in attendance when participating in active instruction and/or educational services from a school or district. This active instruction may occur in-person or through virtual/distance/remote learning.

Examples of how some virtual schools collect attendance for full or hybrid virtual instruction/distance/remote learning include (but are not limited to):

- Track student duration in online course and time spent in the online classroom/platform
- Track student log-in into online platform
- Track student attendance during live virtual instruction
- Track student submission of assignments and student/teacher interactions

Prior 10 Days: Virtual and/or Distance Learning Attendance

Attended prior 10 days Criteria:

- Interaction is initiated by the student to the teacher **and**
- Can take many forms (email or similar exchange) **and**
- Indicates that the student is in attendance and engaged **and**
- Teacher responds to the email **and**
- Teacher/provider maintains documentation as proof of attendance for QBE funding for the prior 10 days of instruction

[Attendance Policy Guidance- External Affairs and Policy](#)

Virtual and/or Distance Learning Attendance

- Applies equally to virtual entities, distance learning, and part-time segment-based settings
- No distinction amongst online or virtual state charter schools, brick and mortar settings with a distance learning component, or traditional school districts offering such programming to students.

[Attendance Policy Guidance- External Affairs and Policy](#)



Reporting Speech

SUPPLEMENTAL SPEECH

- Each FTE segment is reported with YES or NO for SUPPLEMENTAL SPEECH
- A student may be reported, as appropriate, with a maximum of 2 segments of SUPPLEMENTAL SPEECH
- Supplemental Speech can be reported for students receiving speech services for either scenario below:
 - ✓ Speech-Language Impairment Eligibility
 - ✓ Speech as a Related Service
- A district earns an additional 1/3 of the segment amount for SUPPLEMENTAL SPEECH
- If speech is the only special education service provided during that segment,
 - report a PROGRAM CODE of "3"
 - Report "No" for SUPPLEMENTAL SPEECH because speech is not an additional, or supplemental, service for that segment
- Supplemental Speech is not reported in Student Class. The delivery model reported for that period is dependent upon the other service(s) provided during the same segment.

Speech: Disability or Related Service

- In the state of GA, speech can be both a disability category and a related service
- Like all other disability services, Speech may be a primary or a secondary disability
- Speech **should not** be written in the IEP or reported for FTE as a related service if the student has a disability of speech. Instead, speech is a special education service like all other disability services.
- Speech Services are sometimes provided during a segment when other special education services are also provided
- In most cases, speech services are reported for FTE if the student is scheduled to be served for speech on FTE Count day for at least half of the segment

SUPPLEMENTAL SPEECH

- If speech is provided as an additional, or supplemental service during a segment in which a student also receives other special education services, the LEA may report the segment with the Program Code for the other special education services and mark "YES" for SUPPLEMENTAL SPEECH **if:**
 - FTE Program Code is a special education Program Code, which may NOT be 3 for Speech
 - The segment might reflect special education services IN or OUT of a general education environment
 - The student is reported with 4, 5, or 6 of the SAME FTE PROGRAM CODE.
 - Example: If a student was served for 6 segments with a program code of Q for Moderately Intellectually Disabled, that student could be reported for up to 2 segments of supplemental speech if speech is also provided for at least half of 1 or 2 of the 6 segments.

Speech: Delivery Models and Inclusion Codes



When reporting speech provided in General Education as a RELATED SERVICE, use

- DELIVERY MODEL 1 for SUPPORTIVE SERVICES
- INCLUSION CODE '3' for SLP
- PROGRAM CODE of '3' for SPEECH IF speech is provided on Count Day
- YES for RELATED SERVICE of SPEECH in FTE1
- NO for SPECIAL EDUCATION SERVICE of SPEECH in FTE1

• When reporting speech provided in General Education as a DIRECT SPECIAL EDUCATION CONSULTATIVE SERVICE for the disability of Speech, use

- DELIVERY MODEL '3', Consultation
- INCLUSION CODE '3' for SLP
- PROGRAM CODE of '3' for SPEECH IF speech is provided on Count Day
- NO for RELATED SERVICE of SPEECH in FTE1
- YES for SPECIAL EDUCATION SERVICE of SPEECH in FTE1

• When reporting speech provided in General Education as a DIRECT SPECIAL EDUCATION COLLABORATIVE OR COTEACHING SERVICE for the disability of Speech, use

- DELIVERY MODEL '4' or '5' for Collaborative or Coteaching
- INCLUSION CODE '3' for SLP
- PROGRAM CODE of '3' for SPEECH IF speech is provided on Count Day
- NO for RELATED SERVICE of SPEECH in FTE1
- YES for SPECIAL EDUCATION SERVICE of SPEECH in FTE1

Speech: Delivery Models and Inclusion Codes

- When reporting speech provided out of General Education in an Individual or Small Group Setting for the disability of Speech
 - Do not report in Student Class; No DELIVERY MODEL needed
 - Do not report an INCLUSION CODE
 - Report PROGRAM CODE of '3' for SPEECH if provided ON COUNT DAY
 - NO for RELATED SERVICE of SPEECH in FTE1
 - YES for SPECIAL EDUCATION SERVICE of SPEECH in FTE 1

Speech: Individual or Small Group

- The SLP is not subject to PQ/In-Field requirements
 - Speech is a service field that does not have 'content' certification for in-field
 - LEAs should not report speech therapy in Student Class as a course when the student receives services OUT OF THE GENERAL ED SETTING. This includes PK students served OUT OF GENERAL ED SETTING in the community. This course may be entered in your SIS and excluded from state reporting. Work with your SIS vendor if you are uncertain of how to do this.
 - If improperly reported, the course will fail the certification verification
- When speech is not entered in the SIS or reported in Student Class as a course, it can still be added as an “overwrite” for an FTE segment when appropriate. This will not cause errors.



Private School & Home School Students with Disabilities

Students with Disabilities enrolled in Private School or Home-School

Students reported for the Federal Child Find Count in October **include:**

- students with disabilities (SWD) who qualified for Special Educational services, AND
- are not actively enrolled in a public school district because they are enrolled in a private school or are home-schooled

Students with Disabilities enrolled in Private School or Home-School

The student may be

- served through a Services Plan (SP) or
- not served at all because the student was not eligible for the services available under the LEA proportionate share plan or the parent(s) declined the service(s) offered in an IEP and/or a SP and enrolled or continued enrollment in private or home school.

A student served under a Services Plan (SP) should be reported by the district serving the student.

A student who is not being served under a SP should be reported by the district of residence.

When might a student be served under a Services Plan?

A student can be served under a Services Plan when:

- LEA has offered FAPE through an IEP **and**
- The Parent rejects the offer of FAPE and chooses to enroll the student in a private school or home school **and**
- The child is eligible for services that the LEA provides using Proportionate Share funds under a SP (No FTE funds are earned or spent) **and**
- The parent accepts the services available under a Services Plan

When might a PK student be served under a Services Plan?

Common misconception:

Preschool students who receive services in the community should be on a Services Plan.

NO

Most preschool students receiving services in the community should be enrolled in your LEA and receive services through an IEP

What is a Home School?

- In GA, parents should register their child as a home-schooled student.
- PK students cannot be "home-schooled". They may be at home, but not home-schooled.
- A PK student who is at home, or in any other setting which does not meet the definition of a home or private school cannot be served under a SP, but should be served under an IEP instead.

What is a Private School?

(i) Children ages 3-5 are considered to be parentally-placed private school children when they are enrolled by their parents in a private school that meets the definition of elementary school to include having a kindergarten program .

"Elementary school" is defined as a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under state law. Children with disabilities, aged 3 through 5, enrolled in a private school or facility that meets the state's definition of an "elementary school" would be considered parentally placed and the equitable participation provisions would apply.

Reporting the private school/ home-school SWD

- Reported for Federal Child Count using data collected in the FTE 1 data collection in October
 - Students receiving services on a Services Plan **do not earn FTE** funding but **are reported** for informational purposes (Federal Child Count)
 - A district uses “Proportionate Share” of federal funds to pay for services provided under a Services Plan
- They are not reported in FTE unless the student was publicly enrolled on FTE3 count day
- They are not reported in Student Class or Student Record unless the student was publicly enrolled at any point in the school year.

Reporting the private school/ home-school SWD

For reporting purposes, a new status code was enacted beginning in FY21 for these students:

STUDENT STATUS = C.

Reported ONLY to obtain information needed for the Federal Child Count

Reporting the private school/ home-school SWD

Each of these
fields must be
reported as
they would be
for all
students

	Private or Home School SWD with an SP	Private or Home School SWD, not being served
Description		
GTID	Required	Required
Name (LAST, FIRST, and MIDDLE)	Required	Required
DATE OF BIRTH	Required	Required
GENDER	Required	Required
GRADE LEVEL	Required	Required
ETHNIC HISPANIC	Required	Required
RACEs (INDIAN, ASIAN, BLACK, PACIFIC, WHITE)	Required	Required

Reporting the private school/ home-school SWD

Description	Private or Home School SWD with an SP	Private or Home School SWD, not being served
REPORT TYPE	S	S
PRIMARY AREA	Must be reported	Must be reported
GAA	Must be blank	Must be blank

Reporting the private school/ home-school SWD

	Private or Home School SWD with an SP	Private or Home School SWD, not being served
PROGRAM CODES 1-6	Must be all 'O' segments	Must be all 'O' segments
INCLUSION SEGMENT 1-6	Must be 'N'	Must be 'N'
ITINERANT TEACHER SEGMENT 1-6	Must be 'N'	Must be 'N'
SUPPLEMENTAL SPEECH SEGMENT 1-6	Must be 'N'	Must be 'N'
TRANSPORTED SEGMENT 1-6	Must be 'N'	Must be 'N'
TOTAL SERVICE MINUTES	Must be blank	Must be blank

Reporting the private school/ home-school SWD

Description	Private or Home School SWD with an SP	Private or Home School SWD, not being served
SPECIAL ED SERVICES P-Z, 1, 2, 3, 6, 7, 8	Report any disability appropriate for each student based on the services the student is receiving.	Must be N or blank
RELATED SPECIAL ED SERVICES A-L, 3	Report any related service appropriate for each student.	Must be 'N' or blank
SPECIAL ED ENVIRONMENT	Use appropriate PK environments of A-G; Use 0 for School Age Environment	Must be blank

Reporting the private school/ home-school SWD

Description	Private or Home School SWD with an SP	Private or Home School SWD, not being served
SPECIAL ED SERVICES P-Z, 1, 2, 3, 6, 7, 8	Report any disability appropriate for each student based on the services the student is receiving.	Must be N or blank
RELATED SPECIAL ED SERVICES A-L, 3	Report any related service appropriate for each student.	Must be 'N' or blank
SPECIAL ED ENVIRONMENT	Use appropriate PK environment; Use 0 for School Age Environment	Must be blank

Reporting Exiters



When to Report Primary Area for Exiters

- Students with a Disability who Exit Special Education in the Prior Year **or** at any time during the current school year should be changed from a S (Special) to a R (Regular) type student code.
- Students who begin the school year as a Special Education student **must keep the PRIMARY AREA CODE in the SIS the entire school year for that LEA.** Primary area cannot be removed in the SIS until after sign off in Student Record. (If the student moves districts after exiting, only the district that exited the student from Special Education reports the primary area.)
- **If a student exits Special Education prior to FTE 1, enter a Special Education exit EVENT CODE of '09' or '10' in FTE 1 with an exit EVENT DATE. Report the PRIMARY AREA in FTE 1 if the student exited during the current fiscal year.**
- **•If a student exits Special Education after FTE 1, enter a Special Education exit EVENT CODE of '09' or '10' and the exit EVENT DATE in Student Record. Do report the PRIMARY AREA in SR. Do not report the PRIMARY AREA in FTE 3.**

REMOVE the PRIMARY AREA CODE in the SIS after Student Record sign off.

When to Report EVENT CODE '13'

- Students reported incorrectly as a student with a disability in a prior year should be
 - Reported with a Special Education **EVENT CODE '13'** in FTE 1 or SR
- 'Event '13' date must be later than any event reported incorrectly
- Event '13' date must be during the current school year
- Student is reported with R (Regular) type student code
 - **NOTE: REMOVE the PRIMARY AREA CODE in the SIS immediately, do not report PRIMARY AREA in SR**

Addendum



Proportionate Share

There were several questions about the issue of proportionate share in the webinar.

There will be a module on proportionate share on the Professional Learning Platform.

This module has not been placed on the Professional Learning Platform. We will provide updated information when this is available about proportionate share. Located below is a link to an excellent presentation by Nicole Croom delivered to SELDA 8/2020. It is a great reference.

[Proportionate Share- SELDA Presentation](#)

Class Code for Speech Services

There were questions about the use of a course # that can be used for SLDS access and not used for any other purpose through SLDS.

Per Kathy Aspy it is 00.xxxxx where x can be any number. It will not impact Student Class.

Student Class Issues

There have been many questions due to the varieties of service provision in the current educational environment. There will be a Student Class Presentation uploaded at the Sp. Ed. Website referenced at the beginning of this presentation.

A couple of quick points about service provision directly related to Student Class due to numerous questions:

- 1) Paraprofessionals can be used to support virtual services using the Delivery Model 1 guidance and using the computer as the content teacher.
- 2) Sp. Ed. Teachers can be reported as additional teachers in a small group setting when the primary course teacher is the computer using Delivery Model 7.

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