

# Special Education Delivery Models

# FY21 Reporting FAQ

Please review the FY2021 Data Collection Frequently Asked Questions posted on the Data Collections website and provided for SELDA.

## Data Collections FAQs

Districts considering virtual/distance/remote or hybrid instructional options for the 2020-2021 school year, in response to the impacts and effects of COVID-19, should not experience a negative impact to their funding for offering virtual/distance/remote or hybrid instructional options. The normal and regular FTE reporting requirements remain applicable. **For districts that have chosen the distance/remote instructional learning model, FTE reporting may 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.**

# FY 21 Student Class Tips

- Report what is REALLY happening for a student's schedule
- Student Class courses reported with .8 and .9 number should be reported with the appropriate disability code as the segment code for FTE. Work with your SIS vendor to understand any automation used for populating these fields. When appropriate, the FTE segment codes can also be overwritten.
- Distance Learning Plan schedules reported in Student Class may not match the IEP services which systems want to report for FTE segments. The segment codes can be overwritten when appropriate.
- An error will be generated if special education classes are in Student Class, but there is not a corresponding FTE special education segment. Be sure this is accurate, and if so, the error is relievable.
- Otherwise, we do not anticipate other errors. However, if errors are generated, they may be RELIEVABLE errors.
- **The virtual models provided at the end of this presentation also provide several effective ways to appropriately code regularly occurring virtual instruction.**

# FY 21 Student Class Tips

- If a teacher has virtual students in multiple schools, the teacher should be reported in Student Class at each of those schools for each of those students.
- Please use the Virtual check box option instead of the .3 option for coding virtual classes as it allows greater flexibility if students move from being virtual to being face-to-face multiple time throughout the year simply by checking and unchecking the virtual box.
- The checkbox for Virtual also allows LEAs to include .8 and .9 classes as virtual classes.
- Even within the same period, a teacher can be reported with a roster of face-to-face students and a separate roster of virtual students. Please check with your data entry clerk or vendor for appropriately coding this in your SIS.

# Student Class vs. FTE

- **Student Class and FTE are separate data collections**
- **Some edits will compare the 2 data collections**
- **Student schedules are reported in Student Class**
- **Delivery Models, the focus of this presentation, are reported in Student Class**
- **FTE information can be reviewed in a separate presentation**

# SWD Reported in Student Class

- Students served with an IEP are reported
  - Students enrolled in private school and served through a Services Plan **are not** reported
  - Students enrolled in private school and not served through a Services Plan **are not** reported
  - PK students served in the community only for Speech **are not** reported
- 
- **E7005** - Student is reported in FTE as a 'Child Find Student' (not actively enrolled in public school). Student should not be reported in Student Class.

# Special Education Rule: Least Restrictive Environment (LRE)

# Continuum of Placements: School Age Children

1. General education classroom with age-appropriate non-disabled peers, if required by the IEP:

(i) **Additional supportive services.** The child remains in regular classroom with supplementary aids and services provided to the teacher and/or child to implement the IEP. The services provided may be from personnel such as paraprofessionals, interpreters, or others.

(ii) **Direct services.** The child remains in the regular classroom with direct services from special education personnel on a consultative, collaborative, or co-teaching basis.

# Continuum of Placements: School Age Children, K-12<sup>th</sup> Grade

2. Instruction outside the general classroom for **individuals** or **small groups**.
3. Separate day school or program
4. Home-Based instruction
5. Residential placement in-state or out-of-state
6. Hospital/homebound instruction program (HHB)

# Preschool (PK) Placements: Children Attending a Regular Early Childhood Program (in Public School or Community)

- **Services Provided **IN** the Early Childhood Program:**
- Examples of early childhood programs:
  - Head Start
  - Georgia PK
  - Public daycare
  - Private daycare

# Preschool (PK) Placements: Children Attending a Regular Early Childhood Program

## Services Provided **Outside** the Early Childhood Program:

- Individual or Small Group
- Example:
  - Student attends daycare or a GA PK program, and receives speech services in the Speech Language Pathologist's classroom
  - Student attends a private daycare program or a GA PK program, and receives IEP services in the Special Needs PK classroom

# Preschool (PK) Placements: Children Not Attending a Regular Early Childhood Program

- Separate special education program housed in:
  - Public school or a community-based setting
  - Separate school
  - Residential school or facility
- Home
- Service provider location

# Student Class & Professional Qualifications

# SPED In-Field Certification Requirements

- **ALL Special Education Teachers are required to:**
  - Hold certification in accordance with student IEPs:
    - Adapted curriculum certification required to serve students with GAA flag in FTE or Student Record
    - General curriculum certification required to serve students without GAA flag in FTE or Student Record
    - Disability Area only certification (BD, VI, HI, etc.) – In-Field Only when all students are receiving support in the general curriculum only for the disability areas of certification

# Charter & Strategic Waiver LEAs Special Education Teacher Does NOT Issue Grades

- Authority: O.C.G.A. §§ 20-2-80, 20-2-200, 20-2-211.1, 20-2-2065, GaPSC Rules, SBOE Rules  
Content: N/A Service: In compliance with Georgia State Board Rule, special education teachers who do NOT issue grades MUST hold GaPSC special education certification aligned with teaching assignment (adapted curriculum, general curriculum, general curriculum for specific disability such as visual impairment, etc.)
- Educator MUST have a clearance certificate.

# SPED In-Field Certification Requirements

- **Conditions for Special Education Teachers issuing grades:**
  - If a special education teacher issues grades, the special education teacher must hold special education certification **and** content for **traditional** LEAs (ONLY Buford City and Webster)
  - If a special education teacher issues grades in a Charter/Strategic Waiver LEA **and** content certification has been waived for that LEA, then the content certification requirement would be aligned to the Professional Qualifications (PQ) of the LEA. Each LEA must be aware of any waivers within your LEA.

# Students instructed using an Adapted Curriculum

- GAA (Georgia Alternate Assessment) status is reported in FTE1, FTE3, and Student Records
- Must be reported annually regardless of whether any assessment occurs during the school year
- Report Date Student was determined to be **Eligible for GAA**
- Report Date Student was determined to be **No Longer Eligible for GAA**
- Used to determine whether a special education teacher needs to hold
  - Adapted Curriculum Certification **OR**
  - General Curriculum Certification **OR**
  - BOTH Adapted & General Curriculum Certification
- In accordance with SBOE Rule – Testing should be discussed annually in IEP
- For students receiving instruction on an alternate curriculum (but not yet participating in GAA), the IEP should reflect that the student is ELIGIBLE for GAA. Only students instructed using an alternate curriculum can be found eligible for GAA. The teacher must have adapted special education certification. Additionally, the teacher must have professional qualifications required in the LEA for content when the teacher is giving the grade.

# Students Instructed Using Adapted Curriculum

- Require a teacher with Adapted Curriculum certification for ALL courses throughout the day.
- If the student is participating in any general education classes, the student should have an inclusion teacher with adapted curriculum certification.
- This includes inclusion for academic instruction, for electives such as Music or Art, as well as for socialization.
- One exception: PE - Teacher preparation coursework for PE includes Adapted PE training therefore PE teachers are appropriately certified to teach Adapted PE curriculum even without an additional SPED teacher
- If a teacher is not appropriately certified, be sure to provide the required Right to Know 20-day notification.
  - Work with your Human Resources Department to resolve this issue
  - Funds are available to take the Adapted Curriculum test to add certification

# GNETS Teacher Certification

- All Certification rules apply to all teachers including teachers working in GNETS.
- GNETS Programs and the LEA for each student served by a GNETS program have joint responsibility for ensuring that all teachers are appropriately certified in special education service and meet the required Professional Qualifications in the content they teach for all students.
- GNETS Programs and the LEA for each student served by a GNETS program have joint responsibility for ensuring that the required 20- day notification is sent to the parent for any teacher not appropriately certified

# Pre-K Courses

LEAs will report courses for preschool children; regular education and special education

For In-field determination

- Pre-K Literacy: PK.00100xx
- Pre-K Numeracy: PK.00200xx
- **Special Needs Literacy, Co-Teaching or Collaborative: PK.90100xx**
- **Special Needs Numeracy, Co-Teaching or Collaborative : PK.90200xx**
- **Special Needs Literacy, Small Group or Separate Class: PK.80100xx**
- **Special Needs Numeracy, Small Group or Separate Class: PK.80200xx**

Every PK student except those who are served in the community with Speech as the only disability must have 2 courses. PK students receiving only speech services in the community will not be reported in Student Class.

- If the 4 courses in red font above are used, the student must have a PRIMARY AREA reported for that course

# Speech Services

- The SLP is not subject to PQ/In-Field requirements
- Speech is a service field that does not have 'content' certification for in-field
- If improperly reported, the course will fail the certification verification
- Guidance has been revised to reduce errors in FY21. Changes will be highlighted.

# Speech Services

- LEAs are not required to 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. However, 00.xxxxx may be used as a course # and excluded from state reporting, or it may be reported in Student Class in order to allow the SLP to view information for those students in SLDS.
- 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.

## Course # for SLDS Access

**00.xxxxx where x can be any number can be reported as a course # solely for the purpose of allowing the SLP, or any other teacher such as a special education case manager, to access information for that roster of students in SLDS. It will not generate Student Class errors and will not be used for checking certification. There is not a requirement that this course # be used, or that speech be reported as a course when speech is provided in an individual or small group setting.**

# Special Education Certification for Service

## 505-2-.110 SPECIAL EDUCATION GENERAL CURRICULUM

Educators certified in Special Education General Curriculum are in-field to provide educational services for students in grades P-12 with disabilities whose Individualized Education Program (IEP) indicates instruction using the general education curriculum and participation in the general statewide assessment in grades P-12.

## 505-2-.107 SPECIAL EDUCATION ADAPTED CURRICULUM

Educators certified in Adapted Curriculum are in-field to provide educational services for all students in grades P-12 with disabilities whose Individualized Education Program (IEP) indicates instruction in an adapted curriculum leading to participation in the Georgia alternate assessment.

## 505-2-.56 SPECIAL EDUCATION GENERAL CURRICULUM/EARLY CHILDHOOD EDUCATION

Educators certified in Special Education General Curriculum/Early Childhood Education are in-field to provide educational services for all students in grades P-5, special education preschool (ages 3-5) and cognitive level P-5, including those with disabilities whose Individualized Education Program (IEP) indicates instruction using the general education curriculum and participation in the general statewide assessment.

# Required Notifications for Certification

## Right to Know Notification

- Purpose: To allow parents to have enough information to make informed decisions when determining how to support their student's academic success.
- Timing: First 30 Days of School
- Required by Law
- Disseminate by District or by School (District Decides)
- Format is flexible (Email, Website, Handbook, Letter); Multiple methods encouraged
- Content is mandated (found on GaDOE website in English and Spanish)
- Be sure to fully respond to requests

## 20 Day Notification

- Purpose: To notify parents when teachers don't have required credentials so that they have enough information to make informed decisions when determining how to support their student's academic success.
- Timing: Immediately following 20 Days (4 weeks) of being taught by a teacher without required credentials.
- Required by Law
- Disseminate by District or by School (District Decides); Only goes to students in the class where teacher does not have required credentials
- Format is flexible (Email, Letter)
- Content is mandated (found on GaDOE website in English and Spanish)

# 20-Day Notification Required Content

In Georgia, notifications must occur within ten business days following the four consecutive weeks.

- For verification purposes, notifications must contain:
  - Day/Month/Year of notification;
  - Name of the teacher who has not met professional qualification requirements;
  - Statement that the teacher has not met state certification requirements OR LEA charter/strategic waiver professional qualification requirements for the grade level(s) and/or subject area(s) in which the teacher is assigned. Grade level and/or subject area must be identified.

In Georgia, notification requirements apply to ALL schools/programs.

Maintain records for all notifications.

Samples are available on the GaDOE Professional Qualifications website.

# GaDOE PQ ESSA In-Field Special Education Quick Guide



Georgia's Systems of Continuous Improvement  
Special Education Teacher Professional Qualifications/ESSA In-Field



## Federal Professional Qualification Requirements - ESSA

ESSA requires SEAs and LEAs to ensure that teachers meet state certification requirements. *ESSA Sections 1111(g)(2)(j), 1112(c)(6)*

Traditional Georgia LEAs	Charter & Strategic Waiver LEAs Special Education Teacher Does <u>Not</u> Issue Grades	Charter & Strategic Waiver LEAs Special Education Teacher Issues Grades
<p>Georgia law authorizes GaPSC to establish certification requirements. Special Education teachers <b>MUST</b> follow all GaPSC certification requirements and State Board of Education rules.</p> <p>O.C.G.A. §§ 20-2-200, 20-2-984, GaPSC Rules</p>	<p>In compliance with Georgia State Board Rule, special education teachers who do <b>NOT</b> issue grades <b>MUST</b> hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.)</p> <p>AND</p> <p><b>MUST</b> have a clearance certificate.</p> <p>O.C.G.A. §§ 20-2-80, 20-2-200, 20-2-211.1, 20-2-2065, GaPSC Rules, SBOE Rules</p>	<p>In compliance with Georgia State Board Rule, special education teachers who issue grades <b>MUST</b> hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.)</p> <p>AND</p> <p><b>MUST</b> hold content certification for the subject and grade level bands for which the teacher is assigned (K-5), (4-8), (6-12) and in accordance the LEA's PQ Requirements.</p> <p>AND</p> <p><b>MUST</b> have a clearance certificate.</p> <p>O.C.G.A. §§ 20-2-80, 20-2-200, 20-2-211.1, 20-2-2065, GaPSC Rules, SBOE Rules</p>

**SPECIAL EDUCATION TEACHERS WHO HOLD A GaPSC ISSUED CERTIFICATE IN SPECIAL EDUCATION NOT SUPPORTED BY TEST OR COURSEWORK MAY NOT MEET GEORGIA ESSA PROFESSIONAL QUALIFICATION REQUIREMENTS.**

**ESSA In-Field Reporting**

GaDOE will use GaPSC in-field rules to determine ESSA In-Field qualifications for special education teachers that align with each teacher's teaching assignment for special education and content. "Out-of-Field" will be reported for the entirety of the school year using Certification Records, 2 CPI and 3 Student Class data collections cycles.

**20 Day Notifications for Special Education Teachers**

Does not issue grades – notifications must be disseminated if the teacher does not hold special education certification

Issues grades – notifications must be disseminated if the teacher does not hold special education certification and/or content certification in accordance with the LEA's Professional Qualification requirements.

Will PQ mandate specific service delivery models/personnel supports?

Co-Teaching  
Consultation  
Supportive Instruction  
Collaboration  
Alternative Placement  
General Education

No. LEAs should determine Special Education service delivery models based on student needs, LEA staff capacity and LEA resources.

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## Purpose:

- To provide LEAs with guidelines as it relates to special education
- To gather existing guidance into one quick reference tool

## Audience:

- LEA program directors or school program contacts, and school level administrators in charge of scheduling

# ESSA In-Field and PQ 2020 – 2021 Updates

## Student Class Delivery Models

### FY 2021 Student Class Data Collection Delivery Models Document



July 01, 2020

Georgia Department of Education

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07/01/2020

GaDOE > Offices & Divisions > Federal Programs > Title  
[“Professional Qualifications and ESSA In-Field Reporting”](#)

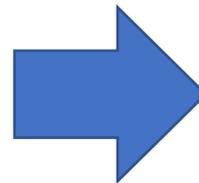
# Student Class: Reporting Delivery Models for Special Education

# Interpreting the Charts

- **ALL CAPS** = Data Element
  - **COURSE TEACHER CODE:** teacher identifier (most often teacher's SSN)
  - **ADDITIONAL TEACHER – “Yes/No”** Data Element used to report 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> teachers in a class. This includes, but is not limited to, special education teachers. Additional Teacher field will also require the additional teacher identifier number.
- “Appropriate Certification” to teach Special Education Students means that either the primary course teacher or the additional teacher must have appropriate certification
  - General Curriculum for students instructed using general curriculum and assessed using Milestones
  - Adapted Curriculum for students instructed using adapted curriculum and assessed using GAA (or GKIDS if student is in grade K)
  - **Teachers must have both if they are teaching students instructed using both General and Adapted Curriculum.**
- Inclusion Codes: Reported in both FTE and Student Class – For guidance on reporting inclusion codes in FTE, please review FTE guidance
- NOTE: Segment codes are reported for FTE funding purposes and are not reported in Student Class. Segment codes will not be reviewed in this presentation.

# Interpreting the Charts

- COURSE NUMBER: The course number for each class reported will have a series of numbers, then a decimal point, then additional numbers. The first digit to the right of the decimal means:
  - .0 = General Instruction
  - .1 = Remedial Instruction
  - .2 = Gifted Instruction
  - .3 = Distance Learning – use check box instead on the course to allow codes .8 &.9
  - .4 and .5 = One hour lab class
  - .7 = Work Based Learning
  - .8 = Individual or Small Group
  - .9 = Coteaching or Collaboration



use for special  
education  
classes

# Current Instructional Circumstances

- Many LEAs are using Computer Based Programs/Platforms as the Primary Teacher in the current virtual environment.
- Specific Guidance is provided for this circumstance in the slides that follow for Class Models and Students with Disabilities.
- Please keep in mind that the Class Models continue to be applicable for brick and mortar and hybrid settings as well.

# Computer Program is the Primary Teacher for a Content Area & Special Education Teacher is working with SWD

- **The Primary Teacher Course Code or Identifier is 4444444444.** In most cases, the Primary and Additional Teacher Identifier are the SSN# of the teachers. Codes such as the 4444444444 are only used unique circumstances (see Teacher Course Identifier Slides).
- **The Student Class Model may be 3, 4, 5, or 7. The course number is .8 or .9 depending on the IEP.**
- Carefully review the Student Class Models (following the Teacher Course Code # instead of SSN) to determine which Model best describes your virtual situation if applicable.
- **Anticipate this instructional type will be much more common in the current environment.**

# Computer Program is the Primary Teacher for a Content Area & Supportive Personnel are supporting SWD

- **The Primary Teacher Course Code or Identifier is 444444444.** In most cases, the Primary and Additional Teacher Identifier are the SSN# of the teachers. Codes such as the 444444444 are only used unique circumstances (see Teacher Course Identifier Slides).
- **The Student Class Model would be 1.**
- Carefully review the Student Class Models (following the Teacher Course Code # instead of SSN) to determine which Model best describes your virtual situation if applicable.
- **Anticipate this instructional type will be much more common in the current environment.**

# TEACHER COURSE CODES INSTEAD OF SSN

<b>Special COURSE TEACHER CODEs</b>	<b>Description</b>
22222222	For teachers employed through the Georgia Virtual School Program (GAVS). Use the teacher's IDENTIFIER as the <b>COURSE TEACHER CODE</b> for all courses taken through GAVS. <b>COURSE TEACHER CODE</b> of all 2s means there is a GAVS teacher providing instruction who serves as the teacher of record for the students taking the course.
33333333	For teachers of virtual or online/distance courses that are not in your district. Use the teacher's IDENTIFIER as the <b>COURSE TEACHER CODE</b> for virtual courses if the IDENTIFIER is unknown. <b>COURSE TEACHER CODE</b> of all 3s means there is a teacher providing instruction who serves as the teacher of record for the students taking the course however, the IDENTIFIER is not available to the schools for state reporting.
44444444	<p>For instruction where there is no teacher (vacancy), no long-term substitute teacher, and no contracted worker. Use this <b>COURSE TEACHER CODE</b> for any of the following:</p> <ul style="list-style-type: none"> <li>• Online/distance learning/virtual courses that provide instruction for students. This could be self-directed or facilitated computer-based or digital learning. No direct instruction is provided by a teacher.</li> <li>• Students that earn credit in lieu of taking the course</li> </ul>

# TEACHER COURSE CODES INSTEAD OF SSN

77000xxxx	For PSO courses, the <b>COURSE TEACHER CODE</b> should be a nine-digit number with format: 77000xxxx, where 'xxxx' is the four-digit number identifying the college/university where the student is taking the PSO course. When a Dual Enrollment course number is reported with a '4' in the 5 <sup>th</sup> digit past the decimal then <b>ALTERNATE SYSTEM CODE</b> = 770 and <b>ALTERNATE SCHOOL CODE</b> = XXXX (college 4 digit number used for the <b>COURSE TEACHER CODE</b> ).
121212121	Short Term Subs – Used when there is a vacant position of less than 20 days. Not reported in CPI.
616161616	Only valid for PK.9010000 - PK Special Ed Literacy and PK.9020000 – PK Special Ed Numeracy. <b>NOTE: COURSE TEACHER CODE</b> used when: 1 - Daycare students report IEP services and has an enrollment record in the LEA. 2 - The Head Start or GA PK teachers are hired by someone other than the LEA – EXAMPLE: GA PK teachers are employed by Kids R Kids not the LEA. Students have an enrollment in the LEA. The LEA sends the Special Education teacher to provide IEP services.

# Additional Supportive Services: Student

<b>Delivery Model Code</b>	1
<b>Description, Comments</b>	<ul style="list-style-type: none"><li>➤ Students with disabilities (SWD) receive Special Education services in a general education setting or in a PK Early Childhood general ed setting from supportive personnel (NOT a special education teacher).</li><li>➤ NOTE: If SPECIAL EDUCATION DELIVERY MODEL '1' is indicated for Student Class, then the data element INCLUSION CODE (in both FTE &amp; SC) must be one of the following valid values:<ul style="list-style-type: none"><li>'3' SLP - NEW FOR FY21 – providing speech as a <u>related service (will now be funded at the speech level of funding)</u></li><li>'4' Paraprofessional</li><li>'5' Interpreter</li><li>'6' Job Coach</li><li>'7' Assistive or Other personnel such as OT, PT, or other related service providers</li><li>'8' Additional Teacher-Not a Special Education teacher (Not providing direct instruction)</li></ul></li></ul>
<b>COURSE TEACHER CODE</b>	<ul style="list-style-type: none"><li>➤ Regular Education Teacher with appropriate grade and Content Certification or specified codes for exceptions</li></ul>
<b>ADDITIONAL TEACHER</b>	<ul style="list-style-type: none"><li>➤ NO, for staff providing Inclusion Code 3, 4, 5, 6, 7</li><li>➤ YES, for staff providing inclusion Code 8 (Not a Special Education Teacher)</li></ul>
<b>COURSE NUMBER</b>	<ul style="list-style-type: none"><li>➤ Content Area Course Number for the class is xx.0</li></ul>

# Additional Supportive Services: Teacher

<b>Delivery Model Code</b>	2
<b>Description, Comments</b>	<ul style="list-style-type: none"><li>➤ A special education teacher provides supportive services to the primary, content teacher.</li><li>➤ No direct service is provided to the SWD in this class. This class is reported with a general education Program Code for FTE. No special education funding is earned for this service</li><li>➤ Also used for PK students served in any early childhood setting with at least 50% non-disabled peers</li></ul>
<b>COURSE TEACHER CODE</b>	<ul style="list-style-type: none"><li>➤ Regular Education Teacher with appropriate grade and Content Certification.</li></ul>
<b>ADDITIONAL TEACHER</b>	<ul style="list-style-type: none"><li>➤ NO</li></ul>
<b>COURSE NUMBER</b>	<ul style="list-style-type: none"><li>➤ Content Area Course Number for the class is xx.0</li></ul>

# Direct Services: Consultative

<b>Delivery Model Code</b>	3
<b>Description, Comments</b>	<ul style="list-style-type: none"><li>➤ A special education teacher <b>or SLP</b> provides direct services to identified SWD within the general education classroom, for amount of time designated in IEP</li><li>➤ Also used for PK students served in any early childhood setting with at least 50% non-disabled peers</li><li>➤ <b>INCLUSION CODE = '3' if provided by an SLP (not a related service)</b></li><li>➤ INCLUSION CODE = '9' if provided by a special education teacher</li><li>➤ Consultative service is reported and funded in FTE only if the service is for at least one segment a month and provided more than half of the segment on Count Day.</li></ul>
<b>COURSE TEACHER CODE</b>	<ul style="list-style-type: none"><li>➤ Regular Education Teacher with appropriate grade and Content Certification or specified codes for exceptions</li></ul>
<b>ADDITIONAL TEACHER</b>	<ul style="list-style-type: none"><li>➤ YES for Special Education Teacher with appropriate Special Education Certification</li><li>➤ <b>No for SLP since SLP will not be checked for certification</b></li></ul>
<b>COURSE NUMBER</b>	<ul style="list-style-type: none"><li>➤ Content Area Course Number for the class is xx.0</li></ul>

# Direct Services: Collaborative

<b>Delivery Model Code</b>	4
<b>Description, Comments</b>	<ul style="list-style-type: none"><li>➤ A special education teacher <b>or SLP</b> works with identified students with disabilities and the general education teacher within the general education classroom for less than a full segment.</li><li>➤ Also used for PK students served in any early childhood setting with at least 50% non-disabled peers</li><li>➤ <b>INCLUSION CODE = '3' if provided by an SLP</b></li><li>➤ INCLUSION CODE = '9' if provided by a special education teacher</li><li>➤ Collaborative service is reported and funded in FTE only if the service is provided more than half of the segment on Count Day.</li></ul>
<b>COURSE TEACHER CODE</b>	<ul style="list-style-type: none"><li>➤ Regular Education Teacher with appropriate grade and Content Certification or specified codes for exceptions</li></ul>
<b>ADDITIONAL TEACHER</b>	<ul style="list-style-type: none"><li>➤ YES for Special Education Teacher with appropriate Special Education Certification</li><li>➤ <b>No for SLP since SLP will not be checked for certification</b></li></ul>
<b>COURSE NUMBER</b>	<ul style="list-style-type: none"><li>➤ Content Area Course Number for the class is xx.9</li></ul>

# Direct Services: Co-teaching

<b>Delivery Model Code</b>	5
<b>Description, Comments</b>	<ul style="list-style-type: none"><li>➤ A special education teacher <b>or SLP</b> provides services to identified SWD and works with the general education teacher within the general education classroom for the entire segment, each time the class meets.</li><li>➤ Also used for PK students served in any early childhood setting with at least 50% non-disabled peers</li><li>➤ <b>INCLUSION CODE = '3' if provided by an SLP</b></li><li>➤ INCLUSION CODE = '9' if provided by a special education teacher.</li></ul>
<b>COURSE TEACHER CODE</b>	<ul style="list-style-type: none"><li>➤ Regular Education Teacher with appropriate grade and Content Certification or specified codes for exceptions</li></ul>
<b>ADDITIONAL TEACHER</b>	<ul style="list-style-type: none"><li>➤ YES for Special Education Teacher with appropriate Special Education Certification</li><li>➤ <b>No for SLP since SLP will not be checked for certification</b></li></ul>
<b>COURSE NUMBER</b>	<ul style="list-style-type: none"><li>➤ Content Area Course Number for the class is xx.9</li></ul>

# Specialized Placement: Individual or Small Group, Outside Regular Education

<b>Delivery Model Code</b>	6
<b>Description, Comments</b>	<ul style="list-style-type: none"><li>➤ The special education teacher provides instruction to students with disabilities in a separate classroom, outside the regular classroom.</li><li>➤ Reported for students in a separate day school or program, home-based, residential (if residential setting is all SWD), and hospital homebound if the HHB instruction is individual.</li><li>➤ Reported for PK students who are receiving special education services outside of a community or school-based general education PK program including at home or a service provider location</li><li>➤ No additional teacher; no INCLUSION CODE</li><li>➤ <b>NOTE: Do not report speech services provided outside of general ed in Student Class. They may be reported as an Overwrite for FTE.</b></li></ul>
<b>COURSE TEACHER CODE</b>	<ul style="list-style-type: none"><li>➤ Special Education Teacher with appropriate grade and Content Certification in addition to appropriate Special Education</li></ul>
<b>ADDITIONAL TEACHER</b>	<ul style="list-style-type: none"><li>➤ No</li></ul>
<b>COURSE NUMBER</b>	<ul style="list-style-type: none"><li>➤ Content Area Course Number for the class is xx.8</li></ul>

# Specialized Placement: Individual or Small Group, Outside Regular Education, with Content Teacher

<b>Report Delivery Model Code</b>	<p>7</p>
<b>Description, Comments</b>	<ul style="list-style-type: none"> <li>➤ The general and special education teachers provide instruction to students with disabilities in a separate classroom, outside the regular classroom.</li> <li>➤ Reported for PK students who are receiving special education services outside of a community or school-based general education PK program including at home or a service provider location</li> <li>➤ This may or may not be coteaching. This scenario includes a content certified regular education teacher in the small group setting to provide students with a content certified teacher.</li> <li>➤ No <b>inclusion code</b>.</li> </ul>
<b>COURSE TEACHER CODE</b>	<ul style="list-style-type: none"> <li>➤ Regular Education Teacher with appropriate grade and Content Certification or 444444444 as the Teacher Code/Identifier for Virtual Instruction with computer as primary teacher.</li> </ul>
<b>ADDITIONAL TEACHER</b>	<ul style="list-style-type: none"> <li>➤ Yes, <b>ADDITIONAL COURSE TEACHER</b> with appropriate Special Education Certification</li> </ul>
<b>COURSE NUMBER</b>	<ul style="list-style-type: none"> <li>➤ Content Area Course Number for the class is xx.8.</li> </ul>

# Reporting the Delivery of Virtual Instruction



# Self-directed Instruction

- Self-directed Computer-Based Instruction: includes online course, locally installed courseware, and courseware accessed remotely.
- **All instruction is by the computer program.** The **software will give the grade** for the student's performance.
- This must be reported as a .0 course
- There is no special education teacher
- There is no peer group

# Self-directed Instruction

<b>Who determines the grade?</b>	Software is giving the grade
<b>Is this an online, virtual or distance course?</b>	Yes, (online Course = Y)
<b>Notes</b>	This delivery model cannot be used for the delivery of special education services other than supportive services; this is self-directed instruction with no teacher, regular education or special education and no peers
<b>Example</b>	Student is taking an online course with no teacher or facilitator and no peers
<b>Course Number</b>	<ul style="list-style-type: none"> <li>➤ XX.0, XX.1, XX.2, XX.3, XX.4 may be used</li> <li>➤ XX.8 and xx.9 cannot be used as there is no teacher, no specially designed instruction, no general education peers for inclusion</li> </ul>
<b>IEP says:</b>	Supportive service is permitted. Consultative Services cannot be provided with this delivery model since Consultative services require an inclusion setting
<b>Regular Education Certification Requirements</b>	No teacher; Requirements N/A Report 444-44-4444 for the computer as the teacher
<b>Special Education Certification Requirements</b>	No teacher; Requirements N/A

# Facilitated Instruction

- Facilitated Group Online Learning: Computer-Based Instruction - includes online course, locally installed courseware, or courseware accessed remotely.
- **Instruction is primarily provided by the computer program. The software will give the grade** for the student's performance. The facilitator is there to monitor and assist the student.

# Facilitated Instruction

Who determines the grade?	Software is giving the grade
Is this an online, virtual or distance course?	Yes, (online Course = Y)
Notes	If the facilitator is providing SWD services, the <b>facilitator must be reported as an additional teacher</b> . The services provided should be identified in the IEP and reported with the appropriate Special Education Delivery Model
Example	Student is taking an online course or using course software with a facilitator
Course Number	XX.0, XX.1, XX.2, XX.3, XX.4 may be used. IEP may say Consultative Services with delivery model 3. XX.8: used if the IEP says individual or small group outside the regular classroom, <b>REPORT DELIVERY MODEL #7</b> XX.9: if the IEP says collaboration or co-teaching and the class is a combination of regular education and SWD, <b>REPORT DELIVERY MODEL 3, 4, or 5.</b>
IEP says:	Consultative, Collaboration, Co-teaching, or Individual or Small group
Regular Education Certification Requirements	Computer is Regular education teacher - Report 444-44-4444
Special Education Certification Requirements	Special education teacher must have appropriate special education certification; Report as an Additional teacher, SSN

# Georgia Virtual School (GAVS) Direct Instruction

- Direct Instruction with certified teacher, Computer-Based Instruction for GAVS' virtual courses.
- Primary Teacher is the Teacher of Record.
- For teachers employed through the GAVS Program use the Teacher Course Code Identifier of 222-22-2222. The code means there is a GAVS teacher providing instruction who is the Teacher of Record.

# GAVS Instruction

<b>Who determines the grade?</b>	Regular Education or Special Education Teacher will give the grade (dependent on the delivery model)
<b>Is this an online, virtual or distance course?</b>	Yes, (online Course = Y)
<b>Notes</b>	If the teacher has the appropriate credentials, and the program criteria are met, it is preferred that the course number for the program instruction type (i.e. XX.0, XX.1, XX.2, XX.9) is reported. The XX.3 will not generate an error
<b>Example</b>	Courses taken through Georgia Virtual School (GAVS)
<b>Course Number</b>	XX.0, XX.1, XX.2, XX.3, or xx.9 (co-teaching or collaboration) XX.8 cannot be used for GAVS
<b>IEP says:</b>	Consultation, Co-teaching or collaboration; small group special education <b>is not</b> a setting for GAVS courses
<b>Regular Education Certification Requirements</b>	GAVS teacher with Content Certification Report: 222-22-2222
<b>Special Education Certification Requirements</b>	If the Special Education teacher is an LEA employee, the teacher must have appropriate special education certification and the SSN should be reported. If the Special Education teacher is a GAVS employee, report 222-22-2222.

# Direct Instruction

- Direct Instruction **with certified teacher**, Computer-Based Instruction
- Includes online, distance learning, or virtual courses. Primary Teacher is the teacher of record.

# Direct Instruction

<b>Who determines the grade?</b>	Regular Education or Special Education Teacher will give the grade (dependent on the delivery model)
<b>Is this an online, virtual or distance course?</b>	Yes, (online Course = Y)
<b>Notes</b>	If the teacher has the appropriate credentials, and the program criteria are met, it is preferred that the course number for the program instruction type (i.e. XX.0, XX.1, XX.2, XX.8, XX.9) is reported. The XX.3 will not generate an error.
<b>Example</b>	Courses offered online at another school within the district, in another district, or out of state; Georgia Cyber Academy, Georgia Connections; other virtual charters
<b>Course Number</b>	XX.0, XX.1, XX.2, XX.3, or XX.9: co-teaching or collaboration or XX.8 individual or small group
<b>IEP says:</b>	Consult, Collaboration, Co-teaching; Individual or small group
<b>Regular Education Certification Requirements</b>	Content Certification or equivalent Report: SSN or 333-33-3333 (all 3s will be out of field)
<b>Special Education Certification Requirements</b>	Special Education teacher must have appropriate special education certification and, if issuing grades or teaching individual or small group, content certification also Report: SSN

# Classroom Teacher

- Classroom teacher that uses courseware or online resources and tools as part of instruction
- The classroom teacher provides direct instruction and is the teacher of record

# Classroom Teacher – **not online course**, using courseware

<b>Who determines the grade?</b>	Classroom teacher that uses courseware or online resources and tools as part of instruction. The classroom teacher provides direct instruction and is the teacher of record
<b>Is this an online, virtual or distance course?</b>	No, (online Course = N)
<b>Notes</b>	The services provided are described in IEP and reported with the appropriate Special Education Delivery Model. Additional teacher should be reported following the usual guidance for the delivery models.
<b>Example</b>	Traditional classroom that incorporates online content and uses technology in instruction
<b>Course Number</b>	XX.0, XX.1, XX.2, XX.3, XX.4, XX.5, XX.7 or XX.9: co-teaching or collaboration or XX.8 individual or small group
<b>IEP says:</b>	Consultative, Co-teaching, collaboration; Individual or small group
<b>Regular Education Certification Requirements</b>	Content Certification or equivalent Report: SSN
<b>Special Education Certification Requirements</b>	Special Education teacher must have appropriate special education certification and, if issuing grades or teaching individual or small group, content certification also Report: SSN

# Links

- [LRE Rule](#)
- [Delivery Models](#)
- [Data Collections](#)
- [Professional Qualifications](#)

# Questions?

- If you have questions about Data Collections, many staff members at GaDOE can assist
  - The Data Collections Dept should be your first contact if the question is not specifically related to special education
  - Sharon Armour in Data Collections is the primary person who works with Student Class
  - [sarmour@doe.k12.ga.us](mailto:sarmour@doe.k12.ga.us)

# Questions?

- If you have questions about Professional Qualifications
  - Professional Qualifications should be your first contact if the question is not specifically related to special education
  - [professionalqualifications@doe.k12.ga.us](mailto:professionalqualifications@doe.k12.ga.us)
  - [kcliett@doe.k12.ga.us](mailto:kcliett@doe.k12.ga.us)

# Questions?

- If you have questions about how to enter data in your Student Information System, please contact the vendor who provides the SIS.
- GaDOE cannot answer questions on where or how to enter data in your SIS.

# Data & GO-IEP Unit Contact Information

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