Updated Oct. 4, 2021

FY 22 Special Education Student Class & Delivery Models

Data and GO-IEP Unit
Linda Castellanos- Program Manager
Dawn Kemp- Program Specialist, Part B Data Manager
September 2, 2021
We Appreciate You!

This Photo by Unknown Author is licensed under CC BY
Student Class FY22: Update for Students with Disabilities

AGENDA

• Introductions
• Helpful Resources
  • Due Dates Calendar
  • Special Education Specific Data Resources
  • Data Collections Resources
• Student Class Changes- Pseudo-Courses
• Student Class Key Points
• Student Class Models including changes
Data & GO-IEP Team

Linda Castellanos - Program Manager
Phoebe Atkins - Program Specialist
Emily Dishman - Program Specialist
Dawn Kemp - Program Specialist,
Part B Data Manager
Dale Rose - Program Specialist
Julie Youngblood - Program Specialist
Resources
Helpful Links and Resources
Sp. Ed. Data Collection and Reporting

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

Information Updated Regularly
Helpful Links and Resources
Professional Qualifications & ESSA In-Field Reporting

https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Qualifications-(PQ).aspx

Under the reauthorization of the Elementary and Secondary Education Act of 1965 as the Every Student Succeeds Act (ESSA) of 2015, Highly Qualified (HiQ) is no longer required or reported to the United States Department of Education (USDE). Instead, ESSA, under Title I, Part A, says that state education agencies (SEAs) and local education agencies (LEAs) must ensure teachers meet applicable state certification requirements. In Georgia, under the Official Code of Georgia Annotated (O.C.G.A.), state certification requirements are established by the Georgia Professional Standards Commission (GaPSC). However, Georgia law also allows LEAs to waive certification requirements in Title 20 if the LEA has an approved Charter or Strategic Waiver Application. LEAs that waive state certification must establish professional qualifications (PQ) for their teachers and
Helpful Links and Resources
FY2022 Data Collections and Reporting

Data Collections and Reporting (gadoe.org)

Data Collections and Reporting

New Student Data Elements Survey: Provide feedback on the new data elements for the 2021-2022 school year by completing the survey.

TAKE SURVEY

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)
- Private School
- Student Class
- Student Record
- New Coordinator Documentation
- Presentations, Webinars, and Miscellaneous Documentation
- FY2022 Summary of Transmission Dates
- Data Collection Team Contacts
Helpful Links and Resources

**FY2022 Data Collections and Reporting**

[FY2022 Student Class Resources (gadoe.org)](https://www.gadoe.org)

---

**General Information**
- Data Collections Overview
- Data Collections Academy
- GaDOE Guidelines for Extracting Names
- Records Retention
- School Count by Type
- FY2022 New Data Elements Survey

**FY2022 Student Class Resources**

Student Class is a collection of class roster data which links students and teachers to a class.

**General Information**
- Student Class Transmission Dates
- Student Class Data Element Detail (Updated 8/9/2021)
- Data Collection FAQs

**Related Information**
- Reporting Delivery Models (Updated 8/13/2021)
- Reporting ONLINE Courses

---

**Contact Information**

Nicholas L. Handville
Chief Data and Privacy Officer
Technology Services
rhandville@doe.k12.ga.us
https://www.gadoe.org

Technology Service Desk
Georgia Department of Education
Phone: (800) 869-1011
Data Reporting and COVID
The questions below have been compiled to assist school districts in determining the effects of virtual/distance/remote learning on student attendance requirements and Full Time Equivalent (FTE) reporting and funding.

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

In the 2021-2022 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
Guidance from Special Education in the October 1, 2021 - Email Blast

Email Blast October 1, 2021 (gadoe.org)

• Key Points:
  • a Free Appropriate Public Education (FAPE) is required in the pandemic and beyond
  • federal requirements have not been waived
  • special_education_restart_guidance.pdf (georgiainsights.com)
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.
Changes in FY22 for Student Class
Additions to Student Class

We are adding pseudo-school code ‘5555’ – in a local jail or correctional facility. If you have a student in a local jail that you are serving for Special Education services, report ALTERNATIVE SCHOOL CODE ‘5555’ and SPECIAL ED ENVIRONMENT = ‘8’. The ALTERNATE SYSTEM CODE is your district. COURSE TEACHER CODE is the teacher from your district providing services.
Students in Correctional Facilities

• Pseudo-School Code ‘5555’ – in a local jail or correctional facility
• SPECIAL ED ENVIRONMENT = ‘8’
• ALTERNATE SYSTEM CODE = system providing services
• COURSE TEACHER CODE = teacher from your LEA providing services
Optional New Pseudo-Course Numbers for Special Education
Scheduling Special Education Services using Pseudo-Course Numbers

- Why?
- Many LEAs have asked, “How do I schedule my student with a visual impairment only receiving VI specialized services (i.e., use of magnifiers) 2 times a month?” or;
- “How can I schedule my kindergarten student with significant physical impairments receiving OI services daily for 30 minutes?” or;
- “I wish I could schedule students receiving speech, but how?” or;
- “The teacher who provides support to our student with hearing impairments (i.e., checking hearing aid, FM system) works with him 3 times a month, how can I schedule that?”

- **These are optional for system use.**
Using Pseudo-Course Numbers

Appropriate Use

• Services provided outside a content class such as:
  • Braille to a student with a visual impairment
  • use of an FM system to a student with a hearing impairment
  • group or individual speech therapy provided outside a classroom
  • use of orthotics for a student with missing limbs receiving orthopedic services

Inappropriate Use

• Instruction provided to a student in ANY content area such as:
  • reading
  • math
  • science
  IF a special educator is providing instructional services in either an inclusion setting or separate class, the class should be coded with the appropriate course number and delivery model.
Using Pseudo-Course Numbers

- There will only be one teacher (the special education teacher/service provider or SLP).
- Use Delivery Model 6 (Specialized Placement outside Gen Ed).
- These teachers / service providers will be evaluated in the In-Field application for Special Education service certification.
- The pseudo-course numbers will load in SLDS enabling special educators and SLPs to view the history of students receiving services.
### PSEUDO-COURSE NUMBER | COURSE DESCRIPTION
--- | ---
PK.00100000 | Pre-K Literacy
PK.00200000 | Pre-K Numeracy
PK.80100000 | Special Ed. Literacy
PK.80200000 | Special Ed. Numeracy
PK.90100000 | Special Ed. Literacy
PK.90200000 | Special Ed. Numeracy
05.01000000 | \(Z = \text{Visual Impairment}; \text{or } 1 = \text{Blind}; \text{or } 2 = \text{Deaf and Blind}\)
05.02000000 | \(W = \text{Hearing Impairment}; \text{or } X = \text{Deaf}; \text{or } 2 = \text{Deaf and Blind}\)
05.03000000 | \(3 = \text{Speech Language Therapy}\)
05.04000000 | \(V = \text{Orthopedic Impairment}\)
05.09000000 | \(Z = \text{Visual Impairment}; \text{or } 1 = \text{Blind}; \text{or } 2 = \text{Deaf and Blind}\)

**NOTE:** These number are not to be changed except for the last two digits, xx.xxxxxx00. Last two digits are for District use.
# Pseudo-Course Number- Vision Impairments

<table>
<thead>
<tr>
<th>Course/Service #</th>
<th>Service Type</th>
<th>FTE Program Code/Sp. Ed. Service</th>
<th>Service Description</th>
</tr>
</thead>
</table>
| 05.01000xx       | Vision Services (any grade PK-12) | Z= Visual Impairment; or 1= Blind; or 2= Deaf and Blind | Description of Vision Services includes:  
• use of devices such as magnifiers, CCTVs, braillers and/or braille production, filters, etc.  
• orientation and mobility  
• strategies for accessing text, determining appropriate accommodations  
In-Field evaluation on the Special Education service provider would be for Visual Impairment certification or General Curriculum Special Ed. certification. |
### Pseudo-Course Number - Hearing Impairments

<table>
<thead>
<tr>
<th>Course/Service #</th>
<th>Service Type</th>
<th>FTE Program Code/Sp. Ed. Service</th>
<th>Service Description</th>
</tr>
</thead>
</table>
| 05.02000xx       | Hearing Services (any grade PK-12) | W = Hearing Impairments; or X = Deaf; or 2 = Deaf and Blind | Description of Hearing Services includes:  
- use of FM systems, hearing aid checks, ASL support only* and similar access items  
- strategies for accessing text, determining appropriate accommodations  
In-Field evaluation on the Special Education service provider would be for Hearing Impairment certification or General Curriculum Special Ed. certification. |
# Pseudo-Course Number - Speech/Language

<table>
<thead>
<tr>
<th>Course/Service #</th>
<th>Service Type</th>
<th>FTE Program Code/Sp. Ed. Service</th>
<th>Service Description</th>
</tr>
</thead>
</table>
| 05.03000xx       | Speech Language Therapy (any grade PK-12) | 3 = Speech Language Therapy | Description of Speech-Language Therapy includes:  
• group or individual speech-language therapy delivered in direct alignment with IEP goals and objectives  
• can include students receiving the service based upon a primary or secondary disability or as a related service  
• separate class services only- if inclusion, use the appropriate inclusion coding  
There is no In-Field evaluation on Speech/Language Pathologists done in the In-Field application. |
<table>
<thead>
<tr>
<th>Course/Service #</th>
<th>Service Type</th>
<th>FTE Program Code/Sp. Ed. Service</th>
<th>Service Description</th>
</tr>
</thead>
</table>
| 05.04000xx       | Orthopedic Services (any grade PK-12) | V = Orthopedic Impairment       | Description of Orthopedic Services includes:  
• use of assistive technology, orthotics, other items to enable access  
• strategies for accessing the classroom environment, determining appropriate accommodations  
In-Field evaluation on the Special Education service provider would be for Orthopedic Impairment certification or General Curriculum Special Ed. certification. |
# Pseudo-Course Number- Braille Instruction

<table>
<thead>
<tr>
<th>Course/Service #</th>
<th>Service Type</th>
<th>FTE Program Code/Sp. Ed. Service</th>
<th>Service Description</th>
</tr>
</thead>
</table>
| 05.09000xx       | Braille Instruction (any grade PK-12) | Z = Visual Impairment; or 1 = Blind; or 2 = Deaf and Blind | Description of Braille Services includes:  
• pre-readiness Braille skills  
• Braille skills  
• Braille fluency  
In-Field evaluation on the Special Education service provider would be for Visual Impairment certification or General Curriculum Special Ed. certification. |
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-12th 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
Special Education Delivery Models

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 Alternate Content Standards (ACS) flag in FTE or Student Record
    - General curriculum certification required to serve students without ACS 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
# Special Education Certification for Service

<table>
<thead>
<tr>
<th>505-2-.110 SPECIAL EDUCATION GENERAL CURRICULUM</th>
<th>505-2-.107 SPECIAL EDUCATION ADAPTED CURRICULUM</th>
<th>505-2-.56 SPECIAL EDUCATION GENERAL CURRICULUM/EARLY CHILDHOOD EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Students Instructed Using Alternate Content Standards

• Students receiving instruction using Alternate Content Standards (ACS) require a teacher with Adapted Curriculum certification for special education courses.

• Students receiving instruction using ACS can participate in general education classes including participation for academic instruction, for electives such as Music or Art, as well as for socialization. An Adapted Curriculum certified special educator is not required to be in the class.

• Best practice for students participating in ACS and attending a general classroom recognizes the need for modifications to be conscientiously applied to enable the meaningful participation of students.

• PE Teacher preparation coursework includes Adapted PE training and PE teachers are appropriately certified to teach Adapted PE curriculum. An additional SPED teacher is not required. Special education teachers are not appropriately certified to teach Adapted PE.
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.
ESSA In-Field/PQ 2021 – 2022 Updates
Fiscal Agents – GNETS Program

Fiscal Agents - GNETS Program

ESSA requires SEAs and LEAs to ensure that teachers and paraprofessionals meet state certification requirements. (Sections 1111(g)(2)(J); 1112(c)(8)).

GNETS with RESA Fiscal Agents

Special Education Teachers for Service
Special Education teachers must hold special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.) and a clearance certificate.

Special Education Teachers Issuing Grades in Content Area Courses
Teachers issuing grades must hold content certification in the corresponding content areas and grade level bands and a clearance certificate.
GaDOE Board Rule 160-4-7-14

GNETS with LEA Fiscal Agents

Special Education Teachers for Service
Special Education teachers must hold special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.) and a clearance certificate.

Special Education Teachers Issuing Grades in Content Area Courses
Teachers issuing grades must meet the professional qualifications of the district responsible for hiring and have a clearance certificate.
GaDOE Board Rule 160-4-7-14

Paraprofessionals must hold state certification and a clearance certificate. ESSA Sec.1111(g)(2)(M), O.C.G.A. §20-2-211.1, GaPSC Rules

Fiscal Agents, GNETS, and LEAs are jointly responsible for:
1. Hiring and evaluating teachers and paraprofessionals,
2. Ensuring teachers and paraprofessionals have the appropriate credentials,
3. Reporting teachers and paraprofessionals in CPI,
4. Ensuring coding in CPI is accurate,
5. Communicating Right to Know Notifications,
6. Providing 20 Day Notifications, and
7. Collaborating to ensure all coding in Student Class is accurate for the students in the GNETS Program.
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
GaDOE PQ ESSA In-Field Special Education Quick Guide

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
Student Class: Reporting Delivery Models for Special Education
FY 2022 Student Class Data Collection Delivery Models Document

For release on July 01, 2021

FY2022 Student Class Resources (gadoe.org)
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 2nd, 3rd, or 4th 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 ACS (or GKIDS is 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
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 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 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.
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.
# TEACHER COURSE CODES INSTEAD OF SSN

<table>
<thead>
<tr>
<th>Special COURSE TEACHER CODEs</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2222222222</td>
<td>For teachers employed through the Georgia Virtual School Program (GAVS). Use the teacher’s IDENTIFIER as the <strong>COURSE TEACHER CODE</strong> for all courses taken through GAVS. <strong>COURSE TEACHER CODE</strong> of all 2s means there is a GAVS teacher providing instruction who serves as the teacher of record for the students taking the course.</td>
</tr>
<tr>
<td>3333333333</td>
<td>For teachers of virtual or online/distance courses that are not in your district. Use the teacher’s IDENTIFIER as the <strong>COURSE TEACHER CODE</strong> for virtual courses if the IDENTIFIER is unknown. <strong>COURSE TEACHER CODE</strong> 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.</td>
</tr>
</tbody>
</table>
| 4444444444                  | For instruction where there is no teacher (vacancy), no long-term substitute teacher, and no contracted worker. Use this **COURSE TEACHER CODE** for any of the following:  
  - 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.  
  - Students that earn credit in lieu of taking the course |
# TEACHER COURSE CODES INSTEAD OF SSN

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>77000xxxxx</td>
<td>Short Term Subs – Used when there is a vacant position of less than 20 days. Not reported in CPI.</td>
<td>Only valid for PK.9010000 - PK Special Ed Literacy and PK.9020000 – PK Special Ed Numeracy. <strong>NOTE:</strong> COURSE TEACHER CODE 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 – <strong>EXAMPLE:</strong> 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.</td>
</tr>
</tbody>
</table>
### ONLINE Learning Guidance for Data Collections

<table>
<thead>
<tr>
<th>Description</th>
<th>Self-Directed Instruction</th>
<th>Facilitated Instruction</th>
<th>Blended Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Facilitated Group Online Learning 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. The facilitator is there to monitor and help the student, but does not deliver direct instruction.</td>
<td>Blended Learning - A formal education program that leverages both technology-based and face-to-face instructional approaches, that include an element of online or digital learning, combined with supervised learning time, and student led learning, in which the elements are connected to provide an integrated learning experience; and in which students are provided some control over time, path, or pace. Teacher will give the grade.</td>
<td></td>
</tr>
</tbody>
</table>

### ONLINE Learning Guidance for Data Collections

<table>
<thead>
<tr>
<th>Description</th>
<th>GAVS Direct Instruction</th>
<th>Direct Instruction</th>
<th>Classroom Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction with certified teacher, using computer-based instruction for GAVS virtual courses. Primary Teacher is the teacher of record.</td>
<td>Direct Instruction with certified teacher, computer-based instruction includes online, distance learning, or virtual courses. Primary Teacher is the teacher of record.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Delivery Model Code</td>
<td>Description, Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>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).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>'3' SLP - NEW FOR FY21 – providing speech as a related service (will now be funded at the speech level of funding)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>'4' Paraprofessional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>'5' Interpreter</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>'6' Job Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>'7' Assistive or Other personnel such as OT, PT, or other related service providers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>'8' Additional Teacher-Not a Special Education teacher (Not providing direct instruction)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE TEACHER CODE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regular Education Teacher with appropriate grade and Content Certification or specified codes for exceptions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDITIONAL TEACHER</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>for staff providing Inclusion Code 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>YES</td>
<td>for staff providing inclusion Code 8 (Not a Special Education Teacher)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content Area Course Number for the class is xx.0</td>
</tr>
</tbody>
</table>
## ESSA In-Field/PQ 2021 – 2022 Updates

### Special Education Delivery Model 1

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Delivery Model</th>
<th>Delivery Model Code #</th>
<th>COURSE TEACHER CODE</th>
<th>ADDITIONAL TEACHER 1-3</th>
<th>Comments - Description</th>
<th>COURSE NUMBER</th>
<th>INCLUSION CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>Additional Supportive Service to the Student</td>
<td>1 (E6097)</td>
<td>Course teacher with content appropriate certification</td>
<td>No, if INCLUSION CODE = ‘3’, ‘4’, ‘5’, ‘6’, or ‘7’. (E6121) Yes, if INCLUSION CODE = ‘8’. (E6091).</td>
<td>Students with disabilities (SWD) receive Special Education services from personnel: paraprofessional, interpreter, job coach, other assistive personnel, or other certified teacher, in addition to the regular education content area teacher. The personnel providing this inclusion service is NOT a special education teacher. <strong>NOTE:</strong> If SPECIAL EDUCATION DELIVERY MODEL ‘1’ is indicated for class record, then the data element INCLUSION CODE (in both FTE &amp; SC) must be one of the following valid values: ‘3’ Speech / Language Pathologist ‘4’ Paraprofessional ‘5’ Interpreter ‘6’ Job Coach ‘7’ Assistive or Other personnel ‘8’ Teacher-Not a Special Education teacher (Not providing direct instruction) Student was reported in FTE with an INCLUSION CODE of ‘3’, student must also have an INCLUSION CODE of ‘3’ and SPECIAL ED DELIVERY MODEL of ‘1’, ‘3’, ‘4’, or ‘5’ in Student Class. (E7006)</td>
<td>Content Area Course Number for the class is xx.0, xx.1, xx.2, xx.3 or xx.4. (E6083)</td>
<td>Yes. Valid values are: ‘3’ Speech / Language Pathologists (E7007) ‘4’ Paraprofessional ‘5’ Interpreter ‘6’ Job Coach ‘7’ Assistive or Other personnel ‘8’ Teacher-Not a Special Education teacher (Not providing direct instruction) (E6021) (E7014)</td>
</tr>
<tr>
<td>Delivery Model Code</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Description, Comments** | ➢ A special education teacher provides supportive services to the primary, content teacher.  
➢ 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  
➢ Also used for PK students served in any early childhood setting with at least 50% non-disabled peers |
| **COURSE TEACHER CODE** | ➢ Regular Education Teacher with appropriate grade and Content Certification. |
| **ADDITIONAL TEACHER** | ➢ NO |
| **COURSE NUMBER** | ➢ Content Area Course Number for the class is xx.0 |
## Direct Services: Consultative

<table>
<thead>
<tr>
<th>Delivery Model Code</th>
<th>3</th>
</tr>
</thead>
</table>
| **Description, Comments** | ➢ A special education teacher or SLP provides direct services to identified SWD within the general education classroom, for amount of time designated in IEP  
➢ Also used for PK students served in any early childhood setting with at least 50% non-disabled peers  
➢ **INCLUSION CODE = ‘3’** if provided by an SLP (not a related service)  
➢ **INCLUSION CODE = ‘9’** if provided by a special education teacher  
➢ 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. |

<table>
<thead>
<tr>
<th>COURSE TEACHER CODE</th>
<th>➢ Regular Education Teacher with appropriate grade and Content Certification or specified codes for exceptions</th>
</tr>
</thead>
</table>
| ADDITIONAL TEACHER   | ➢ YES for Special Education Teacher with appropriate Special Education Certification  
➢ **No for SLP since SLP will not be checked for certification** |
| COURSE NUMBER        | ➢ Content Area Course Number for the class is xx.0 |
## Direct Services: Collaborative

<table>
<thead>
<tr>
<th>Delivery Model Code</th>
<th>4</th>
</tr>
</thead>
</table>
| **Description, Comments** | - A special education teacher or SLP works with identified students with disabilities and the general education teacher within the general education classroom for less than a full segment and/or less than each time a class meets.  
- Also used for PK students served in any early childhood setting with at least 50% non-disabled peers  
- **INCLUSION CODE = '3' if provided by an SLP**  
- **INCLUSION CODE = '9' if provided by a special education teacher**  
- Collaborative service is reported and funded in FTE only if the service is provided more than half of the segment on Count Day. |
| **COURSE NUMBER** |  
- Content Area Course Number for the class is xx.9 |
| **COURSE TEACHER CODE** |  
- Regular Education Teacher with appropriate grade and Content Certification or specified codes for exceptions |
| **ADDITIONAL TEACHER** |  
- YES for Special Education Teacher with appropriate Special Education Certification  
- **No for SLP since SLP will not be checked for certification** |
## Direct Services: Co-teaching

<table>
<thead>
<tr>
<th>Delivery Model Code</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description, Comments</strong></td>
<td></td>
</tr>
<tr>
<td>➢ A special education teacher or SLP 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.</td>
<td></td>
</tr>
<tr>
<td>➢ Also used for PK students served in any early childhood setting with at least 50% non-disabled peers</td>
<td></td>
</tr>
<tr>
<td>➢ <strong>INCLUSION CODE = ‘3’ if provided by an SLP</strong></td>
<td></td>
</tr>
<tr>
<td>➢ <strong>INCLUSION CODE = ‘9’ if provided by a special education teacher.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE TEACHER CODE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Regular Education Teacher with appropriate grade and Content Certification or specified codes for exceptions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDITIONAL TEACHER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ YES for Special Education Teacher with appropriate Special Education Certification</td>
<td></td>
</tr>
<tr>
<td>➢ <strong>No for SLP since SLP will not be checked for certification</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Content Area Course Number for the class is xx.9</td>
<td></td>
</tr>
</tbody>
</table>
ESSA In-Field/PQ 2021 – 2022 Updates
Special Education Delivery Models 5

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Delivery Model</th>
<th>Delivery Model Code #</th>
<th>COURSE TEACHER CODE</th>
<th>ADDITIONAL TEACHER 1-3</th>
<th>Comments - Description</th>
<th>COURSE NUMBER</th>
<th>INCLUSION CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>Direct Service: Co-teaching</td>
<td>S</td>
<td>Course teacher with content appropriate certification. No, if INCLUSION CODE = ‘3’ (for SLP).</td>
<td>Report special education teacher with appropriate special education certification. A special education teacher 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. INCLUSION CODE must be:  ‘9’ Certified Special Education Teacher A special Education co-teacher may be reported for all students in a co-taught, inclusion class. This is a local decision. If the district decides to report the Special Education co-teacher on all students in the class, then the data for the general education students needs to conform to these rules: the general education students are reported with a xx.0 course number, the CO-TEACHER flag must be ‘N’ (because this data element is specific to Special Education service delivered by a co-teacher), there is no delivery model on the students that are general education / they not receiving a special service, no PRIMARY AREA, and INCLUSION CODE is blank. The co-teacher may be reported as ADDITIONAL TEACHER. If the CO-TEACHER flag is ‘N’, if the INCLUSION CODE is ‘3’ or is blank, the Additional Teacher is not tested in the In-Field system. Only when the INCLUSION CODE is ‘9’ will the ADDITIONAL TEACHER be tested in the In-Field system. For the SWDs who are receiving services in the class, the co-teacher must be reported when the CO-TEACHER flag is ‘Y’, and the Special Education teacher is reported as ADDITIONAL TEACHER.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Speech/Language Pathologist added as inclusion code “3”
**Specialized Placement: Individual or Small Group, Outside Regular Education**

<table>
<thead>
<tr>
<th>Delivery Model Code</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description, Comments</strong></td>
<td>The special education teacher provides instruction to students with disabilities in a separate classroom, outside the regular classroom.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>No additional teacher; no INCLUSION CODE</td>
</tr>
<tr>
<td><strong>COURSE TEACHER CODE</strong></td>
<td>Special Education Teacher with appropriate grade and Content Certification in addition to appropriate Special Education</td>
</tr>
<tr>
<td><strong>ADDITIONAL TEACHER</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>COURSE NUMBER</strong></td>
<td>Content Area Course Number for the class is xx.8</td>
</tr>
</tbody>
</table>
If a special education teacher is teaching PE or Adapted PE, they must have PE (P-12) content Certification
## Specialized Placement: Individual or Small Group, Outside Regular Education, with Content Teacher

<table>
<thead>
<tr>
<th>Report Delivery Model Code</th>
<th>7</th>
</tr>
</thead>
</table>
| **Description, Comments**  | ➢ The general and special education teachers provide instruction to students with disabilities in a separate classroom, outside the regular classroom.  
➢ 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  
➢ 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.  
➢ No inclusion code. |
| **COURSE TEACHER CODE**    | ➢ Regular Education Teacher with appropriate grade and Content Certification or 4444444444 as the Teacher Code/Identifier for Virtual Instruction with computer as primary teacher. |
| **ADDITIONAL TEACHER**     | ➢ Yes, ADDITIONAL COURSE TEACHER with appropriate Special Education Certification |
| **COURSE NUMBER**          | ➢ Content Area Course Number for the class is xx.8. |
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
kcliett@doe.k12.ga.us
ESSA In-Field/PQ 2021 – 2022 Updates

GaDOE Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ken Banter</td>
<td>Title I, Part A Senior Program Manager</td>
<td><a href="mailto:kbanter@doe.k12.ga.us">kbanter@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Kathy Aspy</td>
<td>Data Collections &amp; Reporting Manager</td>
<td><a href="mailto:kaspy@doe.k12.ga.us">kaspy@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Sharon Armour</td>
<td>Data Collection Specialist (Student Class)</td>
<td><a href="mailto:sarmour@doe.k12.ga.us">sarmour@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Katie Green</td>
<td>Data Collection Specialist (CPI)</td>
<td><a href="mailto:kagreen@doe.k12.ga.us">kagreen@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Karen Cliett</td>
<td>Title I, Program Specialist</td>
<td><a href="mailto:kcliett@doe.k12.ga.us">kcliett@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Shauntice Wheeler</td>
<td>Title II, Program Manager State Activities</td>
<td><a href="mailto:swheeler@doe.k12.ga.us">swheeler@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Ginger Crosswhite</td>
<td>Title I, Program Specialist</td>
<td><a href="mailto:Ginger.crosswhite@doe.k12.ga.us">Ginger.crosswhite@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Dawn Kemp</td>
<td>Special Education Data Reporting</td>
<td><a href="mailto:dkemp@doe.k12.ga.us">dkemp@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>
Data & GO-IEP Unit
Contact Information

Linda Castellanos
Program Manager
Cell: 404-719-8045
lcastellanos@doe.k12.ga.us

Phoebie Atkins
Cell: 470-316-8633
patkins@doe.k12.ga.us

Julie Youngblood
Cell: 470-316-8663
jyoungblood@doe.k12.ga.us

Dawn Kemp
Part B Data Manager
Cell: 678-340-6738
dkemp@doe.k12.ga.us

Emily Dishman
Cell: 678-326-8087
edishman@doe.k12.ga.us

Dale Rose
Cell: 678-340-0162
drose@doe.k12.ga.us

NORTH

SOUTH