

Transcript for Special Education FY22 FTE Updates Webinar

00:00:00.000 --> 00:00:15.160

Dawn Kemp

We have posted the presentation. It is in the beginning of the chats. You may have to scroll back and will post it. We will post the presentation again.

00:00:16.000 --> 00:00:17.480

Dawn Kemp

Anne chat.

00:00:18.690 --> 00:00:25.350

Dawn Kemp

Give just a few more minutes for everybody to get in because I know this is a little different for you.

00:00:25.740 --> 00:00:31.940

Dawn Kemp

Uh, kind of having to go through a portal type situation.

00:00:36.020 --> 00:00:50.560

Dawn Kemp

Georgia Department of Education is moving toward the use exclusively of teams for meeting, so just kind of a heads up as you participate in different meetings. This you know you will. This will kind of be the.

00:00:50.610 --> 00:00:51.790

Dawn Kemp

Process.

00:01:06.050 --> 00:01:08.940

Dawn Kemp

Starting just one minute.

00:01:10.190 --> 00:01:17.790

Dawn Kemp

And hopefully everyone can hear us. If you've never used teams before, just to kind of give you a little while.

00:01:19.540 --> 00:01:29.080

Dawn Kemp

Why is the way and you have emojis that you can access an? You can raise your hand. It's at the top of your screen.

00:01:29.910 --> 00:01:33.510

Dawn Kemp

You also can utilize the chat box.

00:01:34.270 --> 00:01:45.110

Dawn Kemp

And obviously that is indicated with the little bubble conversation bubble. So those are options for you.

00:01:46.410 --> 00:01:48.850

Dawn Kemp

Let's go ahead and let's begin.

00:01:50.050 --> 00:01:56.490

Dawn Kemp

Today we're gonna be talking with you about the updates to FTE.

00:01:56.540 --> 00:02:27.930

Dawn Kemp

E for FY22, and our focus is really predominantly on special education students. What we do is not a total review of everything that has been presented in the past by data collections. We do have recordings on our website and will be sharing those.

00:02:27.980 --> 00:02:37.910

Dawn Kemp

Uh, locations with you as we move through this that you can access for greater detail, but generally speaking.

00:02:38.910 --> 00:02:45.110

Dawn Kemp

This is totally a pertinent information to students with disabilities.

00:02:46.430 --> 00:03:11.610

Dawn Kemp

So we will go ahead and begin. My name is Dawn Kemp and also online with me today. I have Linda Castellanos who is the program manager for data in the Go IEP unit. She's gonna be sharing with you in a few moments. Phoebe Atkins is the one graciously admitting you from the lobby and working on our.

00:03:12.850 --> 00:03:13.860

Dawn Kemp

Recording.

00:03:17.920 --> 00:03:46.080

Dawn Kemp

First, what I'd like to say to you, as were continuing that meant a few more individuals in. I'd like to say thank you, and we appreciate you. I think oftentimes in these difficult times last year when I was sharing this, it was difficult times. Many schools had not even resumed any type of in person learning. Here we are a year later.

00:03:46.530 --> 00:03:49.270

Dawn Kemp

And we continue to.

00:03:50.230 --> 00:04:08.590

Dawn Kemp

Had these interruptions and boy UPS in the system because of coded, we respect and we appreciate everything that you do for students, sometimes under very difficult situations and we are totally here to help you.

00:04:10.560 --> 00:04:11.240

Dawn Kemp

Ferrari.

00:04:12.330 --> 00:04:16.790

Dawn Kemp

Today we initially were going to be doing some introductions.

00:04:17.480 --> 00:04:19.000

Dawn Kemp

And I think I pretty much already.

00:04:21.010 --> 00:04:35.490

Dawn Kemp

That, but we're going to share with you some other key personnel, not apartment going to share with you some very helpful resources that I would recommend that you consult as you're working through the FTE.

00:04:35.620 --> 00:04:49.580

Dawn Kemp

Process we're going to share with you the key changes for this year. Some key points relative to FTE and some of the key reports.

00:04:51.650 --> 00:05:19.300

Dawn Kemp

One of the first things that I'd like to share with you. This is our wonderful data and go IEP team and I've already indicated that Linda Castellanos, my program manager, the program manager of data and Go IEP team is on and will be providing some information. Phoebe Atkins, another specialist from the unit Emily Dishman.

00:05:19.980 --> 00:05:29.640

Dawn Kemp

Dale Rose and Julie Youngblood and all of them are going to be helping us as we work through.

00:05:30.030 --> 00:05:34.020

Dawn Kemp

Uh, the questions and comments that you have.

00:05:35.390 --> 00:05:45.410

Dawn Kemp

First, we're going to begin with your helpful resources. Oftentimes, when you are involved in a presentation like this.

00:05:46.090 --> 00:05:54.770

Dawn Kemp

You have a situation where the resources are at the very very end and you fly through the resources.

00:05:55.440 --> 00:06:02.490

Dawn Kemp

I want to be sure that you're aware of these in plenty of time to empower you.

00:06:04.190 --> 00:06:08.930

Dawn Kemp

Access them and getting information you need to retrieve.

00:06:11.820 --> 00:06:31.860

Dawn Kemp

The first resource that I want to share with you is our due dates calendar and the due dates calendar contains the submission of data entry on each and every special AD application that's do it's.

00:06:32.830 --> 00:07:03.000

Dawn Kemp

It's located in the special Education Applications portal as shown in this slide, and it can also be found in the timely and accurate reporting application on special Ed Applications Portal. Every item in red is an item that goes to your calculation for timely and accurate reporting.

00:07:04.480 --> 00:07:06.920

Dawn Kemp

Uh, just to share with you?

00:07:07.210 --> 00:07:15.640

Dawn Kemp

You, uh, I want you notice. I'm sure you're aware that the continuation of services is due on.

00:07:17.820 --> 00:07:48.590

Dawn Kemp

August the 31st and you have several items that are due in Sept. ENT. One item very important item that is due in September amongst other items and that is your timelines which are due September 30th and we will be having a webinar on August the 26th at 1:30 to discuss changes for this submission.

00:07:48.850 --> 00:07:51.960

Dawn Kemp

So just kind of a heads up on that.

00:07:53.730 --> 00:07:54.970

Dawn Kemp

That's coming up.

00:07:56.840 --> 00:08:26.300

Dawn Kemp

You also notice that this is the last page of your due dates and following the grid for your due dates is a

listing of every item in red that count stored the accurate determination. The timely and accurate data submission portion of your determination. Again, this can be located inside the special Ed.

00:08:26.350 --> 00:08:35.860

Dawn Kemp

Applications Portal is also available on our data page and will be sharing that with you today as well.

00:08:39.540 --> 00:09:12.380

Dawn Kemp

This particular link that we're sharing with you helpful links and resources this as you can see in the rectangular box, contains the due dates calendar that we were just reviewing. Their also winks to four additional websites, their presentations, recordings and documents. Federal data reports an additional items we will be talking about these.

00:09:12.650 --> 00:09:14.600

Dawn Kemp

In a little more day out on a.

00:09:15.480 --> 00:09:16.800

Dawn Kemp

White or slide?

00:09:20.600 --> 00:09:31.160

Dawn Kemp

This particular slide shows you the data, presentations, recordings, and documents that are available.

00:09:32.330 --> 00:09:54.760

Dawn Kemp

As you can see, I have illustrated that this is not. That page is quite lengthy and we do update it regularly. It has everything from special Ed applications information to FTE to all types of items that are available.

00:09:58.480 --> 00:10:28.440

Dawn Kemp

This particular portion of the way that same webpage provides you with documents, tools, and templates at this location at the bottom of the slide you will find things such as your environment calculators for your early childhood environments, your school age environments, and your childhood outcomes environments.

00:10:29.570 --> 00:10:42.610

Dawn Kemp

Your childhood outcomes for early childhood's, not their environments, with outcomes for students exiting the pre K programs, all of those tools are located in this location.

00:10:45.030 --> 00:10:50.480

Dawn Kemp

You also know on this page this is the federal data would.

00:10:50.770 --> 00:11:07.720

Dawn Kemp

Works, we added a lot of information to this page. There's disaggregated data on this page for environment for students. The Elier size group.

00:11:08.340 --> 00:11:23.990

Dawn Kemp

There's also in the FY20 section your annual graduation rate, as well as your adjusted cohort graduation rate. I was getting questions.

00:11:25.880 --> 00:11:56.150

Dawn Kemp

Yesterday's presentation that relative to where could we see those? Those rates for graduation? If your if your email? If you're putting something in the chat about the PowerPoint, sorry, you're having trouble accessing it. We will email it out to everyone. We have. Your email address will also post it on the data presentations page that we showed you a few moments ago.

00:11:56.710 --> 00:11:58.200

Dawn Kemp

So not to worry.

00:12:00.410 --> 00:12:08.490

Dawn Kemp

This particular slide shows you additional data that is available on the federal data reports.

00:12:09.120 --> 00:12:26.110

Dawn Kemp

I notice that you also have discipline that is disaggregated a lot of times. That is very helpful information to have to watch your trends and to look at it by different groups of students.

00:12:26.660 --> 00:12:32.100

Dawn Kemp

Uh, so that's to share with you that that information is is available.

00:12:33.800 --> 00:12:36.100

Dawn Kemp

This also the same web.

00:12:36.680 --> 00:12:44.160

Dawn Kemp

Page has information about students who are exiting special Ed based on their age, their disability.

00:12:44.810 --> 00:13:00.040

Dawn Kemp

Uh, and their race ethnicity. We also have the graduation rate as we indicated, information about personnel dispute resolution. Anne, your maintenance of effort information.

00:13:03.850 --> 00:13:08.950

Dawn Kemp

I have gotten notification that you are able to download the power.

00:13:10.800 --> 00:13:14.520

Dawn Kemp

Right click on the file in the chat.

00:13:16.290 --> 00:13:17.260

Dawn Kemp

Thank you, thank you.

00:13:19.920 --> 00:13:29.270

Dawn Kemp

If you have specific questions related to data collection, just data collections in general.

00:13:29.820 --> 00:14:01.330

Dawn Kemp

I strongly encourage you to visit this link. This is the data collections departments website Anne you can locate on this particular website. As you can see, every different collection that is available when you select that. When you select a particular collection, you'll notice that it it. For instance, this is the FTE.

00:14:01.580 --> 00:14:22.240

Dawn Kemp

Link it provides you with a link to another page that shares resources directly aligned with that particular collection that that can be very helpful. So those are those are available. I strongly encourage.

00:14:22.290 --> 00:14:22.740

Dawn Kemp

You

00:14:25.110 --> 00:14:37.160

Dawn Kemp

you to visit that I collection websites and resources we will be sure you guys get the the PowerPoint. I know that's that's very concerning.

00:14:39.380 --> 00:14:51.150

Dawn Kemp

I wanted to also mention to you to give you a portal to give a plug to our friends and data collection they're doing in our office there open office hours Ann.

00:14:51.890 --> 00:15:22.600

Dawn Kemp

If if you have done data collection or special Ed for more than a year, you might have participated in this last year. Anne it's extremely helpful because it enables you to get little bits of information and also during these data collection office hours, they answer particular questions that you send it in so you can also.

00:15:22.820 --> 00:15:47.270

Dawn Kemp

Act with the process. I strongly encourage people to participate in that in those sessions. This is another item that you really, really want to have. This is your data collections due date your calendar, as it were, for the data collections that are submitted from your system.

00:15:48.440 --> 00:15:52.110

Dawn Kemp

Several of these are a part of.

00:15:53.000 --> 00:16:07.300

Dawn Kemp

Your timely and accurate data reporting. So you want to be aware of the timeline for those so you you know when items are supposed to be submitted from your system.

00:16:09.150 --> 00:16:40.260

Dawn Kemp

This is a listing of the Data Collections Department. The contacts from that department. Again, each of these individuals are specialist in this specific collection and they also provide you with a really good source of information. If you're asking a general data question, Anne. With that said, I am going to pass off.

00:16:40.310 --> 00:16:44.170

Dawn Kemp

To Linda to continue the presentation.

00:16:45.030 --> 00:16:46.300

Linda Castellanos

Alright, thank you dawn.

00:16:47.220 --> 00:16:57.100

Linda Castellanos

It's so good to see so many of you present today. I see one one person has tried repeatedly and can't get in and I wish I knew what to do to help her, but I hope everyone else has been able to get into.

00:16:56.640 --> 00:16:57.340

Dawn Kemp

Now what?

00:16:58.920 --> 00:17:01.340

Linda Castellanos

I probably admitted or 25 times already.

00:17:02.250 --> 00:17:12.800

Linda Castellanos

So we want to talk next about some changes that are coming in FTE related to special education, and there's not a lot of them, but we want to make sure that you understand the ones that are there.

00:17:13.760 --> 00:17:43.550

Linda Castellanos

So the first change is about the GAA. Now it's important understand that nothing is actually changing about the GA and y'all remember that last year we talked a lot about that. You should report a student as yes for GA. Even if this is not a year in which the student will be assessed, you should report this student's yes, if in fact they are participating in alternate content standards. There be instructed using alternate content standards and win great appropriate will be assessed using the GAA.

00:17:43.910 --> 00:17:57.680

Linda Castellanos

And we felt that that would be more clear to you if we actually change the name of the data element. So the data element previously known as the GAA data element will now be called the alternate content standards data element in it will be abbreviated with ACS.

00:17:58.470 --> 00:18:08.450

Linda Castellanos

The date the student became eligible for GAA will now be referred to as the date the student became eligible. I'm sorry, will now be referred to as the date the student became eligible for alternate content standards.

00:18:09.110 --> 00:18:39.630

Linda Castellanos

That data element, previously referred to as dates student, was no longer was identified, is no longer eligible for GAA, will now be referred to as the date the student was identified as no longer eligible for alternate content standards, and remember that those those three those things are actually documented in the IP in the GA decision making form because one of the questions in the GA decision making form is the student participating in instruction using alternate content standards. The last item on this page is a is a different kind of item.

00:18:39.680 --> 00:19:11.020

Linda Castellanos

And you may have seen this in Kathy Aspy's open office hours. The GAA was also referred to in Kathy's open office hours. The related Special Education Service of adapted PE. The name has been changed to be recreation. The reason that changes being made is because in fact adapted PE was never a related service. That was probably always in error, an FTE than name of that in Ida is is actually recreation, so that's what it will be referred to. There's nothing that different about it, but it will be referred to as recreation.

00:19:11.070 --> 00:19:23.970

Linda Castellanos

Adapted PE is actually a way that you can offer recreation services, but recreation services can include a lot of things. Anne adapted PE is a general Ed course taught by General Ed PE teacher in the state of Georgia.

00:19:25.660 --> 00:19:39.050

Linda Castellanos

The next couple of slides just kind of thing, but I already said is the GA test changing its name and the

answer is no, it's not changing its name, it remains the Georgia alternate assessment, but the data elements identifying who the students are there are participating in that are changing.

00:19:45.960 --> 00:20:09.000

Linda Castellanos

And then the next question you might be asking yourself is why are the data elements for students participating in GA changing again assessment using the GA is not simply an assessment decision, it's a life impacting educational decision. Students who are participating in the GA require instruction using alternate content standards from teachers who are qualified to provide that instruction, and they require that.

00:20:09.790 --> 00:20:12.300

Linda Castellanos

You know, throughout their day in all courses.

00:20:16.630 --> 00:20:46.620

Linda Castellanos

So let's look at some guidance for students who are instructed in alternate content standards. The team should complete the GA decision making form in the IEP completion of this enables the committee to determine Anne to document and in documenting your, make your ensuring that the parent is aware of this, that there should always know if their child is being instructed using alternate content standards, even if the child is in pre K or kindergarten, the parent needs to be aware if their child is not participating in instruction following the general education content standards, but state using.

00:20:46.660 --> 00:20:56.590

Linda Castellanos

Alternate content standards. So you want to document instruction for this thing will be followed a fall, an adapted curriculum, and that the student is eligible when appropriate to participate in GA.

00:20:57.410 --> 00:21:09.900

Linda Castellanos

Will be assessed using GA rather than milestones in the appropriate grades. These students should always be recorded as yes for alternate content standards and FT1 FT 3 Anne. We refer to that information about a student.

00:21:11.100 --> 00:21:23.430

Linda Castellanos

Status on alternate content standards to determine whether a teacher is appropriately certified to teach that student. So improper reporting may result in teachers appearing to be not in field, when in fact they actually are.

00:21:24.840 --> 00:21:36.210

Linda Castellanos

If you have teachers that are using ultimate content standards, all the students. If the teachers only certified to teach students on alternate content standards, every student that they teach should be following alternate content standards.

00:21:37.810 --> 00:22:08.060

Linda Castellanos

Additionally, the date that the student became eligible for alternate content standards as determined by the IEP team must be reported. The date of the IEP meeting in which the decision was made is the date that's reported as the day the student changes from being a student, not not instructed on alternate content standards to being a student who is instructed using alternate content standards. The same is true for the reverse if, occasionally, you decide that a student is no longer eligible for alternative content standards, that date should also be reported as the date that the student.

00:22:08.110 --> 00:22:10.460

Linda Castellanos

Like exited the alternate content standards.

00:22:11.290 --> 00:22:39.770

Linda Castellanos

I want to give you a caution that we should not see a lot of students moving back and forth on the decision of content standards. It's a very important decision that needs to be carefully made. Now we're not going to say that will never happen because we've all seen a few kids that we made a decision. We thought maybe this was an appropriate method instruction for the students they got involved in that without, you know, they're really not functional like their peers. They're making more rapid progress there, closer to grade level. We may occasionally move them back off, but this is not something you should be routinely doing year in and year out.

00:22:40.630 --> 00:22:53.580

Dawn Kemp

Linda, let me stop you just a moment. OK, Phoebe just addressed it. We had a hand raised. I was gonna tell him to please type their question in the chat. So if you have your hand raise please do that.

00:22:54.840 --> 00:22:56.460

Dawn Kemp

I apologize.

00:22:56.590 --> 00:22:57.340

Linda Castellanos

That's OK.

00:23:00.190 --> 00:23:05.550

Linda Castellanos

And if we got her question, do we want to wait a second for that? I still have the same person bless her heart trying to get in.

00:23:08.070 --> 00:23:21.320

Linda Castellanos

Alright, will keep going then we'll go back to adapted PE and related services, and as I already shared under idea adapted PE is not a related service recreation, is it related service, so we're just changing the label in FTE to be consistent with that.

00:23:28.130 --> 00:23:30.760

Linda Castellanos

Let's talk now about our child fans, students.

00:23:32.660 --> 00:23:56.890

Linda Castellanos

There are some new edits that we put in place. We started referring to this group of students as child find students last year. Remember that students with disabilities who were active last year but have withdrawn to hunger private school by FT1 should be reported with a withdrawal code of HK or Z and withdrawal date. Those withdrawal code codes enter withdrawal to home, school, private school or a Senate built in kind of setting.

00:23:58.230 --> 00:24:28.630

Linda Castellanos

Home in private school students who were reported only for child counting, FT1 last year. You don't need a withdrawal date from them 'cause we've already captured that. They were already reported last year. They're not. They didn't withdraw last year. There are still a unless you've enrolled them there still a home or private school student. Remember that when we refer to child find students, child find is actually includes all students with disabilities and all really means all whether they're enrolled in your district or not. So as part of what we report federally for child find, we also have to report those.

00:24:29.000 --> 00:24:59.990

Linda Castellanos

We always and we always have know that we need to report those dudes that are publicly enrolled. What we've not done such a great job with across the state is reporting those home in private school students. So you know you have some home and private school students that are served on a services plan, and I think that most of you probably know that you should be reporting this students before last year. You may have experienced challenges in reporting this. Students Anne when made a lot of changes last year to ease that process to make sure that they weren't barrier's on our side to you. Being able to appropriately report those.

00:25:00.420 --> 00:25:12.490

Linda Castellanos

Who are starved under a services plan? In addition to that, however, you need to be sure that you are reporting all students who either are home schooled in your district or who attend a private school in your district.

00:25:13.690 --> 00:25:22.140

Linda Castellanos

Whether or not they're being served. If they have a disability that need to be reported in FT1 as a student who's being reported only for child fan purposes.

00:25:24.940 --> 00:25:55.370

Linda Castellanos

The new errors are E 301 EO 301 and that's that's back on the prior slide down. I didn't cover the errors yet and the error tells you that the student status is reported as a C, which means the student is only a child find student, but the student was actually actively enrolled between FT1 last year in FT1 this year

and you need a withdrawal date so it's telling you that you're reporting the student but you don't have withdrawal date. Your reporting has a C student with no withdrawal date. Then you have E 3161 which is telling you that the student status is being recorded with a C.

00:25:55.430 --> 00:26:04.930

Linda Castellanos

Meaning he's only being reported for child fan, but he was actively enrolled with 20 FT one last year in FT1 this year and their withdrawal code must be HK or Z.

00:26:08.000 --> 00:26:37.950

Linda Castellanos

Alright, let's look at the next slide again about the child fan students. The C indicates that the student statuses child fan count and it's reported only in FT1, so the students that are home schooled or private schools are not reported in FTE 3. They reported in FT1 only because we use our FT1 report to federally report students that are part of our federal child count. The values for student status in FT1 RN, which stands for normal. I know in the world of Special Ed wouldn't really like that word normal, but they.

00:26:38.050 --> 00:26:39.750

Linda Castellanos

So it was normal is just a setting on your dryer.

00:26:41.200 --> 00:26:50.130

Linda Castellanos

There's also a status for retained and a status for withdrawn, and a new status of C, which means reported in FT1 for the federal child count only.

00:26:51.040 --> 00:27:08.010

Linda Castellanos

Remember that all students disabilities are reported for the federal child count using data, but the students reported with the student status of CR reported only to provide the necessary information for this account, and they do not earn any FTE funding. That's why the coding for a whole bunch of things is important that they will review those in a few minutes.

00:27:08.460 --> 00:27:10.690

Phoebie Atkins

Linda, there's one question in the chat box.

00:27:11.480 --> 00:27:12.130

Linda Castellanos

OK does it?

00:27:11.730 --> 00:27:12.270

Phoebie Atkins

And it says.

00:27:13.070 --> 00:27:13.920

Linda Castellanos

Is that continue?

00:27:13.160 --> 00:27:19.180

Phoebie Atkins

Does that continue to only count students who withdraw to home school and register with DoD is home schooling.

00:27:20.610 --> 00:27:24.470

Linda Castellanos

That has never been true. We hope that they will.

00:27:25.650 --> 00:27:42.450

Linda Castellanos

Register with DoD is a home school student but but that's a state requirement, not a federal requirement in state rule. Can't really Trump federal rule, so it's not a requirement. Actually that they register as a home school student through DOE.

00:27:46.270 --> 00:27:46.760

Linda Castellanos

OK.

00:27:50.760 --> 00:28:04.150

Linda Castellanos

So let's talk about a few reminders. Again, who are those kids? Child? Find students are defined as students with disabilities who are qualified for special Ed, but they're not actively enrolled, but 'cause they're enrolled in a private school or or they're home schooled.

00:28:04.770 --> 00:28:16.550

Linda Castellanos

Ann, you may be wondering why is Georgia bothering to capture those students in the answer is because all students identified as students with disabilities must be captured to determine the proportionate share of funds that should be spent on home and private school students.

00:28:20.320 --> 00:28:49.860

Linda Castellanos

A few more reminders. Do all child Penn students receive services under a services plan, and if not, do we have to count them? The answer is no. Not all child find students will receive services under a services plan. However, all child find students must be counted, including those who do not receive services who are reported with an N as their their IP type. And remember that Service plan students are provided with the services specified in the proportionate share in consultation in the private in the proportionate share consultation with private schools.

00:28:50.720 --> 00:28:59.690

Linda Castellanos

There are some new information coming out about that, so be sure that you pay attention to a webinar that Amber and some others, including us, will be.

00:29:02.430 --> 00:29:14.370

Linda Castellanos

Conducting before long about how to calculate your proportionate share in some new reporting, new methods of collecting the data that should help you is that is that process of documenting that.

00:29:13.540 --> 00:29:13.890

Dawn Kemp

It.

00:29:14.770 --> 00:29:17.880

Dawn Kemp

Landed that away August the 24th.

00:29:18.400 --> 00:29:20.140

Linda Castellanos

OK, August the 24th.

00:29:22.730 --> 00:29:30.090

Phoebie Atkins

And one more question, that's in the chat box is do we count them if they live in our county, but the private school they attend is in a different county?

00:29:30.470 --> 00:29:35.840

Linda Castellanos

And you're referring Gentry to the kids that are private school, not the kids that are homeschooled.

00:29:37.290 --> 00:30:09.590

Linda Castellanos

The guidance this year has changed on that, so last year we would have told you that the students that are not served should be counted based on where they live. We've revised that guidance after doing some consultations and discussion at our level about that and now our guidance is that the students who are private schooled and are not served should be reported by the eh. Lea eh? In which that private school is housed. The reason for that is that if that student was ever to access proportionate share services.

00:30:09.640 --> 00:30:14.680

Linda Castellanos

Those services would be accessed through the Lea in which the private school is geographically located.

00:30:19.560 --> 00:30:47.590

Linda Castellanos

That actually sort of on the next slide here. So you ask the question just in time who reports the students who reports child find students. We have a private school and the geographic region of RLEA, but not all students receiving proportionate share services live in RLEA. So a child find students served under a services plan should be reported by the Lea providing the services even if the child is not a resident of that Laa IA student not served should still be reported, by the way in which the home or private school is located.

00:30:47.650 --> 00:30:53.710

Linda Castellanos

Because that that is the Lea that might later be required to use proportionate share funds to provide services to that student.

00:30:54.970 --> 00:31:00.710

Linda Castellanos

The next question is, is there a charts? All know what the report for these kids? And yes, we're going to talk about that on the next slide.

00:31:03.730 --> 00:31:08.770

Linda Castellanos

So on the left you'll see a list of a bunch of data elements Anna.

00:31:09.400 --> 00:31:39.530

Linda Castellanos

Uh, and then we'll go through that and talk about whether that data element or how to report that data element for kids with a services plan. Anne. For those that are not being served with a services plan, they are eligible for special education there in a private or homeschool, and they are not getting services under a services plan. So first the student status the student status would be reported with a C. Remember that's that's the field that talks about normal or retained, so it would be a student or or withdrawn. So this would be a student status of C.

00:31:40.430 --> 00:32:01.770

Linda Castellanos

The next field is the IP services field, and there's three possibilities for that. The why is yes, he's receiving services under an IEP, and that would not apply to your home or private school students. The Service plan kids would be reported within S for services plan and the kids not being served would be reported within in he qualified for special Ed Services, but does not have an SPG, is not being served.

00:32:03.000 --> 00:32:18.440

Linda Castellanos

The next several data elements in blue are required for every student, including our private home school students. So we need the name, the GTID, the date of birth and gender, the grade level, the ethnicity, and the race for all of us students, just like you would for your enrolled kids.

00:32:19.830 --> 00:32:21.540

Linda Castellanos

For the prior 10 days.

00:32:22.220 --> 00:32:45.570

Linda Castellanos

The students must be reported within in because they were not actually enrolled in the prior 10 days, and they're not going to get funding, so you know you don't earn. If I shouldn't, I should say they're not going to get any funding their funded using your federal dollars. They're not funded using the state FTE dollars so that the prior 10 days should be reported as no because the student did not physically attend any of your schools during the prior 10 days.

00:32:47.670 --> 00:33:00.940

Linda Castellanos

Resident status code cannot be 7 for a private or homeschool student and must be a one for a home school student. 1 means he lives in your district and seven, gosh, I can't remember. I want to say it's.

00:33:01.770 --> 00:33:07.580

Linda Castellanos

Don't you are what seven was a new that earlier now for getting it. It's something strange though.

00:33:12.720 --> 00:33:17.380

Dawn Kemp

No, no, that's a different. I can't recall.

00:33:14.130 --> 00:33:15.090

Linda Castellanos

That's a new one.

00:33:16.020 --> 00:33:20.700

Linda Castellanos

I I think it's it. Maybe exchange student that may be what it was.

00:33:20.170 --> 00:33:23.190

Dawn Kemp

Yeah, it's it's very different.

00:33:23.090 --> 00:33:32.270

Linda Castellanos

Yeah, now I don't know why they exchange student couldn't be but, but that's that's the rule right now. If you have a problem with that, you can reach out to assemble, discuss it, OK?

00:33:33.440 --> 00:33:47.360

Linda Castellanos

For system of residency, the district serving the student should be reporting this student the system of residence should be that reporting district at this student is being served under a services plan, so the district serving the child.

00:33:48.220 --> 00:33:48.700

Linda Castellanos

Uh.

00:33:51.310 --> 00:34:08.270

Linda Castellanos

So the system of residence, they would be the reporting district for a child star vendor services plan for home and private school students. That district of residence for those students should be the system code of the reporting district. In other words, he lives in my district and my district is the system code that I will report because it's a home school student.

00:34:10.010 --> 00:34:15.180

Linda Castellanos

The withdrawal date. Withdrawal code. We kind of talked about that earlier. You got your 3.

00:34:16.080 --> 00:34:33.240

Linda Castellanos

Withdrawal reasons annual withdrawal codes that might be needed. The program codes where you enter. Typically your disability code, or if it's not, it's like an ABC. It's your generated code, but for private home school students they must all be the oh the letter O which stands for other Anne again. Those are non funded segments.

00:34:34.130 --> 00:34:46.830

Linda Castellanos

Inclusion in a tenant teacher should all be in for both your profit at home school students, because they're not, we don't report them again. Any of those fields. We don't. We just don't report those for this group of students.

00:34:49.900 --> 00:34:50.440

Linda Castellanos

OK.

00:34:54.030 --> 00:35:23.310

Linda Castellanos

Supplemental Speech and transportation and total Service Minutes report with Insan blanks for for these students also those those data elements all impact FTE funding. Anne aren't necessary for these students that are not generating any FT funding for both of these students. That report type is is that means there are special Ed student. The primary area should be reported for both of those groups of students for the special Ed Environment. Use the appropriate pre K environment.

00:35:23.360 --> 00:35:30.230

Linda Castellanos

Whichever one best fits the descriptor where the students being served and use the O if it's a school age student.

00:35:31.570 --> 00:35:35.280

Linda Castellanos

For assumes that are not served the special I didn't firemint should be blank.

00:35:36.300 --> 00:35:48.040

Linda Castellanos

For alternate content standards were not using GA for anything. We're not looking at, so just make just leave that field blank for all of your private homeschools to students.

00:35:48.880 --> 00:36:14.960

Linda Castellanos

For the special Ed services, those are the fields where you identify if yes or no. This student was served for any of these disabilities, so it's not just capturing their primary, but capturing any disability area for which the student is served. So report any disability appropriate for each student based on the services the student is receiving. An of course, since the student is receiving no services, if he's not served, you're going to. It's going to be in or blank for the students that are not being served.

00:36:15.650 --> 00:36:24.600

Linda Castellanos

You're related services again. Report any related services. Portraiture each student if they are in on a services plan, it should be in or blank if they're not on a services plan.

00:36:26.640 --> 00:36:30.010

Linda Castellanos

Are there any questions about any of those before I move on to the next thing?

00:36:30.320 --> 00:36:31.840

Dawn Kemp

We do have a question.

00:36:30.650 --> 00:36:32.930

Phoebie Atkins

Linda, there's one question in the chat box.

00:36:35.400 --> 00:36:36.950

Linda Castellanos

Let me scroll up and see if I see.

00:36:36.540 --> 00:36:45.580

Phoebie Atkins

Sorry dawn, it's if a student. If the student is served out of state in a private school, then that state county reports for proportionate share correct?

00:36:46.310 --> 00:36:49.860

Phoebie Atkins

And school means the institution has at least grade K.

00:36:51.900 --> 00:37:02.570

Linda Castellanos

You are correct about the out of state student Anne. It does have to meet the definition of a school and so that means they have at least one great. It may not be K, but I can't imagine why you would have.

00:37:04.700 --> 00:37:07.890

Linda Castellanos

Well, it doesn't have to it. It could be a high school.

00:37:10.420 --> 00:37:20.700

Linda Castellanos

A place that serves only high school age students or something, then necessarily have to be K, but they have to have at least a grade other than pre K to be considered to be a private school.

00:37:23.750 --> 00:37:24.200

Linda Castellanos

OK.

00:37:24.930 --> 00:37:26.380

Linda Castellanos

Were there any others that I missed?

00:37:28.470 --> 00:37:32.540

Linda Castellanos

I saw it that Nicole sent the link for that August 24th whether I thanking ago.

00:37:36.860 --> 00:37:40.530

Dawn Kemp

I don't see anything else. Do you phoebie?

00:37:39.200 --> 00:37:39.780

Linda Castellanos

Alright.

00:37:41.340 --> 00:37:47.040

Phoebie Atkins

The only other thing was a question about the proportionate share information being shared in a webinar or an email.

00:37:50.430 --> 00:37:51.490

Phoebie Atkins

And I think the link.

00:37:52.850 --> 00:37:54.510

Phoebie Atkins

For that webinar.

00:37:53.870 --> 00:37:53.890

Dawn Kemp

Uh.

00:37:55.000 --> 00:37:55.580

Linda Castellanos

Right?

00:37:55.130 --> 00:37:56.330

Phoebie Atkins

Should help with that.

00:37:57.900 --> 00:37:58.370

Linda Castellanos

OK.

00:38:00.050 --> 00:38:05.780

Linda Castellanos

Let's talk for a minute about the English learner change that was made for FTE 1 this year.

00:38:07.180 --> 00:38:17.120

Linda Castellanos

In years past, I think that districts were told to say that a student is, yes, an English learner. If the student was an English learner, even for a single day, that gear.

00:38:17.780 --> 00:38:22.460

Linda Castellanos

And that kind of has become a problem on our side.

00:38:23.100 --> 00:38:50.690

Linda Castellanos

Because we have so many students that are found to be not no longer eligible at the very end of the school year. And when I say the very end, you may not even get the results until summer or something and we need to have this students be exited. So if this, if it's a student with a disability that involves committing an IEP meeting, sometimes to look at the criteria for dismissal and decide whether or not you're going to dismiss the student. So we're giving you through FT1 to make the decision or to exit the student you know as appropriate.

00:38:51.800 --> 00:38:53.650

Linda Castellanos

So if the student has been exited.

00:38:54.670 --> 00:38:55.350

Linda Castellanos

Bye.

00:38:56.810 --> 00:39:11.490

Linda Castellanos

FTE count day? Then we're asking you to say no. He is not an English learner, so a student is EI at the beginning of the year, but he exits based upon his access scores that you might not get in till August. We want that student to no longer be reported as EI in FTE 1.

00:39:13.290 --> 00:39:24.110

Linda Castellanos

This is a change again from the prior year when the hoarding the EI status an FTE report, whether the students being served as of FTE count day if exited as of FT count, they do not report the student seal.

00:39:25.050 --> 00:39:40.320

Linda Castellanos

There's a fairly large number of EI students that are students disabilities, and that's why we're sharing this information with you. As for those of you hurt special Ed, I know we have some data collections folks here also, but specially administrators need to be aware of this.

00:39:41.510 --> 00:39:47.790

Linda Castellanos

Because we're heading just a significant number of students with disabilities that are not being reported as exited when they need to be.

00:39:51.430 --> 00:39:52.140

Linda Castellanos

Alright.

00:39:53.480 --> 00:40:08.760

Linda Castellanos

Let's talk for a minute about a policy statement regarding attendance. This information information was shared with you last year and you know you may have thought that. OK, that went away Anne. Many of you I know across the state or feeling like a OK, it's returning again so.

00:40:10.390 --> 00:40:11.450

Linda Castellanos

These these.

00:40:12.160 --> 00:40:36.210

Linda Castellanos

This guidance that was given last year has has been reposted. There's a note there at the bottom of this slide, saying it was retrieved on eight 1721, so all of this guidance still applies. Many of you may remember from last year some of you may be news, so we'll talk from it about this. The prior 10 day rule a student must have attended class for at least one of the prior 10 school days before the FTE count in order to receive funding for FTE.

00:40:36.770 --> 00:40:42.260

Linda Castellanos

But what does it mean to say they've attended class in in situations where there may be a virtual or distance learning?

00:40:43.530 --> 00:40:57.270

Linda Castellanos

We've defined that to mean that the student has been acknowledged through direct interaction between the student and the instructor at sometime during the 10 day period preceding the FTE Count Day. You can use the link here for the full policy on that.

00:40:59.330 --> 00:41:05.840

Linda Castellanos

That policy was developed to assist with reporting that data element about the prior 10 days during emergency closures due to COVID.

00:41:08.480 --> 00:41:12.780

Linda Castellanos

So we have some way of knowing what we're going to consider being present.

00:41:14.460 --> 00:41:28.550

Linda Castellanos

So attended class for virtual or distance learning students is documented when the student was acknowledged through direct interaction that you'll have to decide locally how you're going to track that or monitor that or document that, but that's the guidance, OK?

00:41:29.660 --> 00:41:46.220

Linda Castellanos

After accessing the link at the top of the page, you'll see this document. You should think about printing it, keeping it, learning it, reading it, everything. Every division is referencing this document in providing answers to school system questions. Again, this was kind of taken down for awhile. It was created this week, so look through that carefully.

00:41:37.290 --> 00:41:37.310

Dawn Kemp

Uh.

00:41:47.890 --> 00:42:01.890

Linda Castellanos

At the bottom there's something that says examples of how some virtual schools collected tenants for four hybrid virtual distance remote learning include, but are not limited to tracking student duration in online courses in time spent in the online classroom platform.

00:41:54.900 --> 00:41:54.920

Dawn Kemp

Uh.

00:42:02.490 --> 00:42:23.100

Linda Castellanos

Tracking students who log into the online platform tracking student attendance during live virtual instruction tracking. Students submission of assignments and student teacher interactions. Those are just some ways that you could think about doing that. I know that I've heard a lot of districts that just kind of a quick, you know, raise your hand to give us a feel how many? How many of you have had to.

00:42:24.260 --> 00:42:28.500

Linda Castellanos

Go go virtual already at the start of the school year when you weren't maybe planning to.

00:42:39.870 --> 00:42:41.960

Linda Castellanos

Same with you, hands raised, yeah.

00:42:45.190 --> 00:42:52.030

Linda Castellanos

Not too bad, but I'm I was aware there were some particularly sit down down in your directions where I heard that there were several.

00:42:53.580 --> 00:42:55.710

Dawn Kemp

Somebody said ask me tomorrow.

00:42:53.760 --> 00:42:54.140

Linda Castellanos

OK.

00:42:57.490 --> 00:42:59.100

Linda Castellanos

It could change, I know that.

00:43:00.070 --> 00:43:01.390

Dawn Kemp

Oh yeah.

00:43:02.700 --> 00:43:05.940

Linda Castellanos

We all thought we'd be over that by now, and we're certainly hoping to and.

00:43:08.640 --> 00:43:11.790

Linda Castellanos

What did the best looking on the right? We just we just keep.

00:43:12.940 --> 00:43:15.510

Linda Castellanos

Learning to adjust to the changing circumstances.

00:43:18.080 --> 00:43:18.530

Linda Castellanos

Alright.

00:43:21.610 --> 00:43:47.490

Linda Castellanos

Again, just some kind of points to remember here attended prior 10 days. Some criteria would be that the interaction is initiated by the student to the teacher and can take many forms. It might be an email or a similar exchange and it indicates that the students in attendance and engaged and the teacher should be responding to that email or to that exchange and maintaining documentation as proof of attendance for QBE funding for the prior 10 days of instruction.

00:43:24.500 --> 00:43:24.520

Dawn Kemp

Uh.

00:43:51.950 --> 00:44:10.040

Linda Castellanos

This at the present time there's no distinction among a virtual school at brick and mortar setting with distance learning component or traditional public school providing virtual and distance learning. The bottom line is that documentation of student teacher interaction is required in the 10 days prior to the FTE count to meet the attendance requirement.

00:44:15.290 --> 00:44:36.730

Linda Castellanos

One more important thing that everybody wants at the beginning of every year is the next slide. This slide will provide the FTE weizen categories for FY22. You know every year this changes and the amount

in red font in the bottom right corner is the base funding, which is a high school course with a weight of 1.0 and so the wait for the.

00:44:37.740 --> 00:44:44.750

Linda Castellanos

Sending generated for six segments reported with a D is \$2789.66.

00:44:43.980 --> 00:44:44.000

Dawn Kemp

Uh.

00:44:45.440 --> 00:44:52.490

Linda Castellanos

In each of the special education categories are waited and you'll see the white there like the in the.

00:44:53.380 --> 00:45:04.640

Linda Castellanos

First column the two, 2.4111 and 2.839. Those are the funding amounts for those various levels. Level one level 2345 for special Ed.

00:45:06.770 --> 00:45:19.850

Linda Castellanos

And then the charge kind of tells you what that would come to for 12345 or six segments. There's no real change in how this chart works. If you've looked at this chart in the past, that change would be just the funding amount, which shifts every year.

00:45:21.140 --> 00:45:35.740

Linda Castellanos

If you are kind of brand new to this ball game and you really need something that's a lot deeper than this, the slides that dawn showed you with where you can access additional webinars and trainings would include a much more in depth training about.

00:45:36.970 --> 00:45:48.090

Linda Castellanos

Yeah, how to report that our purpose today was not really to provide that, but if you're really, you know if you need some help, reach out to us or reach out to data collections and we can help you find the right information that you need.

00:45:49.680 --> 00:45:51.100

Linda Castellanos

Donald, turn it back over to you.

00:45:51.770 --> 00:46:03.830

Dawn Kemp

Thank you Linda, and I believe this chart is also posted on our data presentations and tools as well that with the current FTE weights.

00:46:04.680 --> 00:46:34.020

Dawn Kemp

We're gonna talk for a moment about critical reports to review in in the FTE count, and I really encourage you to to review these reports because many times it will catch a error in reporting before your system has signed off and can save you from making some major fiscal errors.

00:46:34.410 --> 00:46:38.510

Dawn Kemp

That really impact the dollars that your students will get.

00:46:40.350 --> 00:46:46.030

Dawn Kemp

The first thing that I would share with you is that in order to access.

00:46:46.980 --> 00:47:06.810

Dawn Kemp

Some of these items you have to have access to the to the data collections FTE portal and you would have to check in your system with your security officer for for the portal to get get.

00:47:07.860 --> 00:47:38.120

Dawn Kemp

That forwarded to ask for approval, but I would strongly suggest it. The men you see here is inside the portal, Anne it I have circled one very important element and that is your FTE file layout. This is the only place that you can get this. You cannot get this on a public website, so if you don't have this access you need to ask the person who does to print this off for you.

00:47:38.210 --> 00:47:42.150

Dawn Kemp

Because it contains every element op the FTE.

00:47:43.580 --> 00:48:04.420

Dawn Kemp

This is a little blurb of what it looks like. The reason it's very important to have this is this is the language that your student information system people speak in, and this is the language that if you have a question, they're going to want to know about.

00:48:06.370 --> 00:48:17.600

Dawn Kemp

Another thing that you need to be aware of is if you are looking at a particular, for example, very shortly, we're going to have FTE.

00:48:17.650 --> 00:48:47.960

Dawn Kemp

E 2022 available it'll be FTE 2022 Dash 1 you're gonna want to access the reports you will want you select a specific year. It will direct you to the FTE reports. The main menu you select the reports menu. From there you can select special Ed reports that has many of the items you'll need, but you also need to work.

00:48:48.040 --> 00:48:53.240

Dawn Kemp

At your comparison in funding report menu as well.

00:48:54.200 --> 00:49:23.650

Dawn Kemp

One of the items that in this is showing you at the top which particular menu it's this reports provided this. These are the two reports that I strongly suggest from the comparison funding report menu that you look at. One is 3 FTE counts and the other one is your funded and non funded students. You also have.

00:49:23.710 --> 00:49:30.790

Dawn Kemp

A number of reports in the special Ed report menu that are critical for you to examine.

00:49:33.520 --> 00:49:58.090

Dawn Kemp

Let's take a look at the FTE, the FT 009. The three FTE counts report menu. What is important about this is that you can look at the number of segments you have in reporting for special education and you can eyeball very quickly if you have.

00:49:58.860 --> 00:50:12.200

Dawn Kemp

Some numbers that are not consistent with previous numbers, like for example a big drop in one of the funding levels without an increase in another funding wobble.

00:50:13.000 --> 00:50:22.690

Dawn Kemp

But 'cause you need to kind of watch that. You'll have to dig in for more details, but that will give you a quick way to look at it.

00:50:23.530 --> 00:50:55.220

Dawn Kemp

Another report that is very useful to you is your FT 020 and this is your environment for your school age students and if you'll see I have circled the regular class at least 80% below that regular Class 40 to 79%. You can actually get account of what environment your students are being served in. Anne know what your LRE data is going to look at. You can look for.

00:50:55.270 --> 00:51:25.570

Dawn Kemp

Errors in your coding as well. For example, if you see a large number of students showing up in a highly restrictive environment, it may just be a coding error. So you want to look at it. You can also look at three years data and an other reports that are helpful. This is the early childhood version of the environments report, and as you can see.

00:51:25.610 --> 00:51:37.720

Dawn Kemp

There are many, many environments in early childhood. This will provide you by disability, with the percent with the number of children served in a particular environment.

00:51:38.930 --> 00:52:01.050

Dawn Kemp

17 provide you FT oh seventeen provide you with students by disability, area and age who are served in special education, so you will get this. This is a very helpful West or #2.

00:52:01.880 --> 00:52:13.490

Dawn Kemp

To look at it provides you overall a lot of times you get questions about how many students are served in a particular area. This is the type of report that can provide those answers.

00:52:15.430 --> 00:52:44.430

Dawn Kemp

#5085 is a report you will hear a lot about next week if you join us for the web and R on the Equitable Services platform. 85 provides you with the total number of students who were served in private school for your system. It provides you with.

00:52:44.580 --> 00:53:04.370

Dawn Kemp

Old students it provides you with your what, why students, who are your IP surf students. It provides you with your S students who are your SP receiving services on a services plan. Anne your N students who are students who are identified.

00:53:05.150 --> 00:53:22.460

Dawn Kemp

Anne there in a private school, but they're not receiving services because you must account for all three types. When you look at your proportionate share. Anne this report to 85 is critical to you.

00:53:24.660 --> 00:53:45.780

Dawn Kemp

This is I'm going to show you another couple reports that will help you as you examine your enrollment for children in private schools. These are students the 5/8 provides you with the students that are that are as they are.

00:53:45.830 --> 00:53:53.390

Dawn Kemp

Are counted at specific schools are included in that tally. It gives you the.

00:53:53.440 --> 00:53:55.580

Dawn Kemp

The numbers.

00:53:57.710 --> 00:54:28.600

Dawn Kemp

The next one is a report that you can actually drill down and see if you notice the C Collum. These are all

your child find students you can actually look at specific students and determine what there's primary area is. All of those items, so the 058059 Anne your oh 85 or you're 3 big reports, particularly Euro 85.

00:54:28.950 --> 00:54:38.750

Dawn Kemp

I think you were 058 and 059 or wants to look at when you are, you know, trying to track down where some of your errors maybe or problems.

00:54:39.840 --> 00:55:10.470

Dawn Kemp

Private school and homeschool students Anne Lindas already talked a good bit about this, but I want to share with you just a couple of other items that we we encounter from time to time. We already know that your child count students are the ones who are qualified for special education, and they are enrolled in a private or a home school.

00:55:14.110 --> 00:55:25.680

Dawn Kemp

And this is just a reminder of when you would serve a student under a services plan. All of these conditions have to be met first.

00:55:26.600 --> 00:55:51.050

Dawn Kemp

The student and the parent has to be offered faith through an IEP and the parent rejects the offer of FAPE, INR or student in a private Andor hot or homeschool, and the child is eligible for services that the LEILEA provides under proportionate share.

00:55:51.930 --> 00:56:22.360

Dawn Kemp

And the parent accepts the services plan, so all of those conditions have to be met. I do want to mention something very quickly. You do not have to develop the IEP init Vance off your offer of FAPE. You you do have to indicate what that there would be an IP offering, but you're not obligated to develop one to be.

00:56:22.410 --> 00:56:24.910

Dawn Kemp

Rejected unit plans.

00:56:26.480 --> 00:56:28.960

Dawn Kemp

Most pre K students.

00:56:29.970 --> 00:56:54.810

Dawn Kemp

Should be served under and IEP. Very, very rarely would you have a student that is the parent has turned down the met all the conditions in the previous slide you want to be sure that you're serving the vast majority of your preschool students under an IEP.

00:56:55.940 --> 00:57:00.080

Dawn Kemp

FTE errors, I just have one quick comment on that.

00:56:58.860 --> 00:57:05.850

Linda Castellanos

Yeah, no downloads go back to that slide. Let's just rest one more thing OK, when you're talking about the pre K students.

00:57:00.710 --> 00:57:01.240

Dawn Kemp

Yes.

00:57:06.170 --> 00:57:06.660

Dawn Kemp

OK.

00:57:07.490 --> 00:57:26.520

Linda Castellanos

Were were also referring when we talk about this to those community kids. You'll see that in that little pink box, there just because they're served in the community does not mean the parent rejected their offer of fate. You can send a teacher out into the community. You can send a teacher to the home. The parent has not rejected fate just because.

00:57:09.480 --> 00:57:09.500

Dawn Kemp

Uh.

00:57:27.590 --> 00:57:29.290

Linda Castellanos

The child's not attending school.

00:57:30.510 --> 00:57:38.110

Linda Castellanos

Often the private school or home is just where the kids being served. It's it's really not a decision by the parent to reject your offer of FAPE.

00:57:38.840 --> 00:57:58.410

Linda Castellanos

Often in schools you don't even have a place other than a full day special education program where you could serve a three or four year old. Sometimes your options are unfortunately kind of limited and so you are going to their daycare center or to their private school or to their preschool or to their home to starve them. That does not mean the parent again has rejected fate.

00:57:58.980 --> 00:58:00.660

Dawn Kemp

Very very true.

00:57:59.430 --> 00:57:59.890

Linda Castellanos

Very.

00:58:02.150 --> 00:58:12.730

Dawn Kemp

And we get a lot of calls about that these students served in the community. Should I have to? Do I include that yes, they are there and IP student?

00:58:14.520 --> 00:58:40.640

Dawn Kemp

The FTE errors. What I was going to indicate. There are two error codes we want to draw your attention to, one of which is the E 168 and this is reported when you have a student that has the G for graduate Anne, the diploma type or special or attendance and.

00:58:41.440 --> 00:58:53.200

Dawn Kemp

They are now being recorded as active in the current FTE. In other words, you indicated that they exited in the previous.

00:58:53.760 --> 00:58:58.000

Dawn Kemp

Can't in the previous year, but now they're showing up as active.

00:58:58.840 --> 00:59:26.120

Dawn Kemp

Another error code E1685 means that you have reported the child with the error code and they have a diploma type of GB, C or V, but they are being reported as active so be very cautious about that. Additionally, we will be providing you with.

00:59:26.170 --> 00:59:28.570

Dawn Kemp

It's like a little.

00:59:29.500 --> 00:59:55.720

Dawn Kemp

Addendum to the US with just the error codes for easy access so that you can examine them. The ones that are relative to specially it will be sending that out in the next week or two. I think we've done that before where you could use to control find function and search for a specific errors Anne resolutions, so we will be doing that moving forward.

00:59:55.170 --> 00:59:57.540

Linda Castellanos

Well, let's just mentioned, let's mention here that.

00:59:58.640 --> 01:00:03.530

Linda Castellanos

It seems like I don't remember the exact number, but maybe in the range of 50 or so kids.

01:00:04.690 --> 01:00:11.420

Linda Castellanos

Where had this error or fell in this boat last year? No, they didn't get there. May or may not have gotten there, but.

01:00:12.360 --> 01:00:38.910

Linda Castellanos

These are typically our GA students are, I should say, our alternate content standard students Ann. Sometimes we believe that this was a reporting error and sometimes it was a the story changed kind of issue. So sometimes what happens is you knew that the student may be participated in graduation. Maybe he was a senior this year. Maybe he participated in the graduation ceremonies but but the district knew that he was planning to come back next year.

01:00:39.630 --> 01:01:10.730

Linda Castellanos

But in spite of that, the child was reported as as a graduate with either a A special Diploma or certificate of attendance, or I generally diploma. So he was reported as a graduate. Ann just really should never have been reported that like that. Sometimes it's in here. Sometimes the situation is that you really in the child wanted to, you know, be done with school. His parents were OK with him being finished with school. He had not really reached a point where he was aging out of being eligible for services. Maybe there was a transition plan that was sort of implies he was going to work for his granddad at.

01:01:10.800 --> 01:01:21.510

Linda Castellanos

You know at the restaurant doing something or you had some kind of plan, but that plan fell apart for some reason and the child ended up returning. So we know that it's going to happen sometimes that.

01:01:14.900 --> 01:01:14.920

Dawn Kemp

Uh.

01:01:22.160 --> 01:01:48.310

Linda Castellanos

That the plan just falls apart, but remember the requirement is that there if they're not aging out and there are GA a student, then they they need to have a clear plan in place, not a possible plan. Or not not worth thinking about a plan, but he actually has a plan that he is ready to transition from you. You know to a different location where he's going to be doing something. If you don't have that in place, then these two should not be graduating with the Gen Ed diploma.

01:01:53.320 --> 01:01:58.830

Dawn Kemp

This is our contact information and I know you've seen it before.

01:01:59.540 --> 01:02:07.930

Dawn Kemp

Uh, if you have questions or comments or anything that you need, you can certainly reach out to us.

01:02:08.960 --> 01:02:37.300

Dawn Kemp

And in conclusion, we really really thank you for everything that you do. We appreciate what you do and we appreciate your attendance. Today we're going to stop the recording. At this point. We will remain on for a few moments if anybody wants to put any questions in the chat.

01:02:40---> 01:02:46

Dawn Kemp

We want to share some additional information in regard to Adapted PE that will be helpful.

01:02:51---> 01:03:55

Unfortunately, there has been some confusion about adapted PE and if it will continue to be provided. The question has been, will adapted PE continue to be offered? The answer is yes. Under IDEA, Adapted PE will continue to be offered as always. It is specially designed instruction, SDI, service. It is not a related service. For more information about Adapted PE please visit the website Adapted Physical Education shown on this slide. This is a new website providing a lot of information about Georgia's continuing commitment to Adapted Physical Education, which has also been termed Adaptive PE.

01:03:58---> 01:04:47

Another question is why is the Adapted PE being changed to Recreation in FTE as a related service? Recreation has always been a Related Service in IDEA. Recreation is not Adapted PE. Adapted PE should continue being provided as a class and included as a part of a student's IEP. Since Adapted PE is Specially Designed Instruction it is not a Related Service. Recreation is a related service under IDEA and will be reported in that manner moving forward.

01:04:50---> 01:05:15

Recreation will be a plus, and not a minus for students. Yes, under IDEA, both Adapted PE and Recreation can be a part of services for students. One does not replace the other. There will be more information about Recreation in the future.