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.

Dawn Kemp
Anne chat.

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

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

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.

Dawn Kemp
Process.

Dawn Kemp
Starting just one minute.

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

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.

Dawn Kemp
You also can utilize the chat box.
And obviously that is indicated with the little bubble conversation bubble. So those are options for you.

Let's go ahead and let's begin.

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

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.

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

This is totally a pertinent information to students with disabilities.

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 recording.

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.

And we continue to.
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.

Dawn Kemp
Ferrari.

Dawn Kemp
Today we initially were going to be doing some introductions.

Dawn Kemp
And I think I pretty much already.

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.

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.

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.

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

Dawn Kemp
Uh, the questions and comments that you have.

Dawn Kemp
First, we're going to begin with your helpful resources. Oftentimes, when you are involved in a presentation like this.
Dawn Kemp
You have a situation where the resources are at the very very end and you fly through the resources.

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

Dawn Kemp
Access them and getting information you need to retrieve.

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.

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 tored your your calculation for timely and accurate reporting.

Dawn Kemp
Uh, just to share with you?

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

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.

Dawn Kemp
So just kind of a heads up on that.

Dawn Kemp
That's coming up.

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.

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

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.

Dawn Kemp
In a little more day out on a.

Dawn Kemp
White or slide?

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

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.

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.

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.

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

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

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.

So not to worry.

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

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.

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

This also the same web.

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

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.
I have gotten notification that you are able to download the power. Right click on the file in the chat.

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

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. Link it provides you with a wink 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.

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.

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.

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.
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.

Several of these are a part of.

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.

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.

To Linda to continue the presentation.

Alright, thank you dawn.

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.

Now what?

I probably admitted or 25 times already.

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.
So the first change is about the GAA. Now it's important to understand that nothing is actually changing about the GAA and you all remember that last year we talked a lot about that. You should report a student as yes for GAA. 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.

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.

The date the student became eligible for GAA will now be referred to as the date the student became eligible for alternate content standards. 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 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.

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.

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.
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.

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.

You know, throughout their day in all courses.

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.

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.

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.

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.

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.
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 exited the alternate content standards.

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.

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.

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

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 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.

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.

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.

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.

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.

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
Phoebe 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
Phoebe Atkins
And it says.

00:27:13.070 --> 00:27:13.920
Linda Castellanos
Is that continue?
Phoebe Atkins
Does that continue to only count students who withdraw to home school and register with DoD is home schooling.

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

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.

Linda Castellanos
OK.

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.

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.

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.

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.
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
Phoebe 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 Laat IA student not served should still be reported, by the way in which the home or private school is located.
Because 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.

00:32:03.000 --> 00:32:18.440
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 he qualified for special Ed Services, but does not have an SPG, is not being served.

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 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.
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.

00:33:18.090 --> 00:33:19.070
Linda Castellanos
That's a new one.

00:33:20.170 --> 00:33:23.190
Dawn Kemp
Yeah, it's it's very different.

00:33:23.860 --> 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.
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.

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.

OK.

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.

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

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

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.

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.
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.

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

We do have a question.

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

Let me scroll up and see if I see.

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?

And school means the institution has at least grade K.

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.

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

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.

OK.
Linda Castellanos
Were there any others that I missed?

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

Dawn Kemp
I don't see anything else. Do you phoebe?

Linda Castellanos
Alright.

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

Phoebie Atkins
And I think the link.

Phoebie Atkins
For that webinar.

Dawn Kemp
Uh.

Linda Castellanos
Right?

Phoebie Atkins
Should help with that.

Linda Castellanos
OK.

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

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

Linda Castellanos
Because we have so many students that are found to be 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.

Linda Castellanos
So if the student has been exited.

Linda Castellanos
Bye.

Linda Castellanos
FTE count day? Then we're asking you to say no. He is not an English learner, so a student is El 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 El in FTE 1.

Linda Castellanos
This is a change again from the prior year when the hoarding the El 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.

Linda Castellanos
There's a fairly large number of El 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.

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.
Alright.

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.

These these.

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.

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

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.

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

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

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?
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.

Dawn Kemp
Uh.

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.

Dawn Kemp
Uh.

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.

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

Linda Castellanos
Same with you, hands raised, yeah.

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.

Dawn Kemp
Somebody said ask me tomorrow.

Linda Castellanos
OK.
It could change, I know that.

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

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

Learning to adjust to the changing circumstances.

Alright.

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.

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.

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

Dawn Kemp
That really impact the dollars that your students will get.

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

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

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.

Dawn Kemp
Because it contains every element of the FTE.

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.

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.

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.
At your comparison in funding report menu as well.

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.

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

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.

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.

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.

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.

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.
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.

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.

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.

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.

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.

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.

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.

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

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.

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.

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.

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.

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.

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.

Dawn Kemp
Rejected unit plans.

Dawn Kemp
Most pre K students.

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

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.

Dawn Kemp
Yes.

Dawn Kemp
OK.

Linda Castellanos
We 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.

Dawn Kemp
Uh.

Linda Castellanos
The child's not attending school.

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.

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.

Dawn Kemp
Very very true.
Linda Castellanos
Very.

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?

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.

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

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

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.

Dawn Kemp
It's like a little.

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.

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

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

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.

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.

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.

Dawn Kemp
Uh.

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.

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

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

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

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.

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.

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.