Directors’ Webinar

February 8, 2022
1:00pm
Reporting Data to Ensure Special Education and EIP Staff are In-Field

Special Education Directors Webinar
February 8, 2022
Title I, Part A

Karen Cliett
Ginger Crosswhite
Special Education Directors Agenda

1. Professional Qualifications
2. In-Field
3. In-Field Certification Requirements
4. Data Collections Student Class Delivery Models
5. GaPSC Resources
6. The In-Field Portal
7. GaDOE Resources
Professional Qualifications
# Special Education Directors
## ESSA PQ & In-Field Requirements

<table>
<thead>
<tr>
<th>Requirement Category</th>
<th>Standards/Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSA Federal Gov’t</td>
<td>Monitoring and Reporting Requirements, Paraprofessional Requirements</td>
</tr>
<tr>
<td>OCGA Georgia Gov’t</td>
<td>GAPSC Requirements&lt;br&gt;• Clearance Certificate&lt;br&gt;• Certification for Traditional LEAs (Buford City and Webster)&lt;br&gt;• GaDOE Flexibility Charter and SWSS LEAs may waive laws/rules</td>
</tr>
<tr>
<td>SBOE GaDOE</td>
<td>Special Education Teacher Requirements&lt;br&gt;EIP Teacher Requirements&lt;br&gt;Certification Flexibility for Charter and SWSS</td>
</tr>
<tr>
<td>Charter and SWSS LEAs</td>
<td>Establish minimum professional qualifications for teachers for whom certification is waived</td>
</tr>
</tbody>
</table>
Special Education Directors
Flexibility

Implementing PQ/ESSA In-Field may be easier in some LEAs than in others.

Ultimately, the GaDOE expects LEAs to use local autonomy granted under charter and strategic waiver law and SBOE rules to make the best decisions for their students, their staff and their community while taking into consideration related federal, state and local requirements and local capacity (LEA human and fiscal resources).
Special Education Directors Professionally Qualified

Professional Qualifications Under ESSA/IDEA

**In-Field**
- Fully certified
- Equivalent Credentials
- SEA Requirements
  *(Special Education and EIP Service)*

O.C.G.A. § 20-2-984
Georgia law authorizes GaPSC to establish certification requirements.

**Minimum professional qualification requirements**
- set by Charter and SWSS LEAs
- *(Content Certification if waived)*

§ 20-2-2065
Georgia law allows charter and strategic waivers systems to waive state certification for most teachers.
In-Field
What is In-Field?

What is In-Field According to ESSA?

*ESSA Section 1111(h)(1)(c)(ix)*

To be “ESSA In-Field” a teacher must have a certificate or licensure in the subject and grade level band assigned OR meet GaPSC requirements: 1) degree in the subject area assigned, OR 2) coursework in subject area assigned – 21 semester/35 quarter hours, OR 3) a passing score on a content area test in subject area assigned.
Special Education Directors Professional Qualifications Reporting

Teachers Reported
All PK-12 teachers reported in Student Class, including GNETS, Contractors, Gifted, ESOL, Special Education & EIP

Standards Set for Reporting
All educators must hold a clearance certificate
GaPSC Issued Induction/Professional Certification in Subject & Grade Level Assigned OR
Certification Equivalent Reported in CPI through Charter Waiver Codes 101, 102, 103, 105

In-Field Equivalent
Charter Waiver Codes
The Credentials

In Georgia, ESSA in-field equivalents include:

- **Degree** – The teacher must hold a bachelor’s degree or higher from a GaPSC accepted, accredited institution of higher education in the subject area assigned; OR

- **Coursework** – The teacher must have a minimum of 21 semester/35 quarter hours in the subject area assigned. GaDOE follows GaPSC requirements for acceptable course grades; OR

- **State Approved Assessment** – The teacher must have a passing score on a GaPSC accepted content area test in the grade level and subject area assigned. The state-approved content assessment for Georgia is the Georgia Assessments for the Certification of Educators (GACE); OR

- **CTAE Credentials** – The teacher must hold CTAE equivalent credentials determined in consultation with Title I Committee of Practitioners, GaPSC, and GaDOE CTAE Staff.
### Equivalent Credentials – Charter Waiver Codes

<table>
<thead>
<tr>
<th>Certificate Field Code</th>
<th>Certificate Field</th>
<th>Comments</th>
<th>In-Field Status</th>
<th>Suggested Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Academic Major</td>
<td>Lea Uses GaDOE Charter/SWSS Waiver to Meet ESSA In-Field and LEA PQ Requirements</td>
<td>In-Field</td>
<td>Degree, Transcripts</td>
</tr>
<tr>
<td>102</td>
<td>Course Work</td>
<td>Lea Uses GaDOE Charter/SWSS Waiver to Meet ESSA In-Field and LEA PQ Requirements</td>
<td>In-Field</td>
<td>Transcripts</td>
</tr>
<tr>
<td></td>
<td>(Minimum 21 semester hrs/35 quarter hrs at C or higher)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>103</td>
<td>GACE</td>
<td>Lea Uses GaDOE Charter/SWSS Waiver to Meet ESSA In-Field and LEA PQ Requirements</td>
<td>In-Field</td>
<td>GACE Assessment Report, Certificate, GaPSC In-Field Report</td>
</tr>
<tr>
<td>105</td>
<td>CTAE Credentials</td>
<td>Lea Uses GaDOE Charter/SWSS Waiver to Meet ESSA In-Field and LEA PQ Requirements</td>
<td>In-Field</td>
<td>ESSA PQ and In-Field Implementation Guides (pages 49-63)</td>
</tr>
</tbody>
</table>
Special Education Directors
Required State Reporting

State/LEA Report Card

The LEA Report Card shall include the professional qualifications of all Georgia educators (SEA, LEA and School level data), including information (that shall be presented in the aggregate and disaggregated by high poverty compared to low-poverty schools) on the number and percentage of:

• Inexperienced teachers, principals, and other school leaders,
• Teachers teaching with emergency or provisional credentials, and,
• Teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Annual State Report to USDE

The Annual State Report submitted to the Secretary of the United States Department of Education shall include information on the professional qualifications of teachers in the State, including information on the number and the percentage of the following teachers:

• Inexperienced teachers,
• Teachers who are not teaching in the subject or field for which the teacher is certified or licensed,
• Teachers who are teaching emergencies or provisional credentials, and
• Retention rates of effective and ineffective teachers, principals, or other school leaders.
Special Education Directors
Key Stakeholders

Key Stakeholders Determine District PQ and Contribute to In-Field Reports
Be aware that PQ requirements impact many district and school positions and must be consistently implemented. Be aware that each LEA in Georgia has its own unique requirements. Waiving certification may impact funding and public reporting.

**Title I Director**
- Is responsible for ensuring that LEA PQ requirements have been submitted in the CLIP: District Improvement Plan
- Is responsible for ensuring that ESSA requirements have been met for monitoring purposes: qualifications and notifications. May include collaboration with principals and HR.

**Special Education and EIP Director**
- Is responsible for ensuring that IDEA/ESSA/GaDOE/LEA requirements for Special education paraprofessionals and teachers have been met for monitoring purposes: qualifications and notifications
- The EIP Director is responsible ensuring the requirements for the EIP teachers are met.

**HR Director**
- Is responsible for ensuring IDEA/ESSA/GaDOE/LEA requirements for paraprofessionals and teachers have been met. Must maintain equivalent qualification documentation to support CPI charter/SWSS assertions. Be aware of how PQ may impact teacher recruitment and training. Work with Title I Director.
Special Education Directors
Key Stakeholders

<table>
<thead>
<tr>
<th>Paraprofessionals/Teachers</th>
<th>School Scheduling Designee</th>
<th>Data Collections</th>
<th>Principals/Assistant Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be aware that each LEA in Georgia has its own unique requirements.</td>
<td>Responsible for ensuring teacher job assignments align with LEA PQ requirements. PQ/In-Field is based on current educator qualifications and job assignment (course/grade level).</td>
<td>Is responsible for ensuring that all Data Collections data is entered accurately in CPI, student class, and Student Record. In CPI ensures CWCs are only used for teachers for whom certification is waived. In Student Class ensures the coding of content and service areas reflects what is happening in the classroom.</td>
<td>Be aware that each LEA in Georgia has its own unique requirements. May be required to support paraprofessionals/teachers in meeting requirements. Responsible for ensuring hiring and job assignments align with LEA PQ requirements. Notifications are required if a teacher does not meet LEA PQ.</td>
</tr>
<tr>
<td>Be aware that additional qualifications may be required by the employing LEA. PQ/In-Field is based on educator qualifications and job assignment (course/grade level). Notifications are required if a teacher does not meet LEA PQ.</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Special Education Teachers
Providing Service – Not Issuing Grades
Paraprofessionals
EIP Teachers
Special Education Directors
Special Education Service Certification

• 505-2-.110 SPECIAL EDUCATION GENERAL CURRICULUM
  Educators certified in Special Education General Curriculum are in-field to provide educational services for students in grades P-12 with disabilities whose Individualized Education Program (IEP) indicates instruction using the general education curriculum and participation in the general statewide assessment in grades P-12.

• 505-2-.107 SPECIAL EDUCATION ADAPTED CURRICULUM
  Educators certified in Special Education Adapted Curriculum are in-field to provide educational services for all students in grades P-12 with disabilities whose Individualized Education Program (IEP) indicates instruction in alternate content standards leading to participation in the Georgia Alternate Assessment (GAA).
505-2-.56 SPECIAL EDUCATION GENERAL CURRICULUM/EARLY CHILDHOOD EDUCATION Educators certified in Special Education General Curriculum/Early Childhood Education are in-field to provide educational services for all students in grades P-5, special education preschool (ages 3-5) and cognitive level P-5, including those with disabilities whose Individualized Education Program (IEP) indicates instruction using the general education curriculum and participation in the general statewide assessment.
Special Education Directors
Special Education Service Requirements

• The requirements for Special Education teachers that align with the student’s IEP for service
  • A teacher providing instruction to a student being instructed using the general curriculum **without** a designated GAA flag in student record, must hold the Special Education General Curriculum (P-12).
  • A teacher providing instruction to a student being instructed using alternate content standards **with** a designated GAA flag in student record, must have the Special Education Adapted Curriculum (P-12).
  • A teacher providing instruction to special education students participating in the general curriculum and other students participating in the adapted curriculum at the same time, must have both certifications.
  • A teacher with BD, LD, VI, Deaf Education, or Physical or Health Disability certification is in-field Only when all students are receiving support in the disability area of certification.
Special Education Directors
Special Education Quick Guide

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

Audience:
• LEA program directors or school program contacts, and school level administrators in charge of scheduling
Special Educators Directors
Paraprofessionals

The State of Georgia ensures that it has professional standards for all paraprofessionals working in any school, including qualifications that were in place on the day before the date of enactment of the Every Student Succeeds Act.

In Georgia, a paraprofessional employed by a Georgia LEA, must meet one of the following requirements:

- **Degree**: Hold an associate’s degree or higher in any subject from a Georgia Professional Standards Commission (GaPSC)-accepted accredited institution; or
- **Coursework**: Have completed two (2) years of college coursework (sixty [60] semester hours) at a GaPSC-accepted accredited institution; or
- **Content Area Test**: Have passed the GACE Paraprofessional Assessment. If eligibility is established through the assessment, the applicant must also hold a minimum of a high school diploma or GED equivalent.

Paraprofessionals must have a certification issued from GaPSC!
Special Education Directors
EIP Teachers

The Early Intervention Program (EIP) is designed to serve students who are at risk of not reaching or maintaining academic grade level.

The purpose of the Early Intervention Program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time.

Senate Bill 59
Per state law: Effective July 1, 2021, the EIP program requirements, such as class size and certification waivers, are no longer waivable for Strategic Waivers School Systems, Charter Systems, and Charter Schools.
Special Education Directors
PQ for EIP Teachers

EIP Certifications According to Georgia Professional Standards Commission

- FLD808 ELEMENTARY EDUCATION (P-5)
- FLD970 MATHEMATICS ENDORSEMENT (K-5)
- FLD851 MIDDLE GRADES (4-8) – MATH (for 4&5 only)
- FLD855 MIDDLE GRADES (4-8) – READING (for 4&5 only)
- FLD732 READING
- FLD833 READING ENDORSEMENT
- FLD910 SP ED MATH COGNITIVE LEVEL (P-5)
- FLD950 SP ED READING COGNITIVE LEVEL (P-5)
- FLD708 SPECIAL EDUCATION GENERAL CURRICULUM / ELEMENTARY EDUCATION (P-5)
## Special Education Directors PQ Requirements

<table>
<thead>
<tr>
<th>All LEA educators must hold a clearance certificate (2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraprofessionals</td>
</tr>
<tr>
<td>ESSA Sec.1111(g)(2)(M); GaPSC Certification Rule 505-2-.18</td>
</tr>
<tr>
<td>• Federal Requirements</td>
</tr>
<tr>
<td>• Certification or Equivalent: 2 Yr Degree, 60 Semester Hours, GACE Paraprofessional Test</td>
</tr>
<tr>
<td>Sp. Ed. Teachers –Not Issuing Grades (Service)</td>
</tr>
<tr>
<td>O.C.G.A. §20-2-200, SBOE Rules 160-4-9-.05, 160-5-1-.33</td>
</tr>
<tr>
<td>• GaPSC Sp.Ed. Certification Requirements</td>
</tr>
<tr>
<td>Sp. Ed. Teachers –Issuing Grades (Content)</td>
</tr>
<tr>
<td>O.C.G.A. §20-2-200, SBOE Rules 160-4-9-.05, 160-5-1-.33</td>
</tr>
<tr>
<td>• GaPSC Sp.Ed. Certification Requirements</td>
</tr>
<tr>
<td>• Content: Certification or the LEA PQ Requirements</td>
</tr>
<tr>
<td>EIP Teachers</td>
</tr>
<tr>
<td>Senate Bill 59</td>
</tr>
<tr>
<td>• Hold GaPSC Certification Requirements</td>
</tr>
</tbody>
</table>
Data Collections Student Class Delivery Models

[QR Code]

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Special Education Directors
GaDOE Student Class Resources

FY2022 Student Class Resources

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

General Information

- Student Class Transmission Dates
- Student Class Data Element Detail (Updated 9/13/2021)
- Data Collection FAQs

Related Information

- Reporting Delivery Models (Updated 10/4/2021)
- Reporting ONLINE Courses
- GNETS FAQ
- Language Codes
- Georgia Credit Recovery
- Dual Enrollment Institution Codes
- Dual Enrollment Out of State Course Numbers (Updated 9/13/2021)
- Pseudo Course Numbers
- Student Class Check List

Contact Information

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

Technology Service Desk
Georgia Department of Education
Phone: (800) 869-1011
# Special Education Directors
## EIP Student Class Delivery Models

<table>
<thead>
<tr>
<th>EIP</th>
<th>Innovative Model</th>
<th>Course teacher with content appropriate certification</th>
<th>To be determined based on design of the model. The course teacher must have content appropriate certification. Note: Innovative Model must adhere to the EIP guidelines and have Assurance Approval. Please see the GaDOE EIP website for further detail at EIP guidelines (gadoe.org).</th>
<th>Content Area Course Number w/EIP instruction (xx.1). (E6021)</th>
</tr>
</thead>
</table>

## FY 2022 Student Class Data Collection
### Delivery Models Document

*For release on July 01, 2021*
### Special Education Directors

#### EIP - Student Class Delivery Models

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Delivery Model</th>
<th>Delivery Model Code</th>
<th>Course Teacher with content appropriate certification</th>
<th>ADDITIONAL TEACHER CODE</th>
<th>Comments - Description</th>
<th>COURSE NUMBER</th>
<th>INCLUSION CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EIP</td>
<td>Augmented</td>
<td>1 (E5009)</td>
<td>Course teacher with content appropriate certification</td>
<td>Yes - EIP Teacher with content appropriate certification (E7019)</td>
<td>The augmented model incorporates EIP services into the regular class by providing an additional appropriately-certified teacher to reduce the teacher/pupil ratio while providing EIP services to EIP eligible students. In this model, the classroom teacher and EIP teacher are partners in working with the student. The EIP teacher provides additional instruction for EIP students and provides additional data for the classroom teacher to support report card grades.</td>
<td>Content Area Course Number w/EIP instruction (xx.1) for the students receiving EIP services (E6021) For non-EIP students Content Area Course Number (xx.0)</td>
<td></td>
</tr>
<tr>
<td>EIP</td>
<td>Self-Contained</td>
<td>2 (E5009)</td>
<td>Course teacher with content appropriate certification</td>
<td>No (E7020)</td>
<td>This model is used to reduce the class size in order to provide more emphasis on instruction and increased academic achievement. The classroom teacher provides content and EIP services.</td>
<td>Content Area Course Number w/EIP instruction (xx.1) for all of the students. (E6021)</td>
<td></td>
</tr>
</tbody>
</table>
### Special Education Directors

**EIP - Student Class Delivery Models**

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Delivery Model</th>
<th>Delivery Model Code</th>
<th>Course Teacher Code</th>
<th>ADDITIONAL TEACHER</th>
<th>Comments - Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EIP</td>
<td>Pull-Out</td>
<td>3</td>
<td>(E5009)</td>
<td>Yes - EIP Teacher with content appropriate certification</td>
<td>The classroom teacher and EIP teacher are partners in working with the student. EIP students are removed from the general education classroom for instruction by an additional certified teacher. The EIP teacher provides additional instruction for EIP students and provides additional data for the classroom teacher to support report card grades. NOTE: When pulling out EIP students out of content area courses, the students will remain on the content area course roster with the general education teacher. The delivery model is assigned to the EIP student(s) receiving additional instruction. IF a separate EIP class roster is created, do not report the separate EIP class in Student Class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>INCLUSION CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area</td>
<td>Course Number w/EIP instruction (xx.1) for the students receiving EIP services. (E6021) For non-EIP students</td>
</tr>
<tr>
<td></td>
<td>Content Area Course Number (xx.0)</td>
</tr>
</tbody>
</table>
## Special Education Directors

### SP ED - Student Class Delivery Models

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Delivery Model</th>
<th>Delivery Model Code</th>
<th>COURSE CODE</th>
<th>ADDITIONAL TEACHER CODE</th>
<th>Comments - Description</th>
<th>COURSE NUMBER</th>
<th>INCLUSION CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>Additional Supportive Service to the Student</td>
<td>1 (E6097)</td>
<td>Course teacher with content appropriate certification</td>
<td>No, if INCLUSION CODE = &quot;5&quot; or &quot;7&quot; (E6121) Yes, if INCLUSION CODE = &quot;6&quot; (E6091)</td>
<td>Students with disabilities (SWD) receive Special Education services from personnel: paraprofessional, interpreter, job coach, other assistive personnel, or other certified teacher, in addition to the regular education content area teacher. The personnel providing this inclusion service is NOT a special education teacher. NOTE: If SPECIAL EDUCATION DELIVERY MODEL &quot;1&quot; is indicated for class record, then the data element INCLUSION CODE (in both FTE &amp; SC) must be one of the following valid values: 3 Speech / Language Pathologist 4 Paraprofessional 5 Interpreter 6 Job Coach 7 Assistive or Other personnel 8 Teacher Not a Special Education teacher (Not providing direct instruction) Student was reported in FTE with an INCLUSION CODE of 3, student must also have an INCLUSION CODE of &quot;3&quot; and SPECIAL ED DELIVERY MODEL of &quot;1&quot;, &quot;3&quot;, &quot;4&quot;, or &quot;5&quot; in Student Class. (E7000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>Additional Supportive Service to the Teacher</td>
<td>2 (E6097)</td>
<td>Course teacher with content appropriate certification</td>
<td>NO (W5026)</td>
<td>A special education teacher provides supportive services to the primary, content teacher. No direct service is provided to the SWD in this class. This class is reported with a general education Program Code.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Content Area Course Number for the class is xx.0, xx.1, xx.2, xx.3 or xx.4. (E6083) | Yes. Valid values are: 3 Speech / Language Pathologist 4 Paraprofessional 5 Interpreter 6 Job Coach 7 Assistive or Other personnel 8 Teacher Not a Special Education teacher (Not providing direct instruction) (E5021) (E7014) | | |

*Table continues with more data.*
### Special Education Directors
#### SP ED - Student Class Delivery Models

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Delivery Model</th>
<th>Delivery Model Code</th>
<th>Comments - Description</th>
</tr>
</thead>
</table>
| Special Education | Direct Service, Consultative | 3 (E6097)        | A special education teacher provides direct services to identified SWO within the general education classroom, amount of time is according to the IEP. Report INCLUSION CODE = '9'. When a SLP works with identified students with disabilities and the general education teacher within the general education classroom for less than full segment and/or less than one time the class meets, report INCLUSION CODE = '3' Speech / Language Pathologist but do not report the SLP as an additional teacher. Consultative service is funded in FTE only if the service is for at least one segment a month, and provided for the majority of the segment on a Count Day.)  
Student was reported in FTE with an INCLUSION CODE of '3' and SPECIAL ED DELIVERY MODEL of '1', '3', '4', or '6' in Student Class. (E7006) |

<table>
<thead>
<tr>
<th>Addition Teacher Code</th>
<th>1-3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>COURSE NUMBER</th>
<th>INCLUSION CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area: Course Number for the class is xx.0, xx.1, xx.2, xx.3 or xx.4. for student receiving Consultative Special Education services. (E0083)</td>
<td>INCLUSION CODE must = &quot;9&quot;, (E7007) or &quot;9&quot;. (E6092)</td>
<td></td>
</tr>
</tbody>
</table>
# Special Education Directors

**SP ED - Student Class Delivery Models**

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Delivery Model</th>
<th>Delivery Model Code</th>
<th>COURSE TEACHER CODE</th>
<th>ADDITIONAL TEACHER 1-3</th>
<th>Comments - Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>Direct Service</td>
<td>Collaborative</td>
<td>4 (E0097)</td>
<td></td>
<td>Course teacher with content appropriate certification if INCLUSION CODE = '9'. (E0090) No, if INCLUSION CODE = '3' (for SLP). (E0121) A special education teacher works with identified students with disabilities and the general education teacher within the general education classroom for less than full segment and/or less than each time the class meets. When a SLP works with identified students with disabilities and the general education teacher within the general education classroom for less than full segment and/or less than each time the class meets, report INCLUSION CODE = '3' Speech/Language Pathologist but do not report the SLP as an additional teacher. Student was reported in FTE with an INCLUSION CODE of '3', student must also have an INCLUSION CODE of '3' and SPECIAL ED DELIVERY MODEL of '1', '3', '4', or '5' in Student Class. (E7006)</td>
</tr>
</tbody>
</table>

**Content Area:**
- Course Number
- Special Education instruction (xx.9) for student receiving Special Education services. The .9 is only used for SWD.

**INCLUSION CODE**
- must = '3', (E7007), or '9'. (E0092)
## Special Education Directors
### SP ED - Student Class Delivery Models

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Delivery Model</th>
<th>Delivery Model Code #</th>
<th>Comments - Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>Direct Service: Co-teaching</td>
<td>5 (E6007)</td>
<td>Report special education teacher with content-appropriate certification if INCLUSION CODE = '9'. ADDITIONAL COURSE TEACHER CODE 1 cannot be blank when CO-TEACHER equals 'Y'. (E6008) No. if INCLUSION CODE = '3' (for SLP). (E6121)</td>
</tr>
</tbody>
</table>

- A special education teacher provides services to identified SWD and works with the general education teacher within the general education classroom for the entire segment, each time the class meets. Report INCLUSION CODE '9' Certified Special Education Teacher.

- An SLP provides services to identified SWD and works with the general education teacher within the general education classroom for the entire segment, each time the class meets. Report INCLUSION CODE '3' Speech/Language Pathologist who does not report the SLP as an additional teacher.

- A Special Education Co-teacher may be reported for all students in a co-taught, inclusion class. This is a local decision. If the district decides to report the Special Education Co-teacher on all students in the class, then the data for the general education students needs to conform to these rules: the general education students are reported with a ‘x’ for course number, the CO-TEACHER flag must be ‘N’ (because this data element is specific to Special Education service delivered by a co-teacher). There is no delivery model on the students that are general education if they are not receiving a special service, no PRIMARY AREA, and INCLUSION CODE is blank. The co-teacher may be reported as ADDITIONAL TEACHER if the CO-TEACHER flag is N. If the INCLUSION CODE is ‘3’ or is blank, the Additional Teacher is not tested in the In-Field system. Only when the INCLUSION CODE is ‘9’ will the ADDITIONAL TEACHER be tested in the In-Field system.

- For the SWDs who are receiving services in the class, the co-teacher must be reported when the CO-TEACHER flag is ‘Y’, and the Special Education teacher is reported as ADDITIONAL TEACHER. SPECIAL ED DELIVERY MODEL = ‘5’, CO-TEACHER must equal ‘Y’. (E7013)Student was reported in FTE with an INCLUSION CODE of ‘3’, student must also have a UNCLASSIFIED CODE of ‘3’ and SPECIAL ED DELIVERY MODEL of ‘1’, ‘3’, ‘4’, or ‘5’ in Student Class. (E7006). |

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>INCLUSION CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Content Area: Course number special education instruction (xx 9) for students receiving Special Education services. The xx 9 course number is only used for SWD. (E6004)
### Special Education Directors

**SP ED - Student Class Delivery Models**

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Delivery Model</th>
<th>Delivery Model Code</th>
<th>COURSE TEACHER CODE</th>
<th>ADDITIONAL TEACHER 1-3</th>
<th>Comments - Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>Specialized Placement (Outside General Ed) / Individual or Small Group</td>
<td>5 (E6097)</td>
<td>Course teacher has appropriate special education certification and content certification</td>
<td>No (W526)</td>
<td>The special education teacher provides instruction to students with disabilities in a separate classroom, outside the regular classroom. This model would also be reported for students in a separate day school or program, home-based, residential (if residential setting is all SWD), and hospital homebound if the HHB instruction is individual. No additional teacher; no INCLUSION CODE.</td>
</tr>
<tr>
<td>Special Education</td>
<td>Specialized Placement (Outside General Ed) / Individual or Small Group with both a content certified teacher and a Special Education certified teacher</td>
<td>7 (E6097)</td>
<td>Course teacher with content appropriate certification</td>
<td>Additional course teacher has appropriate Special Education certification if INCLUSION CODE = ‘G’. (E6090)</td>
<td>This scenario occurs in a small group setting outside the regular education classroom and includes both a content certified teacher and a Special Education certified teacher. This is not co-teaching as the instruction is occurring outside the regular education classroom. Report the content certified teacher in the COURSE TEACHER CODE field and the Special Education certified teacher in the ADDITIONAL COURSE TEACHER CODE field. No INCLUSION CODE.</td>
</tr>
</tbody>
</table>
Special Education Directors
Test Your Knowledge

1. Which EIP delivery model would be used for a group of 3rd grade EIP students where the EIP teacher goes into the classroom and provides additional instructional EIP services?

1. Pull-Out
2. Self Contained
3. Augmented
4. Reading Recovery

What certification would the EIP teacher need?
2. Which EIP delivery model would be used if a group of 4th grade EIP students were being taken out of the general education classroom with an EIP teacher and provided additional reading instruction?

1. Pull-Out
2. Self Contained
3. Augmented
4. Reading Recovery

What certification would the EIP teacher need?
Special Education Directors
Test Your Knowledge

3. Which EIP delivery model would be used if a small classroom of only EIP students in grade 2 were being instructed by one teacher?

1. Pull-Out
2. Self Contained
3. Augmented
4. Reading Recovery

What certification would the EIP teacher need?
Special Education Directors
Test Your Knowledge

4. Which Special Education delivery model would be used for an 8th grade student who is deaf and participates in a general education math class with one primary math teacher and an interpreter providing IEP driven services in that classroom?

1. Direct Services Collaborative
2. Specialized Placement inside the General Classroom
3. Direct Support Inside the General Classroom
4. Additional Supportive Services to the Student
5. Which Special Education delivery model would be used for a 10th grade student who is intellectually disabled and attends a small group math class for only students with disabilities taught by a general education math teacher and a special education teacher providing IEP driven services in that classroom?

1. Additional Supportive Services
2. Co-Teaching
3. Specialized Placement outside the General Classroom
4. Specialized Placement outside the General Classroom with both a content certified teacher and a special education teacher with appropriate service certification
6. What teacher certification(s) would be required if six eighth grade students were receiving services (no grades being issued) from a special education teacher in a Language Arts classroom using the general education curriculum?

1. Special Education Adapted Certification
2. Special Education General Certification
3. Language Arts (6-12) Certification
4. Special Education Language Arts Cognitive Level (6-8)
7. What teacher certification(s) would be required if three grade 10 students were being provided services using the general curriculum and 2 students were receiving services using the alternate content standards from a special education teacher in a small group math classroom at the same time? The Special Education teacher is not issuing grades.

1. Special Education Adapted Certification
2. Special Education General Certification
3. Math (6-12) Certification
4. Special Education Math Cognitive Level (6-12)
5. Choices 1 and 2
# Special Course Teacher Codes in Student Class

<table>
<thead>
<tr>
<th>Special COURSE TEACHER CODES</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>121212121</td>
<td>Short Term Subs – Used when there is a vacant position of less than 20 days. Not reported in CPI.</td>
</tr>
<tr>
<td>222222222</td>
<td>For teachers employed through the Georgia Virtual School Program (GAVS). Use the teacher’s IDENTIFIER as the COURSE TEACHER CODE for all courses taken through GAVS. COURSE TEACHER CODE of all 2s means there is a GAVS teacher providing instruction who serves as the teacher of record for the students taking the course.</td>
</tr>
<tr>
<td>333333333</td>
<td>For teachers of virtual or online/distance courses that are not in your district. Use the teacher’s IDENTIFIER as the COURSE TEACHER CODE for virtual courses if the IDENTIFIER is unknown. COURSE TEACHER CODE of all 3s means there is a teacher providing instruction who serves as the teacher of record for the students taking the course; however, the IDENTIFIER is not available to the schools for state reporting.</td>
</tr>
<tr>
<td>444444444</td>
<td>For instruction where there is no teacher (vacancy), no long-term substitute teacher, and no contracted worker. Use this COURSE TEACHER CODE for any of the following: Automatically Out of Field. • Online/distance learning/virtual courses that provide instruction for students. This could be self-directed or facilitated computer-based or digital learning. No direct instruction is provided by a teacher. • Students that earn credit in lieu of taking the course.</td>
</tr>
<tr>
<td>616161616</td>
<td>Only valid for PK 00100000 - PK Special Ed Literacy and PK 00200000 - PK Special Ed Numeracy. NOTE: COURSE TEACHER CODE used when: 1 - Daycare students report IEP services and has an enrollment record in the LEA. 2 - The Head Start or GA PK teachers are hired by someone other than the LEA – EXAMPLE: GA PK teachers are employed by Kids R Kids not the LEA. Students have an enrollment in the LEA. The LEA sends the Special Education teacher to provide IEP services.</td>
</tr>
<tr>
<td>770000000</td>
<td>For PSO courses, the COURSE TEACHER CODE should be a nine-digit number with format: 7700xxxx, where ‘xxxx’ is the four-digit number identifying the college/university where the student is taking the PSO course. When a Dual Enrollment course number is reported with a ‘4’ in the 5th digit past the decimal then ALTERNATE SYSTEM CODE = 770 and ALTERNATE SCHOOL CODE = XXXX (college 4 digit number used for the COURSE TEACHER CODE).</td>
</tr>
<tr>
<td>888888888</td>
<td>Transfer from Out of State</td>
</tr>
<tr>
<td>999999999</td>
<td>Transfer from In State</td>
</tr>
<tr>
<td>xxxxxxxx</td>
<td>Long Term Subs – Use the SS# of the Long Term Sub (LTS) when reporting. LTS are reported in CPI. Where xxx-xxx-xxxx is the 9 digit social security number.</td>
</tr>
<tr>
<td>555555555</td>
<td>NOT VALID</td>
</tr>
</tbody>
</table>

---

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
GaPSC Resources
CAPS (Certification/Curriculum Assignment Policies System) is a web-based, “In-Field Assignments” resource created by the Georgia Professional Standards Commission.

This resource aligns courses from the Georgia state-approved curriculum with the Georgia certificate(s) which are in-field to teach that course. The system allows a user to find a course and its appropriate certificates using four different search criteria: by choosing a subject area, entering a course number, entering an exact title or partial title, and/or choosing a grade level.
# Special Education Directors CAPS

## Search Certification Assignment

<table>
<thead>
<tr>
<th>Subject Area:</th>
<th>ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>ALL</td>
</tr>
<tr>
<td>Course Number:</td>
<td></td>
</tr>
<tr>
<td>Course Title Keyword:</td>
<td></td>
</tr>
<tr>
<td>Certification Field:</td>
<td>ALL</td>
</tr>
</tbody>
</table>

### Course List

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Phrase/Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.00100</td>
<td>Language Arts/Grade K</td>
<td>BIRTH THROUGH FIVE ENDORSEMENT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIRTH THROUGH KINDERGARTEN</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELEMENTARY EDUCATION (P-5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SP ED LANGUAGE ARTS COGNITIVE LEVEL (P-5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SP ED LANGUAGE ARTS COGNITIVE LEVEL (P-5, 4-8)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SP ED LANGUAGE ARTS COGNITIVE LEVEL (P-5, 4-8, 6-12)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPECIAL EDUCATION GENERAL CURRICULUM / ELEMENTARY EDUCATION (P-5)</td>
</tr>
</tbody>
</table>
Special Education Directors Certification Public Look Up

Certification Status

- Application status checks are not provided by phone or email.
- Documents **must** be submitted electronically as outlined [here](#).

- We are currently processing complete application packages received on or before **January 4, 2022**.
- To help us process applications efficiently, please wait at least two weeks after completing your application before contacting our office with any concerns.

**Application Status**

**Public Certification Lookup**

Check Certification Status

**Certification Lookup**

To check certification, enter either the certificate number or educator’s name below.

- **Certification ID:**
- **First Name:**
  Special characters are not allowed!
- **Last Name:**
  Special characters are not allowed!

[Submit]  [Clear]
The In-Field Portal
Due to budget and staff reductions...

- We no longer accept “walk-in” visitors.
- Our Call Center is closed on Tuesdays and Thursdays.

We can still help you!
- Use your MvPSC account to track the progress of your application and print your certificate.
- Our Call Center (800) 869-7775 is open from 8:00 am to 4:30 pm, Monday, Wednesday, and Friday except for state holidays.
- Email us at mail@gapsc.com

In-Field Portal
Special Education Directors Determining In-Field by Data

- Student Class
- Student Record (GAA Flag)
- In-Field Guidance
- FTE for GAA
- CAPS: Certification Curriculum Assignment Policies System
- CPI: Certified Classified Personnel Information
The In-field Portal uses information from Data Collections to determine whether the teacher holds credentials appropriate for his/her teaching assignment. Data includes:

- GaPSC Certification Records, including alternative certification program enrollment (updates nightly)
- CPI (subject and location assignments; waiver codes for regular education teachers)
- Student Class (course and service assignment, student info)
- GaPSC Certification/Curriculum Assignment Policies System (CAPS) & GaDOE In-Field Guidance

“In-field” is typically opened to LEAs in December, May, and July
PQ & In-Field Resources
Special Education Directors
PQ & In-Field Resources

Overview Documents

Professional Qualifications & In-Field
- Charter Waiver Codes Quick Guide
- In-Field Reporting Quick Guide
- PQ and In-Field Decision Guide
- Professional Qualifications Quick Guide

Right to Know
- Parents Right to Know Quick Guide
- Parents Right to Know Notification - (English & Spanish Translation)

20 Day Notifications
- 20 Day Notification Quick Guide
- 20 Day Notification Decision Guide
- 20 Day Notification - (English and Spanish Translation)

Special Education
- PQ ESSA Fiscal Agent QNETS
- PQ ESSA In-Field Special Education Guide

Data Collections
- Summary of Collection Dates
- CPI Data Element Detail
- Student Class Delivery Models
- Student Class Data Element Detail
- Student Record Data Element Detail

Cross Functional Monitoring
- Indicator 7 CFM Document
- Indicator 7 CFM Fact Sheet

Technical Assistance

August 27, 2021
- Professional Qualifications & In-Field
- Back to the Basics 101
- PowerPoint

September 1, 2021
- ESSA In-Field Reporting Updates & Professional Qualifications for FY22
- PowerPoint
- Audio Only
# Special Education Directors
## PQ & In-Field Implementation Guide

### ESSA PQ & IN-FIELD IMPLMENTATION GUIDE

**The Georgia Department of Education**

**Implementation Guidelines for Professional Qualifications and ESSA In-Field Reporting**

**January 2023**

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---

"Professional Qualifications and ESSA In-Field Reporting"
Special Education Directors
New Resource

In-Field Report Guide

Step 1: Use your Username and Password and log into www.gapsc.org

Step 2: Select In-Field Net
- In-field
- In-field.NET
- Old Equity Data
- Equity Data

Step 3: Select Reports at the Top of the Page
- Home
- Change Password
- Reports
- Logout

Step 4: Select a Report and Submit
- Report: --Select Report--
  - Submit
  - Clear

Step 5: Select your System Level Report, download the report and open the report to review the out of field courses (content and service) for all the schools in your LEA
- Report: System Report
- Download Report

Step 6: Select Building Level Report, select the school, select submit and download the report to review the percentage of out of field courses for content and service for specific educators
- Report: Building Report
- Select Buildings: -- All Schools --
  - Submit
  - Clear

RESOURCES
Overview Documents
What Questions Do You Have?
# Special Education Directors

## Contact Information

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr. Karen Cliett</strong></td>
</tr>
<tr>
<td><strong>Ginger Crosswhite</strong></td>
</tr>
</tbody>
</table>

[professionalqualifications@doe.k12.ga.us](mailto:professionalqualifications@doe.k12.ga.us)
Georgia Vocational Rehabilitation Agency (GVRA) Transition Services Update
Jeffery Allen, MS, CRC, Assistant Director of Transition Services
(Jeff.allen@gvs.ga.gov)
Virtual Job shadow (VJS)

• Redesign initial launch held January 27, 2022

• Additional dates of training around redesign:
  • February 28, 2022 at 1:00pm
  • March 18, 2022 at 1:00pm
  • April 18, 2022 at 1:00pm
General Updates

• GROW

• Transition Forum
  • Relaunch Tuesday February 8th
  • Open to Parents, Students, and Special Education Professionals
Latest Communication with Designees

• Directors are included in all correspondence

• Email sent containing:
  • Table with designees for each district based on VJS jotform submission
    • Directors confirm accuracy (contact person and email).
    • Changes submitted to Elise James at ejames@doe.k12.ga.us
  • Correspondence about the VJS Redesign initiative will only be sent to listed designees and directors
Latest Communication with Designees

• Email sent containing (continued):
  • PowerPoint from the first training and the link to the recording
    • Subsequent PowerPoints and recordings will appear on the Best Practices webpage of the Transition website
    • GVRA will be providing a space on their website at a later date
  • Copy of names for district and office contacts at GVRA
  • The registration links for the remaining VJS Redesign trainings
    • 3 sessions left
    • All designees need to attend
Virtual Job Shadow State Contacts

Rebecca Williamson, M.Ed., CRC
Statewide Transition Coordinator, Georgia Vocational Rehabilitation Services
Cell: (404) 780-6957 Office: (706) 354-3900
rebecca.williamson@gvs.ga.gov

Elise James,
Program Specialist, Transition Postschool Outcomes
Georgia Department of Education
404-326-0421
ejames@doe.k12.ga.us
IDEA Grants and Budget Reminders
IDEA Grants and Budget Reminders

• High Cost Grant Applications due February 15th
  • Reimbursement grant
  • No Carryover

• Parent Mentor Grant
  • Parent mentor and grant funding
  • In-kind services
  • No Carryover
IDEA Grants and Budget Reminders

• Amendments
  • FY21 CCEIS Unspent Funds
  • FY21 Proportionate Share Unspent Funds
IDEA Grants and Budget Reminders

• IDEA ARP Grants
  • Carryover
  • Allowable use of funds
    (follows same allowability as IDEA 611 and 619 grants)
IDEA Grants and Budget Reminders

Important Dates

- February 15th – High Cost Grant deadline
- February 15th – Residential and Reintegration deadline
- March 1st – MOE Reconciliation deadline
Contact Information

Malissa Roberts

*Budgets and Grants Program Manager*
Division of Special Education Services and Supports
Cell Phone: 470.316.8661
mroberts@doe.k12.ga.us
Special Education and the School Based Administrator Academy

February 8, 2022
What Are They Saying?

This is the best presentation on Special Ed Law. I finally connect the dots.

This is like a breath of fresh air! Thank you!

This is great! I love hearing success stories and how one principal is driving change in the middle of a pandemic!! Thanks!!

I feel inspired again. I really appreciate you doing this academy. I feel supported for the first time.

Thank you for creating this academy. It is so valuable and means a lot. I have a new understanding of special ed law.

These sessions are so valuable. Thank you so much for the support you guys provide. It means so much to know you care!!!

Thank you for creating the academy. It is the best support I have had as a new AP. I really appreciate it.

Thank you for creating this academy. It is so valuable and means a lot. I have a new understanding of special ed law.
The Academy

• Designed to assist school-based leaders in building their knowledge and skills around special education.

• Hot Topics: special education law, FAPE, being an LEA for an IEP, supporting families, supporting teachers and other support staff, LRE, scheduling, discipline and a host of other topics.

• The Academy is two one-hour virtual sessions each month beginning through June 2022 with an opportunity to participate in mixed reality simulations in collaboration with the University of West GA.

Special Education and the School-Based Administrator’s Academy (gadoe.org)

Special Education and the School Administrator
Executive Coach to Support School Administrators Around Special Education
Leading emBRACE

Embrace Building Relationships for Achieving Co-teaching Excellence

• Lead emBRACE is specifically geared toward supporting administrators and leadership teams to take ownership of embracing building relationships for achieving co-teaching excellence.

• This work requires both a leader shift and a growth mindset.

• Our goal in these vlog shorts is to share stories for leaders to be able to determine the drivers that support access to the curriculum and successful outcomes for all students in their school.

• We call them our Core 4 Drivers and our Core 4 Designs. These Mighty 8 tools are the focus of the vlog shorts and will help leaders navigate what it looks like to prioritize this work and then work the work.

Lead emBRACE | Coastal GLRS
• Trace Vaughn, Systemic Improvement Program Specialist, will begin a podcast, “What’s so Special in Georgia?” on February 16, 2022.

• He will be featuring successful leaders across Georgia who have demonstrated excellence in implementing special education in their districts and schools.

• Topics range from An Administrator’s Story, Turnaround for Special Education, The Power of Tier 1 and Special Education Success, EL and the SWD Learner and a host of other hot topics.

• To listen to the podcast:
  Special Education and the School-Based Administrator's Podcast (gadoe.org)
Master Scheduling for Special Education

- 03/16/2022 /10:00-11:00 Master Scheduling for Special Education-Part 1 Registration Link

- 03/23/2022 /10:00-11:00 Master Scheduling for Special Education-Part 2 Registration Link
Master Scheduling

- Master Scheduling and Special Education - includes Class size regulations, Class size Calculator, LRE Calculator, FTE Funding Calculation, District Personnel Projections and more
- Student FTE Data Verification
- FTE Personnel Projection
- Administrators Guide to LRE
- Developing LRE for Students with the Most Significant Cognitive Disabilities
- Co-Teaching Series for Administrators
- Co-Teaching Administrator's One-Pager
PL Opportunities

• **Check & Connect's Virtual Conference: Attend, Engage, Invest (cvent.com)** February 23rd and 24th

• FY 22 SSIP Spring Professional Learning Series Final.pdf

• **February 9** at 10:00 AM – Lead emBRACE: Logic of Logistics and Targeted Times to Talk [Lead emBRACE Registration Link (FY22 School-Based Administrators PL Series)]

• **February 9** at 2:00 PM – **Improving Graduation Rates for Students with Disabilities through CTAE Registration Link (FY22 SSIP Spring PL Series)**
QUESTIONS
Contact Information

Ann Cross, Program Manager Instruction and Systemic Improvement
Leighann.Cross@doe.k12.ga.us
678-326-2361

Susan Brozovic, Systemic Improvement Program Specialist
sbrozovic@doe.k12.ga.us
470-316-8634

Trace Vaughn, Systemic Improvement Program Specialist
James.Vaughn@doe.k12.ga.us
678-552-3794