

Reporting FTE for Students with Disabilities

SELDA Presentation

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Services and Supports

Georgia Department of Education

Priorities for 2019-2020

- **STUDENTS FIRST**

- Specially Designed Instruction
- IEP Services and Supports
- Self Determination Skills

- **TEACHERS FIRST**

- Equity
- Efficacy
- Excellence

- **LEADERS FIRST**

- Intentional (Data-driven decision making)
- Inclusive

- **FAMILIES FIRST**

- Engaging and Effective Home-School Partnerships

What is FTE?

- The Quality Basic Education (QBE) Act *requires* local school systems to report student enrollment in terms of Full-Time Equivalent (FTE) students
- State funding for the operation of instructional programs are generated from FTE data reported by local school systems

Official Code of Georgia 20-2-160

(b) The full-time equivalent (FTE) program count for each local school system shall be obtained in the following manner:

(1) Count the number of one-sixth segments of the school day for which each student is enrolled in each program authorized under Code Section 20-2-161; and

(2) Divide the total number of segments counted for each program by six. The result is the full-time equivalent program count for each respective state recognized program.

(c) For the purpose of initially determining the amount of funds to be appropriated to finance each respective program for the ensuing fiscal year, a projection of the second full-time equivalent program count shall be calculated as follows:

(1) Divide the first total **full-time equivalent count for the current fiscal year** by the **first total full-time equivalent count for the immediately preceding fiscal year**;

(2) Multiply the quotient obtained in paragraph (1) of this subsection by the second total full-time equivalent count for the immediately preceding fiscal year. The result shall be the projected second total full-time equivalent count for the current fiscal year;

(3) Divide the average of the local school system's two most recent full-time equivalent program counts by the average of the two most recent total full-time equivalent counts; and

(4) Multiply the quotient obtained in paragraph (3) of this subsection by the product obtained in paragraph (2) of this subsection. The result shall be the projected second full-time equivalent program count for the current fiscal year.

(d) **The average of the first full-time equivalent program count, weighted two parts, and the projected second full-time equivalent program count, weighted one part**, shall be used to initially determine the funds needed to finance the program for the ensuing fiscal year.

Accurate FTE Reporting

Funding

- FTE1 and FTE3 data used for State Funding
- Special Education programming can be expensive
- Accurate FTE data reporting is essential for districts to earn funds

Data

- FTE1 – Data collected is used to inform district compliance indicators
 - Environments
 - Disproportionality – placement and identification
- FTE1 informs Federal Child Count

FTE: General Information

FTE reporting refers to the state funding mechanism based on:

- student **enrollment**
- **educational services** local school systems provide for the students.

FTE Count Day

Data collected on the count day can be thought of as a "picture" of the instructional services scheduled to be provided to each student by the local school system on that specific date.

FTE: General Information

FTE Instructional Segment:

- One FTE (Full-Time Equivalent) is equal to **six** “instructional segments”. An instructional **segment** is the service provided to a student during **one-sixth of an academic day**.

One FTE *may* reflect services provided to six different students.

Refer to Georgia Board of Education Rule 160-5-1-.02 SCHOOL DAY FOR STUDENTS.

FTE: General Information

FTE Funding Program Categories

A **funding category** is a state-authorized instructional program as listed in the QBE Act.

- Special Education has **5 categories**

FTE Program Weight

The program **weight** is the numerical factor used in determining FTE funding.

- Each of the **5 categories** has a different weight.

FTE Reporting

Collection	Cycle	Start Date/ Count Date	End Date (Sign off)
FTE	1 (includes Federal Child Count)	Tuesday October 1, 2019	Tuesday October 22, 2019
FTE	3	Thursday March 5, 2020	Thursday March 26, 2020

Students Reported in State FTE Count

All Students with IEPs

- Who are enrolled on the day of the count

State School

- Reported by state school

Home-Based Instruction

- Served 3 hours per week for 10 days preceding count
- Report *as served*

Department of Behavioral Health and Developmental Disabilities

- Reported by DBH&DD

Hospital/ Homebound

- Served at least 3 hours per week for 10 days preceding count
- Report as scheduled in school

IEP Placed in Private School

- Reported using disability specific program codes

Funding

- October and March FTE counts earn LEAs state funds for all programs including programs for SWD
- Special Education State funds:
- Earned based on **category of eligibility** and corresponding **weight**
- Amount of service the student receives

Class Size Rule for Funding, not the Special Education Rule

160-5-1-.08 (Continued)

Appendix B Students with Disabilities

Class Group/ Exception Program	Funding Class Size	Maximum Individual Class Size		Exception to Maximum 2 Segments Per Day Per Teacher With Paraprofessional
		*	**	
1. Group I				
(i) S/L-SC	8	11	15	+1
(ii) LD-SC	8	12	16	+1
2. Group II				
(i) MID-SC	6.5	10	13	+1
(ii) MID-R	6.5	10	13	+1
3. Group III				
(i) SID-SC	5	NA	7	+1
(ii) D/HH-SC	5	6	8	+1
(iii) S/L-R	5	7	NA	NA
(iv) BD-R	5	7	10	+1
(v) LD-R	5	8	10	+1
(vi) BD-SC	5	8	11	+1
(vii) MOID-SC	5	NA	11	+1
(viii) OI-SC	5	NA	11	0
4. Group IV				
(i) D/HH-R	3	3	4	+1
(ii) VI-R	3	3	4	+1
(iii) OI-R	3	4	5	+1
(iv) VI(DB)-SC	3	NA	6	+1
(v) PID-SC	3	NA	6	0
5. Group V	8	NA	NA	NA

NOTE: Each paraprofessional is the equivalent to 1/3 teacher and affects individual class size proportionately. Various teacher/paraprofessional models shall be averaged independently.

FY20 FTE Weights and Categories

Primary Area and Codes	1 Segment	2 Segments	3 Segments	4 Segments	5 Segments	6 Segments
Level 1						
S/L-SC (3)						
SLD-SC (U)						
2.4104				\$4,473.17	\$5,591.47	\$6,709.76
Level 2						
MID (P)						
2.8379	\$1,316.63	\$2,633.26	\$3,949.89	\$5,266.52	\$6,583.15	\$7,899.78
Level 3						
MOID (Q)						
SID (R)						
EBD (T)						
SLD-R (U)						
OI-SC (V)						
HH-SC (W)						
DHH-SC (X)						
OHI-SC (Y)						
S/L-R (3)						
3.6158	\$1,677.53	\$3,355.06	\$5,032.60	\$6,710.13	\$8,387.66	\$10,065.19
Level 4						
PID (S)						
OI-R (V)						
HH-R (W)						
DHH-R (X)						
OHI-R (Y)						
VI (Z)						
Deaf/Blind (2)						
5.8658	\$2,721.41	\$5,442.82	\$8,164.23	\$10,885.63	\$13,607.04	\$16,328.45
Level 5						
Inclusion Codes 4-8						
2.4727	\$1,147.20	\$2,294.39	\$3,441.59	\$4,588.79	\$5,735.98	\$6,883.18
Base Funding (D)						
Weight = 1.0000	\$463.95	\$927.89	\$1,391.84	\$1,855.78	\$2,319.73	\$2,783.67
6 segments = 1 FTE						

Class Size Rule for Funding:

Code: IEC 160-5-1-.08

Resource Delivery

Resource and self contained
are NOT service delivery
options

- Instruction for students with disabilities outside the regular classroom for 3 or fewer segments of the instructional day;
- This rule is silent on class size for inclusion,
- DOE guidance: follow this rule for inside the regular classroom also

(note – this is the class size rule for funding, not the special education LRE rule)

Self-Contained Delivery

- Instruction for students with disabilities in one area of exceptionality for 4 or more segments of the instructional day

Resource and Self-contained

- Not service delivery options
- “Resource” is no longer used to refer to the type of classroom where services are delivered
 - No longer in the state rule for placement
 - “Resource” is not an option for delivery of services
 - “Resource” is used (in the funding rule) to describe the amount of service a student is receiving
 - One, Two or Three segments of service (regardless of the setting) is called “resource”

Resource and Self-contained

- “Self-contained” is not a classroom
 - No longer in the state rule for services options
 - “Self-contained” is not in the continuum of services
 - “Self-contained” is used (in the funding rule) to describe the amount of service a student is receiving
 - Four, Five or Six segments of service (regardless of the setting) is called “self-contained”
- Please refrain from referring to a child’s setting as “Resource” or “Self-contained”
- The Rule states the option as ***“Instruction outside the general classroom for individuals or small groups”***

No FTE Funding

The LEA reports but receives no FTE funding for:

- Students whose GRADE LEVEL is pre- kindergarten (PK)
- Pre-K special education is not funded by FTE
- Students who are **overage** (for SWD: over 22)
- Students who are not present for at least 1 day of the 10 days prior to the FTE count day
- Any segment reported with a Program Code = “O”, “4” or “N” (preschool, GNETS, Study Hall)

Special Education Rule: 160-4-7-.14

APPENDIX A - CLASS SIZES AND CASELOADS

PROGRAM AREA	DELIVERY	MAXIMUM CLASS SIZE		CASE-LOAD
	Self-contained (SC) Resource (R)	W/O Para	With Para*	
INTELLECTUAL DISABILITIES				
Mild	SC	10	13	14
	R	10	13	26
Moderate	SC	NA	11	11
Severe	SC	NA	7	7
Profound	SC	NA	6	6
EMOTIONAL AND BEHAVIORAL DISORDERS	SC	8	11	12
	R	7	10	26
SPECIFIC LEARNING DISABILITIES	SC	12	16	16
	R	8	10	26
VISUAL IMPAIRMENTS	SC	NA	6	7
	R	3	4	13
DEAF/HARD OF HEARING	SC	6	8	8
	R	3	4	11
DEAF-BLIND	SC	NA	6	7
SPEECH-LANGUAGE IMPAIRMENTS	SC	11	15	15
	R	7	NA	55
ORTHOPEDIC IMPAIRMENTS	SC	NA	11	11
	R	4	5	15

Personnel, Facilities, Equipment, Materials and Class Size Rule 160-4-7-.14

Class Sizes and Caseloads

Special
Education
Rule

- Paraprofessionals

Three paraprofessionals are the maximum number that can be used to increase the maximum class size for any special education class.

- Autism, TBI, OHI and SDD

The placement of students with these disabilities in program areas will not change class sizes.

Maximum Class Size Flexibility

Special Education Requirements

- District must adhere to the **caseload** requirements of rule 160-4-7-.14.
- Special education **classroom** must contain 38 square feet per student.
- District must adhere to the **rules for paraprofessionals** as part of the class requirements of rule 160-4-7-.14.
- Districts must continue to provide a **free appropriate public education** to all students eligible for special education services under IDEA.



General Requirements:

- Charter Status or Strategic Waiver Status may impact allowable class sizes
- Each LEA's Charter or Strategic Waiver has set the class size limits
 - Applicable to special education also unless specified that special education is excluded



Total Service Minutes

Proposed Method of Reporting Service

- Calculate “Total Service Minutes per Week”
- All special education services a student receives during the school day and for extra-curricular activities, except for transportation*
- Services MUST be in the IEP
- Services must be in place during the week of the FTE Count
 - September 30 – October 4, 2019

*exceptions to be discussed later

Include...

Special Education Services in the student's IEP:

- Minutes of special education service in any classroom
- Minutes provided by any staff member (special education teacher, para, interpreter, OT, etc.)
- After school or extra-curricular activities (ex.: interpreter for football practice)
- Other services (related services such as OT, PT, nursing, etc.), **not transportation** unless student has a 1:1 para, bus monitor, nurse for transportation
- 1:1 para

Do Not Include...

- Students' service in GNETS
- Special Needs Preschool
- SP (Services Plan) Students
- Students attending one of the 3 State Schools
- Students whose IEP services are not in effect the week of the FTE count
- Do not report minutes per week of transportation unless the student has a 1:1 para, bus monitor, or nurse on the bus per the IEP

Please note...

- Students receiving services for less than 30 minutes per week whether they are served in a small group setting OR consultative students served fully in the regular classroom would *not be weighted*
- Methodology is based on number of minutes served during a week regardless of the student's disability

Guidance Documents

Guidance Documents



Offices & Divisions ▾

Programs & Initiatives ▾

Data

Teaching and Learning

Curriculum & Instruction

Georgia Virtual Learning

Student Support Teams

Teacher and Leader Support and Development

Technology Services

Data Collections

Georgia's Statewide Longitudinal Data System

Infrastructure

Instructional Technology

PCGenesis

Career, Technical, Agricultural Education

Accessing FTE Guidance

→ Technology Services → Technology Services → Data Collections

General Information

Data Conference Information

GaDOE Name Processing Rules

Race and Ethnicity Reporting Requirements and Resources

Records Retention

School Count by Type

Student Data Security

Transmission Dates

Collections Documentation

Certified/Classified Personnel Information (CPI)

Data Collections and Reporting

Data Collections and Reporting Overview

Data Collection Documentation

- Certified/Classified Personnel Information (CPI)
- End of Pathway Assessment (EOPA)
- Free/Reduced Price Meal Eligibility
- Full-Time Equivalent (FTE) / FTE Data Survey
- Georgia Unique Identifier for Education (GUIDE)
- Pre-ID Labels
- Private School
- Student Class
- Student Record
- Teacher Class
- Presentations and Webinars

Guidance Documents

 → Technology Services → Technology Services → Data Collections → FY2020 FTE Resources

General Information

Data Collection Documentation

Data Collection Overview

Data Conference

GaDOE Name Processing Rules

Georgia Student Data Privacy, Accessibility,
and Transparency Act

Records Retention

School Count by Type

Submit Request for Data

FY2020 FTE Resources

Full-Time Equivalent (FTE) refers to data collected for Quality Basic Education funding and is based on student enrollment and the education services provided by local school systems to students.

FTE Data Survey

- FTE Data Survey Instructions
- FTE Data Survey Transmission Dates

FTE Resources

- FTE Transmission Dates
- FTE Data Element Detail
- FTE General Information
- FTE Categories and Weights
- GNETS FAQ's
- Guidelines for Special Education Environments: Ages 5 and Under
- Guidelines for Special Education Environments: Ages 6 - 21
- Special Education Educational Environments Calculator: Ages 5 and under
- Special Education Educational Environments Calculator: Ages 6 - 21

[Click here to access this page](#)

Other Resources

- FTE Checklist (Sample)
- QBE Reports

Reporting Primary Area

Eligibility	Primary Area Code	Eligibility	Primary Area Code
Mild Intellectual Disability	P	Other Health Impairment	Y
Moderate Intellectual Disability	Q	Visual Impairment	Z
Severe Intellectual Disability	R	Blind	1
Profound intellectual Disability	S	Deaf and Blind	2
Emotional Behavior Disorder	T	Speech/Language Impairment	3
Specific Learning Disability	U	Autism	6
Orthopedic Impairment	V	Traumatic Brain Injury	7
Hearing Impairment	W	Significant Developmental Delay	8
Deaf	X		

UPDATE!

When does a student become SWD?

- For disciplinary reasons, a student should be treated as a SWD as of the date of the EVENT '02' and continuing through the date of the EVENT '05'. If found eligible, the student will continue to be treated as a SWD unless there is a subsequent '09' or '10' or '12'
- This will need to be monitored as needed within your LEA

UPDATE!

When does a student become SWD?

For reporting purposes, a student is treated as an SWD once the student begins receiving special education services.

- Therefore...DO NOT report as an S Type Report with a Primary Area until the date of EVENT CODE '06' when services start in GA with the IEP.
- If GO-IEP district: Use the FTE import to ensure that the disability is imported to your SIS

When to Report Primary Area for Exiters (revised 5-16-19)

	Students who exited special education in the prior fiscal year	Students who exit special education after prior year SR sign off BEFORE July 1	Students who exit special education after prior year SR sign off AFTER July 1 prior to FTE1	Students who exit special education after FTE1 but prior to FTE3	Students who exit Special Education after FTE3 and before Student Record sign-off
Report Type	R	R	R	R	n/a
In SIS, Report Primary Area?	NO	NO	YES*	YES*	YES*
PA Extracted & Reported in FTE1?	NO	NO	NO	YES	n/a
PA Extracted & Reported in FTE3?	NO	NO	NO	NO	n/a
PA Reported in SR?	NO	NO	YES	YES	YES
Report Exit EVENT '09' OR '10'	In SR	In FTE1	In FTE1	In SR	In SR

* remove PA from your SIS after SR sign-off in June

A Word about Federal Child Count

- Federal Child Count includes children who are eligible for special education services but parentally placed in private school
 - **Include students on a Services Plan**
 - **Include students not on a Services Plan**

PPPS children on a Services Plan AND children NOT on a Services Plan are used to calculate your Proportionate Share

ALL IEP services flag for these students is “S” or “N”.

These are only included in the FTE1. Do not report in FTE3. Do not report in Student Record unless the student was enrolled for one or more days for this school year.

A Word about Federal Child Count

- Elements for Federal Child Count include:
 - **Special Education Environment Code**
 - **Special Education Services and Related Services Y or N**
 - **ALL IEP services flag**

These are only included in the FTE1. They are not reported in FTE3.

Students Reported in the Federal Child Count

All Students with IEPs

- Who are enrolled on the day of the count including community based preschool students

Students who are IEP Placed in Private School

- Funded by district and/or Residential Reintegration Services Grant

Students Parentally Placed Private School

- Who are eligible for Proportionate Share and have
- An Individual Service Plan (SP)
 - All IEP = "S"
- Earn Federal \$, not State \$

Students who are Parentally Placed Private School

- Who are eligible for Proportionate Share and have
- No Service Plan
 - All IEP = "N"
- Do not earn Federal or State \$



Reporting FTE for SWD

Delivery Models Program Codes Inclusion Codes

Understanding Services Options and Reporting

(d) School age placements: Code: IDDF (7)

160-4-7-.07 LEAST RESTRICTIVE ENVIRONMENT (LRE)

LRE Rule

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

(i) **Additional supportive services**. The child remains in regular classroom with supplementary aids and services provided to the teacher and/or child to implement the IEP.

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

2. Instruction outside the general classroom for individuals or small groups

Special Note about Student Class Delivery Models

- Delivery Model Codes will now be reported in Student Class, NOT FTE
- Delivery Models being shared to demonstrate how data reporting (FTE, SR, Student Class) is connected
- For FTE and Student Class, the related service of Interpreter can be reported under Supportive Service if provided in the general education classroom.

Special Note about Student Class Delivery Models

There was a recent change to Delivery Model 7.

- The primary teacher reported would be the content certified teacher
- The special education teacher would be reported as the additional teacher

Please make sure this update is shared with staff responsible for creating and reporting a student's schedule.



<u>Program Area</u>	<u>Delivery Model</u>	<u>Delivery Model Code #</u>	<u>COURSE TEACHER CODE</u>	<u>ADDITIONAL TEACHER 1-3</u>	<u>Comments - Description</u>	<u>COURSE NUMBER</u>
Special Education	Additional Supportive Service to the Student	1	COURSE TEACHER with content appropriate certification	No if INCLUSION CODE = '4', '5', '6', or '7'. Yes if INCLUSION CODE = '8'.	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 '1' is indicated for class record, then the data element INCLUSION CODE (in both FTE & SC) must be one of the following valid values: '4' Paraprofessional '5' Interpreter '6' Job Coach '7' Assistive or Other personnel '8' Teacher-Not a Special Education teacher (Not providing direct instruction)	Content Area Course Number for the class is xx.0.
Special Education	Additional Supportive Service to the Teacher	2	COURSE TEACHER with content appropriate certification	NO	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.	Content Area Course Number for the class is xx.0.
Special Education	Direct Service: Consultative	3	COURSE TEACHER with content appropriate certification	Yes - Report special education teacher with appropriate special education certification	A special education teacher provides direct services to identified SWD within the general education classroom, amount of time is according to the IEP. Report INCLUSION CODE = '9'. (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 Count Day.)	Content Area Course Number for the class is (XX.0) for student receiving Consultative Special Education services.

<u>Program Area</u>	<u>Delivery Model</u>	<u>Delivery Model Code #</u>	<u>COURSE TEACHER CODE</u>	ADDITIONAL TEACHER 1-3	<u>Comments - Description</u>	<u>COURSE NUMBER</u>
Special Education	Direct Service: Collaborative	4	COURSE TEACHER with content appropriate certification	Report special education teacher with appropriate special education certification	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. INCLUSION CODE must be: '9' Certified Special Education Teacher	Content Area Course Number w/Special Education instruction (XX.9) for student receiving Special Education services. The .9 is only used for SWD.
Special Education	Direct Service: Co-teaching	5	COURSE TEACHER with content appropriate certification	Report special education teacher with appropriate special education certification	A special education teacher provides services to identified SWD and works with the general education teacher within the general education classroom for the entire segment, each time the class meets.	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.

<u>Program Area</u>	<u>Delivery Model</u>	<u>Delivery Model Code #</u>	<u>COURSE TEACHER CODE</u>	<u>ADDITIONAL TEACHER 1-3</u>	<u>Comments - Description</u>	<u>COURSE NUMBER</u>
Special Education	Specialized Placement (Outside General Ed)/ Individual or Small Group)	6	COURSE TEACHER has appropriate special education certification and content certification	No	<p>The special education teacher provides instruction to students with disabilities in a separate classroom, outside the regular classroom.</p> <p>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.</p>	Content Area Course Number w/Sped Separate Class instruction (XX.8)
Special Education	Specialized Placement (Outside General Ed)/ Individual or Small Group with an Additional Content certified teacher.	7	COURSE TEACHER has content appropriate certification	ADDITIONAL COURSE TEACHER with appropriate special education certification	<p>The special education teacher provides instruction to students with disabilities in a separate classroom, outside the regular classroom.</p> <p>This is not co-teaching as the instruction is occurring outside the regular education classroom. This scenario includes a content certified regular education teacher in the small group setting to provide the students with a content certified teacher; No INCLUSION CODE.</p>	Content Area Course Number w/Sped Separate Class instruction (XX.8)

Special Note about Student Class Delivery Models

Delivery Model 5 Co-Teacher

- Students whose IEP indicate the need for this delivery model during that instructional period will be reported with a '.9' course number.
- These students must be reported with an “additional teacher” who will be checked for appropriate special education certification.
- The general education teacher will have two rosters. Some students will be reported with a '.0' course number.
 - Districts should report the co-teacher as an additional teacher for those '.0' students if the special education teacher is truly working with those students.
 - That teacher's credentials would not be tested for in-field unless a delivery model is present.
- More than one additional teacher can be reported and any additional teacher, if appropriately certified, can meet the in-field requirement.

Program Codes

For **most** students the Program Code is the **Primary Disability Code**:

- MID – P
- MOID – Q
- SID – R
- PID – S
- EBD – T
- SLD – U
- OI – V
- HI – W
- Deaf – X
- OHI – Y
- VI – Z
- Blind – 1
- Deaf-Blind – 2
- Speech Language Impaired – 3
- ***GNETS - 4***

Program Code Exceptions:

Autism, Traumatic Brain Injury, and Significant Developmental Delay

- Should be coded using the program code that best describes the student's current needs

GNETS

- Segments taught by GNETS teachers are reported with a **program code of 4** regardless of disability

Examples

- Student with Autism (no Program Code for AU)
 - Served in a co-teaching general education class with 6 other students who are LD and the student's IEP goals are academic in nature
 - *Report with program code "U"*
 - Served in a MOID class
 - *Report with program code "Q"*
 - Served in a co-teaching general class and IEP goals are social/emotional in nature
 - *Report with a program code "T"*

*Note: **these are examples** – the LEA determines the appropriate code to use.*

Reminder about SDD

- Special Education Rule 160-4-7-.05: Eligibility Determination and Categories of Eligibility
- Initial placement on or before the 7th birthday
- Continuation of placement to the 9th birthday (to the end of the school year in which the child turns nine; defined as June 30th)
 - Child turns 9 on or before June 30th, 2020: establish categorical eligibility before June 30th, 2020.
 - Child turns 9 on July 1st, 2020: establish categorical eligibility during the 2020-2021 school year.

Inclusion Codes

Inclusion is when a student receives special education services in regular education classroom.

Inclusion:

- indicates that a student with disabilities has an individualized education program (IEP) that identifies the general education classroom as the least restrictive environment (LRE) for the delivery of special education services for that course
- **Additional Supportive Services**
- **Direct Service** (consultative, collaboration, co-teaching)
- **An IEP team decision**

Additional Supportive Services: Inclusive Instruction

Additional Supportive Services is specially designed instruction or supplemental aids or services provided to the teacher and/or the child

Services provided the child by:

- Paraprofessionals: **Inclusion Code 4**
- **Interpreters: Inclusion Code 5**
- Job coaches: **Inclusion Code 6**
- Other assistive personnel: **Inclusion Code 7**
- Other teacher: **Inclusion Code 8**

Use a General Education Program Code with
Inclusion Codes 4-8

For FTE and Student Class, the related service of Interpreter can be reported under Supportive Service if provided in the general education classroom.

Segments of Special Education service through Additional Supportive Services are funded at Level 5.

Direct Service: Inclusive Instruction

Consultative Services

- Served according to the IEP, at least one hour per month to be funded
- At least half of segment on day of count
- Report a **Special Education Program Code** and **Inclusion Code '9'**

Collaborative Services

- <100% of a segment
- At least 50% of segment on day of count
- Report a **Special Education Program Code** and **Inclusion Code '9'**

Co-Teaching

- 100% of a segment every time the class meets
- Report a **Special Education Program Code** and **Inclusion Code '9'**

**Inclusion Code '9' may only be used with a
Special Education Program Code**

Individual or Small Group Instruction

- Report Special Education Program Code
- Do not report an inclusion code

Reporting Examples

Traditional Schedules

Student A

Eligibility:	Learning Disability					
Grade:	4 th					
Subject	Math	Reading	Language Arts	Science	Social Studies	Specials
IEP says:	Co-teaching	Co-teaching	Co-teaching	Co-teaching	Regular Education	Regular Education
Program Code:	U	U	U	U	C	C
Inclusion Code:	9	9	9	9		

Funding Category: 1

Special Education FTE earnings: \$4,473.17

Special Education Teacher Certification: General Curriculum if not issuing grades

Student B

Eligibility:	Learning Disability					
Grade:	4 th					
Subject	Math	Reading	Language Arts	Science	Social Studies	Specials
IEP says:	Co-teaching	Co-teaching	Co-teaching	Regular Education	Regular Education	Regular Education
Program Code:	U	U	U	C	C	C
Inclusion Code:	9	9	9			

Funding Category: 3

Special Education FTE earnings: \$5,032.60

Special Education Teacher Certification: General Curriculum if not issuing grades

Student C

Eligibility:	Learning Disability					
Grade:	6 th					
Subject	Math	Reading	Language Arts	Science	Social Studies	Specials
IEP says:	Co-teaching	Co-teaching	Additional Supportive Services to Child (para)	Additional Supportive Services to Child (para)	Regular Education	Regular Education
Program Code:	U	U	H	H	H	H
Inclusion Code:	9	9	4	4		

Funding Category: 3 & 5

Special Education FTE earnings: \$3,355.06 + \$2,294.39 = \$5,649.46

Special Education Teacher Certification: General Curriculum if not issuing grades

Student D

Eligibility:	Mild Intellectual Disability					
Grade:	6 th					
Subject	Math	Reading	Language Arts	Science	Social Studies	Specials
IEP says:	Small Group	Small Group	Small Group	Additional Supportive Services to Child (para)	Additional Supportive Services to Child (para)	Regular Education
Program Code:	P	P	P	H	H	H
Inclusion Code:				4	4	

Funding Category: 2 & 5

Special Education FTE earnings: \$ 3,949.89 + 2,294.39 = \$6244.28

Special Education Teacher Certification: Adapted Curriculum and appropriate Content or Equivalent

Student E

Eligibility:	Profound Intellectual Disability, assessed on GAA					
Grade:	10 th					
Subject	Math	Reading	Language Arts	Science	Social Studies	Specials
IEP says:	Small Group	Small Group	Small Group	Small Group	Small Group	Additional Supportive Services to Child (para)
Program Code:	S	S	S	S	S	D
Inclusion Code:						4

Funding Category: 4 & 5

Special Education FTE earnings: \$13,607.04 + \$1,147.20 = \$14,754.24

Special Education Teacher Certification: Adapted Curriculum and appropriate Content or Equivalent

Student F

Eligibility:	Autism, assessed on Milestones					
Grade:	5 th					
Subject	Math	Reading	Language Arts	Science	Social Studies	Specials
IEP says:	Co-teaching	Small Group	Small Group	Co-teaching	Small Group	Additional Supportive Services to Child (para)
Program Code:	T	T	T	T	T	C
Inclusion Code:	9			9		4

Funding Category: 3 & 5

Special Education FTE earnings: \$8,387.66 + \$1,147.20 = \$9,534.86

Special Education Teacher Certification: General Curriculum for Segments 1 & 4 and General Curriculum plus appropriate Content or Equivalent for Segments 2, 3, & 5

Student G

Eligibility:	Other Health Impaired					
Grade:	7 th					
Subject	Math	Reading	Language Arts	Science	Social Studies	Specials
IEP says:	Co-teaching	Small Group	Additional Supportive Services to Child (para)	Co-teaching	Additional Supportive Services to Child (para)	Additional Supportive Services to Child (para)
Program Code:	Y	Y	H	Y	H	H
Inclusion Code:	9		4	9	4	4

Funding Category: 4 & 5

Special Education FTE earnings: \$8,164.23 + \$3,441.59 = \$11,605.82

Special Education Teacher Certification: Adapted Curriculum and appropriate Content or Equivalent



Non-traditional Schedules, Block, CTAE, GNETS, Speech, Virtual

Non-Traditional Schedules

Five Segment Day	Seven + Segment Day	Block Schedule	Block Schedule with Skinnies
<p>A. Report first five segments as scheduled.</p> <p>B. Sixth segment is the program code that occurs most in first five segments.</p>	<p>A. All seven segments state funded, drop segment of your choice.</p> <p>B. If any segment is not state funded, non-funded must be reported as one of the six segments.</p>	<p>A. FTE1, first four segments reported as they occur on the day of the count. Segments 5 and 6 are the lowest and highest weights on the day before the count.</p> <p>B. FTE3, first four segments are from the day before the count. Segments 5 and 6 are the lowest and highest weights on the day of the count.</p>	<p>A. When counting segments, 90- and 45-minute segments count the same.</p> <p>B. Use the guidelines for 5 segment day or 7 segment day as appropriate. Report 6 segments as they occur.</p>

Block Scheduling for Elementary School

Cautions:

- Ensure children are receiving their special education services according to their IEP
- Ensure the schedule is best for students, not teachers
- Watch your data – is block scheduling “working” for your SWD?
- Be aware of Senate Bill 10 – FTE earnings for SWD may be impacted if you are planning an A/B block schedule
- Ensure your teachers have “full” schedules to maintain funding levels

Student H, Block Schedule

First 4 segments are from the day BEFORE the count with segments 5 & 6 being the highest and lowest weighted segments from the day of the count

Eligibility:	Other Health Impaired					
Grade:	10 th , Daily schedule					
Subject	Math	Science	Physical Education	Elective	Report Lowest (P.E)	Report Highest (Math)
IEP says:	Co-teaching	Co-teaching	General Education	Additional Supportive Services	General Education	Co-teaching
Program Code:	Y	Y	D	D	D	Y
Inclusion Code:	9	9		4		9

Funding Category: 4 & 5

Special Education FTE earnings: \$8,164.23 + \$1,147.20= \$9,311.43

Special Education Teacher Certification: General Curriculum

Student I, A/B Block Schedule

First 4 segments are from the day BEFORE the count with segments 5 & 6 being the highest and lowest weighted segments from the day of the count

Eligibility:	Specific Learning Disability					
Grade:	10 th , Wednesday's schedule					
Subject	Math	Science	English	Elective	Report Lowest from Thursday (P.E)	Report Highest from Thursday (Social Studies)
IEP says:	Co-teaching	Co-teaching	Co-teaching	General Education	General Education	Co-teaching
Program Code:	U	U	U	D	D	U
Inclusion Code:	9	9	9			9

Funding Category: 1

Special Education FTE earnings: \$5,591.47

Special Education Teacher Certification: General Curriculum

Multi-system Instructors

Multi-system Instructors

- Instructors who do not work in your district for a full week and can therefore NOT schedule students on a regular count day
- FTE1:
 - Instructor **not working on Tuesday Count Day**
 - Report services provided on Monday (October)
- FTE3:
 - Instructor **not working on Thursday Count Day**
 - Report services provided on Friday (March)

* Note: System needs to maintain a signed statement from the instructor indicating these services can only be provided on a Monday or Friday.

Multi System Instructors Rule

Applies to:

- Teachers/therapists who work in more than one LEA
- Contract teachers/therapists who do not work full time in the LEA
- Part time teachers/therapists who do not work 5 days a week

Reporting Transportation

State Definition* of Transported:

- Transported from one instructional location to another instructional location **during the instructional day**
- Each segment reported as TRANSPORTED indicates “round trip” when applicable.
- Example: a student is transported from his home school to the GNETS center during segment 3, then returns to the home school during segment 5
 - Only segment 3 is marked “Y” to indicate TRANSPORTED.

*Federal Definition is different

Reporting Itinerant Teacher Services

Itinerant Teacher:

- Definition: *Teacher* travels the majority of one segment on the day of the count and at least 90 minutes per week
- If the child's services are provided by an itinerant teacher (the teacher must meet the definition)
- Report "Y" for itinerant for all services provided to all students to earn additional funding per segment since these teachers will see fewer students daily than non-itinerant teachers due to travel time.

CTAE

Career, Technical & Agricultural Education

Service	Codes	Conditions
<p>IEP says: Career, Technical & Agricultural Education:</p> <ul style="list-style-type: none"> Additional Supportive Services 	<p>Students participating in CTAE class and</p> <ul style="list-style-type: none"> Receiving supportive services from a <u>para</u> <ul style="list-style-type: none"> Report with the CTAE Program Code = 'K' and Report Inclusion Code '4' (para) 	<ul style="list-style-type: none"> The supportive services must be included in the student's IEP and provided to the student on the day of the count. If a student with disabilities is enrolled in CTAE and <u>receives no supportive services on the day of the count</u>, then the student should be reported with the CTAE Program Code ('K') and no Inclusion Code.

CTI/CTAE

Career, Technical & Agricultural Education; Career Technical Instructor

Service	Codes	Conditions
<p>IEP says: Career, Technical & Agricultural Education: Direct Instruction</p> <ul style="list-style-type: none">• Consultative, or• Collaborative or• Co-taught	<p>Report:</p> <ul style="list-style-type: none">• Student's Program Code that corresponds with their Primary Area• Inclusion code '9' <p>If</p> <ul style="list-style-type: none">• Student served in CTAE class• Student is served by CTI	<p>The CTI services</p> <ul style="list-style-type: none">• must be included in the student's IEP and• the CTI must provide regularly scheduled direct instruction to the student on the day of the count. <p>Note: If a student with disabilities is enrolled in CTAE and <i>CTI does not provide direct instruction</i> to the student on <u>the day of the count</u>.</p> <ul style="list-style-type: none">• Report K (program code for CTAE) (No special education services)

CTAE

Career, Technical & Agricultural Education

Service	Codes	Conditions
<p>IEP says: Career, Technical & Agricultural Education: Direct Instruction</p> <ul style="list-style-type: none">• Consultative, or• Collaborative or• Co-taught	<p>Report:</p> <ul style="list-style-type: none">• Student's Program Code that corresponds with their Disability Code 'P"- '4'• Inclusion code '9' <p>If</p> <ul style="list-style-type: none">• Student served in CTAE class• Student is served by Special Education Teacher	<p>The special education services</p> <ul style="list-style-type: none">• must be included in the student's IEP and• the special education teacher must provide regularly scheduled direct instruction to the student on the day of the count. <p>Note: If a student with disabilities is enrolled in CTAE and the special education teacher <i>does not provide direct instruction</i> to the student <u>on the day of the count</u>.</p> <ul style="list-style-type: none">• Report K (program code for CTAE) (No special education services)

CTI/CTAE

Career, Technical & Agricultural Education

Service	Codes	Conditions
<p>IEP says: Career, Technical & Agricultural Education: Direct Instruction</p> <ul style="list-style-type: none">• Small Group	<p>Report:</p> <ul style="list-style-type: none">• Student's Program Code that corresponds with their Disability Code 'P'- '4' <p>If</p> <ul style="list-style-type: none">• Student served in Small Group course numbers:<ul style="list-style-type: none">• 32.81100 Career Technical Instruction I• 32.81200 Career Technical Instruction II• 32.81300 Career Technical Instruction III• 32.81400 Career Technical Instruction IV• Student is served by Special Education Teacher	<p>The special education services</p> <ul style="list-style-type: none">• must be included in the student's IEP and• the special education teacher must provide regularly scheduled direct instruction to the student on the day of the count. <p>Note: If a student with disabilities is enrolled in CTAE and the special education teacher <i>does not provide direct instruction</i> to the student on <u>the day of the count</u>.</p> <ul style="list-style-type: none">• Report K (program code for CTAE) (No special education services)

CBI – Community Based Instruction

Service	Codes	Conditions
IEP says: Community-Based Instruction <ul style="list-style-type: none">Small group	Report: <ul style="list-style-type: none">• Program Code that correspond to the student's Primary Area• No inclusion code	Report segments of special education instruction provided in a community-based setting.

CTAE Work Based Learning

Service	Codes	Conditions
<p>IEP says: Career, Technical & Agricultural Education:</p> <ul style="list-style-type: none"> • Work-Based Learning • Additional Supportive services 	<p>Students participating in CTAE Work-Based Learning and</p> <ul style="list-style-type: none"> • Receiving supportive services from a Job Coach <ul style="list-style-type: none"> • Report with a CTAE Program Code = 'K' • Report Inclusion Code = '6' (Job Coach) • Receiving supportive services from a para <ul style="list-style-type: none"> • Report with a CTAE Program Code = 'K' • Report Inclusion Code = '4' (para) 	<ul style="list-style-type: none"> • The supportive services must be included in the student's IEP and provided to the student on the day of the count. • If a student with disabilities is enrolled in CTAE and <u>receives no supportive services on the day of the count</u>, then the student should be reported with the CTAE Program Code ('K') and no Inclusion Code. • The <u>total segments</u> reported for the work-based program shall <u>not exceed three</u>.

Career Technical Instruction/ CTAE/ Work Based Learning

Service	Codes	Conditions
<p>IEP says: Career, Technical & Agricultural Education:</p> <ul style="list-style-type: none"> • Work-Based Learning • Direct services: Consultative • Documented in the IEP as Small Group outside the gen ed setting* <p>*Special Note: For environment reporting this service is not required to be included outside of general ed if the student is interacting with the general population.</p>	<p>Students participating in CTAE Work-Based Learning and</p> <ul style="list-style-type: none"> • Receiving direct services from the CTI • Report with a Student's Program Code associated with his/her Primary Area • Do not report Inclusion Code (as there is no second teacher) 	<ul style="list-style-type: none"> • The direct services must be included in the student's IEP and provided to the student on the day of the count. • If a student with disabilities is enrolled in CTAE and <u>receives no direct services on the day of the count</u>, then the student should be reported with CTAE Program Code ('K') • The total <u>segments</u> reported for the work-based program shall not exceed three.

CTAE/Work Based Learning

Service	Codes	Conditions
<p>IEP says: Career, Technical & Agricultural Education:</p> <ul style="list-style-type: none"> • Work-Based Learning • Direct services: Consultative • Documented in the IEP as Small Group outside the gen ed setting* <p>*Special Note: For environment reporting this service is not required to be included outside of general ed if the student is interacting with the general population.</p>	<p>Students participating in CTAE Work-Based Learning and</p> <ul style="list-style-type: none"> • Receiving direct services from the special education teacher • Report with a Student's Program Code associated with his/her Primary Area • Do not report Inclusion Code (as there is no second teacher) 	<ul style="list-style-type: none"> • The direct services must be included in the student's IEP and provided to the student on the day of the count. • If a student with disabilities is enrolled in CTAE and <u>receives no direct services on the day of the count</u>, then the student should be reported with CTAE Program Code ('K') • The total <u>segments</u> reported for the work-based program shall <u>not exceed three</u>.



CTAE Examples

Student H

Eligibility:	Emotional Behavior Disorder					
Grade:	10 th					
Subject	Math	Social Studies	English	Science	Elective	Work-based Learning
IEP says:	Co-teaching	Co-teaching	Co-teaching	Small Group	General Education	Additional Supportive Services to Child (para)
Program Code:	T	T	T	T	D	K
Inclusion Code:	9	9	9			4

Funding Category: 3 & 5

Special Education FTE earnings: \$6,710.13 + \$1,147.20 = \$ 7,857.33

Special Education Teacher Certification: General Curriculum for 1st 3 segments, General Curriculum and Science Content or Equivalent for 4th segment

Student I

Eligibility:	Emotional Behavior Disorder					
Grade:	10 th					
Subject	Math	Social Studies	English	Science	Elective	CTAE
IEP says:	Co-teaching	Co-teaching	Co-teaching	Small Group	General Education	Additional Supportive Services to Child (para)
Program Code:	T	T	T	T	D	K
Inclusion Code:	9	9	9			4

Funding Category: 3 & 5

Special Education FTE earnings: \$6,710.13 + \$1,147.20 = \$ 7,857.33

Special Education Teacher Certification: General Curriculum for 1st 3 segments, General Curriculum and Science Content or Equivalent for 4th segment

Student J

Eligibility:	Emotional Behavior Disorder, served part time in GNETS					
Grade:	10 th					
Subject	Math	Social Studies	English	Science	Elective	CTAE
IEP says:	Small Group GNETS	Small Group GNETS	Small Group GNETS	Small Group	General Education	Additional Supportive Services to Child (para)
Program Code:	4	4	4	T	D	K
Inclusion Code:						4

Funding Category: 3 & 5

Special Education FTE earnings: \$1,677.52 + \$1,147.20 = \$2,824.72

Special Education Teacher Certification: General Curriculum and Content or Equivalent for segments 1-4

Student K

Eligibility:	Specific Learning Disability, served on Count Day					
Grade:	10 th					
Subject	Math	Social Studies	English	Science	Elective	CTAE
IEP says:	Co-teaching	Co-teaching	Co-teaching	Co-teaching	General Education	Consultative
Program Code:	U	U	U	U	D	U
Inclusion Code:	9	9	9	9		9

Funding Category: 1

Special Education FTE earnings: \$5,591.47

Special Education Teacher Certification: General Curriculum

Student L

Eligibility:	Specific Learning Disability, not served on Count Day					
Grade:	10 th					
Subject	Math	Social Studies	English	Science	Elective	CTAE
IEP says:	Co-teaching	Co-teaching	Co-teaching	Co-teaching	General Education	Consultative
Program Code:	U	U	U	U	D	K
Inclusion Code:	9	9	9	9		

Funding Category: 1

Special Education FTE earnings: \$4,473.17

CTAE FTE earnings: \$548. 99 (one segment of K weight funding)

Special Education Teacher Certification: General Curriculum

A note about Virtual and/or distance learning students

- ‘Attended class’ for virtual and/or distance learning students means that the student has been acknowledged through direct interaction between the student and the instructor at some time during the 10-day period preceding the FTE count date.
- Interaction must indicate the student is both present and actively engaged in the instructional setting.
- Requirement same whether full-time or part-time



Reporting Speech

Reporting Speech and Supplemental Speech

Speech

- Scheduled to be seen on Count Day
- Served the majority of the segment
- Use Program Code '3' for speech segment
- Report "No" for Supplemental Speech

Supplemental Speech

- Student is served 4 segments or more in one disability area (ex.: MOID) and also served by SLP during the same segment
- Report supplemental speech for a maximum of 2 segments
- Use the Student's Primary area Program code (ex.: Q) and 'Y' for Supplemental Speech

Funding for Supplemental Speech

- A district earns an additional $\frac{1}{3}$ of the segment amount for ***direct instruction*** for the reported Supplemental Speech FTE
- For Example: If a district reports 15 FTES in Supplemental Speech, they earn 5 for funding ($15 \div 3 = 5$).

Student J

Eligibility:	Speech/Language Impaired					
Grade:	4 th					
Subject	Math	Speech	Language Arts	Science	Social Studies	Specials
IEP says:	General Education	Small Group	General Education	General Education	General Education	General Education
Program Code:	C	3	C	C	C	C
Inclusion Code:						

Funding Category: 3

Special Education FTE earnings: \$1,677.53

Special Education Teacher Certification: No Special Education Teacher

Student K

Eligibility:	MOID, Speech/Language Impaired					
Grade:	4 th Schedule on Count Day					
Subject	Math	Speech	Language Arts	Science	Social Studies	Specials
IEP says:	Small Group	Small Group	Small Group	Small Group	Small Group	Additional Supportive Services
Program Code:	Q	Q	Q	Q	Q	C
Inclusion Code:						4
Supplemental Speech		Y (Yes)				

Funding Category: 3 & 5

Special Education FTE earnings: \$ 8,387.66 + \$1,147.20 = \$9,534.86

Supp Speech (1/3 of segment): \$559.17; \$9,534.86 + \$559.17 = \$10,094.03

Special Education Teacher Certification: Adapted Curriculum and Content

Speech – Teletherapy

Districts providing teletherapy; reporting for FTE

- Districts may provide teletherapy to students
- Report FTE as if the student was receiving therapy “in person”
- The student is not required to receive any of their speech/language services “in person” to earn FTE for the service

Speech Services from a Communication Paraprofessional

State Special Education Rule:

160-4-7-.05 ELIGIBILITY DETERMINATIONS AND CATEGORIES OF ELIGIBILITY

The communication paraprofessional is under the supervision of a certified or licensed SLP...The primary responsibility for the delivery of services, as indicated on the IEP, **remains with the certified or licensed SLP**. Children who receive services from the communication paraprofessional shall **also receive services from the supervising SLP** ...no less than one hour per month. Each LEA should **develop and implement procedures for the training, use and supervision of communication paraprofessionals**

Reporting Speech Services from a Communication Paraprofessional

If the communication paraprofessional is

- Under the supervision of a licensed SLP

and the

- Responsibility for delivery of services remains with a licensed SLP

and the child

- Also receives services from a licensed SLP

Then report the services for FTE as if the child were receiving services from a licensed SLP

Accessing FTE Reports

- Log in to the GADOE Portal
- Select Data Collections
- Select Full Time Equivalent
- Select the Year and FTE Cycle
- Select FTE Report Menu in your LEA
- Select System Level or School in the dropdown
- Select the Report you wish to view in the dropdown

Selecting an FTE Report

You have (1092) new messages.

GADOE Technology Services - Student FTE Data Collection System - October 2, 2018 (FTE 2019-1) - 609 Ben Hill County

System Level

- FT001-Transmission Verification
- FT002-Enrollment by Grade
- FT004-Enrollment in Special Education
- FT005-Student Residence
- FT006-System of Residence Summary
- FT008-A-Errors and Warnings Summary
- FT008-B-Errors and Warnings Detail
- FT009-3 FTE Counts
- FT010-A-FTE Comparison Notes
- FT010-B-FTE Comparison
- FT010-C-FTE Comparison - Other Categories
- FT011-Funded and Non-Funded Students
- FT012-Non-Funded Student Detail
- FT013-Graduated Students
- FT014-Withdrawals by Gender and Race/Ethnicity
- FT015-Withdrawals by Grade Level
- FT016-Retained Students
- FT017-Special Education Child Count
- FT018-Special Ed Service in Primary Area
- FT019-Related Special Ed Services
- FT020-Special Ed. Environment-Age 6 and Above
- FT021-Students Reported Graduated More Than One Fiscal Year
- FT024-Gifted Students by Grade
- FT025-Remedial Education Program by Grade
- FT026-ESOL by Segments
- FT027-Special Ed. Environment- Age 5 and Under
- FT030-Student Detail
- FT031-Percentage of Dropouts
- FT032-E8081 Duplicated SSN Report
- FT033-Dropouts Who Are Active in Another System

GO Main Menu

Please Select a Report

Checking/Verifying/Using Data

- Special Education Services and Supports --- Data Collection and Reporting---Data Conference:
 - Spreadsheet with explanation of all FTE reports
 - Description, Use, & Availability
 - PowerPoint with Errors included
 - Use the Ctrl F (find function) to locate the error number
 - Read the error – in blue
 - Read the suggested remedy
 - Why you are receiving this error
 - What you may be able to do to fix the error
- Posted on the GADOE website
 - Special Education
 - [Data Collection and Reporting](#)
 - [Data Conference](#)
 - Documents, Tools, and Templates

Contact Information

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All other Charter Schools - - please contact Dale Rose.

Phoebe

Dale

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