

Special Education Delivery Models

FY21 Reporting FAQ

Please review the FY2021 Data Collection Frequently Asked Questions posted on the Data Collections website and provided for SELDA.

Districts considering virtual/distance/remote or hybrid instructional options for the 2020-2021 school year, in response to the impacts and effects of COVID-19, should not experience a negative impact to their funding for offering virtual/distance/remote or hybrid instructional options. The normal and regular FTE reporting requirements remain applicable. **For those schools that have chosen the distance/remote instructional learning model, FTE reporting should continue to reflect the student's regularly scheduled classes as of the FTE count day the same as if all students were still in a traditional school building.**

Student Class vs. FTE

- **Student Class and FTE are separate reports**
- **Some edits will compare the 2 reports**
- **All LEAS are now working on student schedules which are reported in Class File**
- **Delivery Models, the focus of this presentation, are reported in Class File**
- **FTE will be reviewed in more detail later**

Special Education Rule: Least Restrictive Environment (LRE)

LRE Rule 160-4-7-.07

Determining Educational Placements (Provision of Services):

1. Made by a group of persons including the parents and other persons **knowledgeable about the child, the meaning of the evaluation data, and the placement options**

Determining Educational Placements; LRE

- Determined at least annually
- Based on the child's IEP
- As close as possible to the child's home
- In the school that he or she would attend if not disabled unless the child requires some other arrangement
- Selecting the LRE consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs

Determining Educational Placements; LRE

- A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

Continuum of Placements: School Age Children

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

(i) **Additional supportive services.** The child remains in regular classroom with supplementary aids and services provided to the teacher and/or child to implement the IEP. The services provided may be from personnel such as paraprofessionals, interpreters, or others.

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

Continuum of Placements: School Age Children, K-12th Grade

2. Instruction outside the general classroom for **individuals or small groups**.
3. Separate day school or program
4. Home-Based instruction
5. Residential placement in-state or out-of-state
6. Hospital/homebound instruction program (HHB)

PreSchool (PK) Placements: Children Attending a Regular Early Childhood Program (in Public School or Community)

- **Services Provided **IN** the Early Childhood Program:**
- Example of early childhood programs:
 - Head Start
 - Georgia PreK
 - Public daycare
 - Private daycare

PreSchool (PK) Placements: Children Attending a Regular Early Childhood Program:

Services Provided **Outside** the Early Childhood Program:

- Individual or Small Group
- Example:
 - Student attends daycare or a GA PreK program, and receives speech services in the speech teacher's classroom
 - Student attends a private daycare program or a GA PreK program, and receives IEP services in the Special Needs PreK classroom

PreSchool (PK) Placements: Children Not Attending a Regular Early Childhood Program

- Separate special education program housed in:
 - Public school or a community-based setting
 - Separate school
 - Residential school or facility
- Home
- Service provider location

Also in the LRE Rule

TECHNICAL ASSISTANCE AND TRAINING ACTIVITIES.

- (a) Each LEA must carry out activities to ensure that **all teachers and administrators are fully informed** about their responsibilities for implementing LRE; and

- (b) Are **provided with technical assistance and training** necessary to assist them in this effort.

Student Class: Reporting Delivery Models for Special Education

Interpreting the Charts

- **ALL CAPS** = Data Element
 - Ex.: **COURSE TEACHER CODE**: teacher identifier (most often teacher's SSN)
- “Appropriate Certification” for Special Education Students means that either the primary course teacher or the additional teacher must have appropriate certification
 - General Curriculum for students instructed using general curriculum and assessed using Milestones
 - Adapted Curriculum for students instructed using adapted curriculum and assessed using GAA
 - Teachers must have both if they are teaching students instructed using both General and Adapted Curriculum.
- Inclusion Codes: Reported in both FTE and Student Class

Interpreting the Charts

- COURSE NUMBER: The course number for each class reported will have a series of numbers, then a decimal point, then additional numbers. The first digit to the right of the decimal means:
 - .0 = General Instruction
 - .1 = Remedial Instruction
 - .2 = Gifted Instruction
 - .3 = Distance Learning
 - .4 and .5 = One hour lab class
 - .7 = Work Based Learning
 - .8 = Individual or Small Group
 - .9 = Coteaching or Collaboration

Pre-K Courses

LEAs will report courses for preschool children; regular education and special education

For In-field determination

- Pre-K Literacy: PK.00100xx
- Pre-K Numeracy: PK.00200xx
- Special Needs Literacy: PK.00300xx
- Special Needs Numeracy: PK.00400xx

Every PK student except those who are served in the community with Speech as the only disability must have 2 courses.

- If PK.00300x or PK.00400xx is reported, the student must have a PRIMARY AREA reported for that course

Speech Services

- The SLP is not subject to PQ/In-Field requirements
- Speech is a service field that does not have ‘content’ certification for in-field
- If reported, the SLP will fail the certification verification

Speech Services

- LEAs should not report speech therapy in Student Class as a course when the student receives services OUT OF THE GENERAL ED SETTING. This includes PK students served OUT OF GENERAL ED SETTING in the community. This may be entered in your SIS and excluded from state reporting. Work with your SIS vendor if you are uncertain of how to do this.
- When speech is not reported in Class File as a course, it can still be added as an “overwrite” for an FTE segment when appropriate. This will not cause errors.
- When the student receives speech services IN THE GENERAL ED SETTING, report this with Delivery Model 1.

Additional Supportive Services: Student

Delivery Model Code	<p>1</p>
Description, Comments	<ul style="list-style-type: none"> ➤ Students with disabilities (SWD) receive Special Education services in a general education setting or in a PK Early Childhood general ed setting from supportive personnel (NOT a special education teacher). ➤ NOTE: If SPECIAL EDUCATION DELIVERY MODEL '1' is indicated for Student Class, then the data element INCLUSION CODE (in both FTE & SC) must be one of the following valid values: <ul style="list-style-type: none"> '3' SLP - NEW FOR FY21 – providing speech as a related service '4' Paraprofessional '5' Interpreter '6' Job Coach '7' Assistive or Other personnel such as OT, PT, or other related service providers '8' Additional Teacher-Not a Special Education teacher (Not providing direct instruction)
COURSE TEACHER CODE	<ul style="list-style-type: none"> ➤ K-12 Regular Education Teacher with appropriate grade and Content Certification. ➤ For PK students in a regular early childhood setting in the community rather than in the LEA, report the primary teacher who is NOT an LEA employee with a code of 616-16-1616. Examples are daycare providers, Georgia PreK in a Kids R Kids, or any other setting outside an LEA facility. In this situation, certification will ignore this teacher when checking for proper credentials.
ADDITIONAL TEACHER	<p>NO, If reporting Inclusion Code 3, 4, 5, 6, 7 YES, if reporting inclusion Code 8 Not a Special Education Teacher</p>
COURSE NUMBER	<ul style="list-style-type: none"> ➤ K-12 Content Area Course Number for the class is xx.0 ➤ PK Content Area Course Number for the class is PK.00100xx or PK.00200xx

Additional Supportive Services: Teacher

Delivery Model Code	2
Description, Comments	<ul style="list-style-type: none">➤ A special education teacher provides supportive services to the primary, content teacher.➤ No direct service is provided to the SWD in this class. This class is reported with a general education Program Code for FTE. No special education funding is earned for this service➤ Also used for PK students served in any early childhood setting with at least 50% non-disabled peers
COURSE TEACHER CODE	<ul style="list-style-type: none">➤ K-12 Regular Education Teacher with appropriate grade and Content Certification.➤ For PK students in a regular early childhood setting in the community rather than in the LEA, report the primary teacher who is NOT an LEA employee with a code of 616-16-1616. Examples are daycare providers, Georgia PreK in a Kids R Kids, or any other setting outside an LEA facility. In this situation, certification will ignore this teacher when checking for proper credentials.
ADDITIONAL TEACHER	NO; no special education teacher
COURSE NUMBER	<ul style="list-style-type: none">➤ K-12 Content Area Course Number for the class is xx.0➤ PK Content Area Course Number for the class is PK.00100xx or PK.00200xx

Direct Services: Consultative

Delivery Model Code	3
Description, Comments	<ul style="list-style-type: none">➤ 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 more than half of the segment on Count Day.➤ Also used for PK students served in any early childhood setting with at least 50% non-disabled peers
COURSE TEACHER CODE	<ul style="list-style-type: none">➤ Regular Education Teacher with appropriate grade and Content Certification➤ For PK students in a regular early childhood setting in the community rather than in the LEA, report the primary teacher who is NOT an LEA employee with a code of 616-16-1616. Examples are daycare providers, Georgia PreK in a Kids R Kids, or any other setting outside an LEA facility. In this situation, certification will ignore this teacher when checking for proper credentials.
ADDITIONAL TEACHER	Yes; Special Education Teacher with appropriate Special Education Certification
COURSE NUMBER	<ul style="list-style-type: none">➤ K-12 Content Area Course Number for the class is xx.0➤ PK Content Area Course Number for the class is PK.00100xx or PK.00200xx

Direct Services: Collaborative

Delivery Model Code	4
Description, Comments	<ul style="list-style-type: none">➤ A special education teacher works with identified students with disabilities and the general education teacher within the general education classroom for less than a full segment.➤ Also used for PK students served in any early childhood setting with at least 50% non-disabled peers➤ INCLUSION CODE: '9' Certified Special Education Teacher
COURSE TEACHER CODE	<ul style="list-style-type: none">➤ Regular Education Teacher with appropriate grade and Content Certification➤ For PK students in a regular early childhood setting in the community rather than in the LEA, report the primary teacher who is NOT an LEA employee with a code of 616-16-1616. Examples are daycare providers, Georgia PreK in a Kids R Kids, or any other setting outside an LEA facility. In this situation, certification will ignore this teacher when checking for proper credentials.
ADDITIONAL TEACHER	Yes; Special Education Teacher with appropriate Special Education Certification
COURSE NUMBER	<ul style="list-style-type: none">➤ K-12 Content Area Course Number for the class is xx.0➤ PK Content Area Course Number for the class is PK.90100xx or PK.90200xx

Direct Services: Co-teaching

Delivery Model Code	5
Description, Comments	<ul style="list-style-type: none">➤ 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.➤ Also used for PK students served in any early childhood setting with at least 50% non-disabled peers➤ INCLUSION CODE: '9' Certified Special Education Teacher
COURSE TEACHER CODE	<ul style="list-style-type: none">➤ Regular Education Teacher with appropriate grade and Content Certification➤ For PK students in a regular early childhood setting in the community rather than in the LEA, report the primary teacher who is NOT an LEA employee with a code of 616-16-1616. Examples are daycare providers, Georgia PreK in a Kids R Kids, or any other setting outside an LEA facility. In this situation, certification will ignore this teacher when checking for proper credentials.
ADDITIONAL TEACHER	Yes; Special Education Teacher with appropriate Special Education Certification
COURSE NUMBER	<ul style="list-style-type: none">➤ K-12 Content Area Course Number for the class is xx.0➤ PK Content Area Course Number for the class is PK.90100xx or PK.90200xx

Specialized Placement: Individual or Small Group, Outside Regular Education

Delivery Model Code	6
Description, Comments	<ul style="list-style-type: none">➤ The special education teacher provides instruction to students with disabilities in a separate classroom, outside the regular classroom.➤ 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.➤ Reported for PK students who are receiving special education services outside of a community or school-based general education PK program including at home or a service provider location➤ No additional teacher; no INCLUSION CODE
COURSE TEACHER CODE	Special Education Teacher with appropriate grade and Content Certification in addition to appropriate Special Education
ADDITIONAL TEACHER	No
COURSE NUMBER	<ul style="list-style-type: none">➤ K-12 Content Area Course Number for the class is xx.8➤ PK Content Area Course Number for the class is PK.80100xx or PK.80200xx

Specialized Placement: Individual or Small Group, Outside Regular Education, with Content Teacher

Report Delivery Model Code	<p>7</p>
Description, Comments	<ul style="list-style-type: none"> ➤ The general and special education teachers provide instruction to students with disabilities in a separate classroom, outside the regular classroom. ➤ Reported for PK students who are receiving special education services outside of a community or school-based general education PK program including at home or a service provider location ➤ This is <u><i>not co-teaching</i></u> 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 students with a content certified teacher ➤ No INCLUSION CODE
COURSE TEACHER CODE	<p>Regular Education Teacher with appropriate grade and Content Certification</p>
ADDITIONAL TEACHER	<p>Yes, ADDITIONAL COURSE TEACHER with appropriate Special Education Certification</p>
COURSE NUMBER	<ul style="list-style-type: none"> ➤ K-12 Content Area Course Number for the class is xx.8 ➤ PK Content Area Course Number for the class is PK.80100xx or PK.80200xx

Reporting the Delivery of Virtual Instruction



Self-directed Instruction

- Self-directed Computer-Based Instruction: includes online course, locally installed courseware, and courseware accessed remotely.
- **All instruction is by the computer program. The software will give the grade for the student's performance.**

Self-directed Instruction

Who determines the grade?	Software is giving the grade
Is this an online, virtual or distance course?	Yes, (online Course = Y)
Notes	This delivery model cannot be used for the delivery of special education services; this is self-directed instruction with no teacher, regular education or special education
Example	Student is taking an online course with no teacher or facilitator
Course Number	<ul style="list-style-type: none">➤ XX.0, XX.1, XX.2, XX.3, XX.4 may be used➤ XX.8 and xx.9 cannot be used as there is no teacher, no specially designed instruction
IEP says:	No Special Education service
Regular Education Certification Requirements	No teacher; Requirements N/A Report 444-44-4444 for the computer as the teacher
Special Education Certification Requirements	No teacher; Requirements N/A

Facilitated Instruction

- Facilitated Group Online Learning: Computer-Based Instruction - includes online course, locally installed courseware, or courseware accessed remotely.
- **Instruction is primarily provided by the computer program. The software will give the grade** for the student's performance. The facilitator is there to monitor and assist the student.

Facilitated Instruction

Who determines the grade?	Software is giving the grade
Is this an online, virtual or distance course?	Yes, (online Course = Y)
Notes	If the facilitator is providing SWD services, the facilitator must be reported as an additional teacher . The services provided should be identified in the IEP and reported with the appropriate Special Education Delivery Model
Example	Student is taking an online course or using course software with a facilitator
Course Number	XX.0, XX.1, XX.2, XX.3, XX.4 may be used. XX.8: used if the IEP says individual or small group outside the regular classroom, REPORT DELIVERY MODEL #7 XX.9: if the IEP says consultation, co-teaching or collaboration and the class is a combination of regular education and SWD
IEP says:	Consultation, Co-teaching, Collaboration or Individual or Small group
Regular Education Certification Requirements	Regular education teacher is the computer Report 444-44-4444
Special Education Certification Requirements	Special education teacher must have appropriate special education certification Report as an Additional teacher, SSN

Blended Learning

- Blended Learning – A formal education program that leverages both technology- based and face-to-face instructional approaches, that include an element of online or digital learning, combined with supervised learning time, and student led learning, in which the elements are connected to provide an integrated learning experience; and in which students are provided some control over time, path, or pace.
- **Teacher will give the grade**

Blended Learning

Who determines the grade?	Regular Education Teacher will give the grade unless Individual or Small Group Delivery Model (Special Education teacher may issue grade)
Is this an online, virtual or distance course?	Yes, (online Course = Y)
Notes	If the facilitator is providing SWD consultation, coteaching or collaboration services, the facilitator must be reported as an additional teacher. The services provided should be identified in the IEP and reported with the appropriate Special Education Delivery Model and Inclusion Code when appropriate.
Example	A formal education program that leverages both technology- based and face-to-face instructional approaches, that include an element of online or digital learning, combined with supervised learning time, and student led learning, in which the elements are connected to provide an integrated learning experience; and in which students are provided some control over time, path, or pace.
Course Number	XX.0, XX.1, XX.2, XX.3, XX.4 XX.8: if the IEP says individual or small group outside the regular classroom REPORT DELIVERY MODEL #7 XX.9: if the IEP says co-teaching or collaboration and the class is a combination of regular education and SWD
IEP says:	Consultation, Collaboration, Co-teaching, or Individual or Small group
Regular Education Certification Requirements	Co-teaching or Collaborative Model: Regular education teacher must have content or equivalent certification; Report SSN Small group: No regular education teacher, Special education teacher must have appropriate grade and content or equivalent certification as well as appropriate General or Adapted Curriculum Certification; Report SSN
Special Education Certification Requirements	Special education teacher must have appropriate special education certification Report as an Additional teacher with SSN. If Small Group or Individual Delivery Content Certification also

Georgia Virtual School (GAVS) Direct Instruction

- Direct Instruction with certified teacher, Computer-Based Instruction for GAVS' virtual courses.
- Primary Teacher is the teacher of record.

GAVS Instruction

Who determines the grade?	Regular Education or Special Education Teacher will give the grade (dependent on the delivery model)
Is this an online, virtual or distance course?	Yes, (online Course = Y)
Notes	If the teacher has the appropriate credentials, and the program criteria are met, it is preferred that the course number for the program instruction type (i.e. XX.0, XX.1, XX.2, XX.8, XX.9) is reported. The XX.3 will not generate an error
Example	Courses taken through Georgia Virtual School (GAVS)
Course Number	XX.0, XX.1, XX.2, XX.3, or xx.9 (co-teaching or collaboration) XX.8 cannot be used for GAVS
IEP says:	Consultation, Co-teaching or collaboration; small group special education is not a setting for GAVS courses
Regular Education Certification Requirements	GAVS teacher with Content Certification Report: 222-22-2222
Special Education Certification Requirements	Special Education teacher must have appropriate special education certification Report: SSN

Direct Instruction

- Direct Instruction **with certified teacher**, Computer-Based Instruction
- Includes online, distance learning, or virtual courses. Primary Teacher is the teacher of record.

Direct Instruction

Who determines the grade?	Regular Education or Special Education Teacher will give the grade (dependent on the delivery model)
Is this an online, virtual or distance course?	Yes, (online Course = Y)
Notes	If the teacher has the appropriate credentials, and the program criteria are met, it is preferred that the course number for the program instruction type (i.e. XX.0, XX.1, XX.2, XX.8, XX.9) is reported. The XX.3 will not generate an error.
Example	Courses offered online at another school within the district, in another district, or out of state; Georgia Cyber Academy, Georgia Connections; other virtual charters
Course Number	XX.0, XX.1, XX.2, XX.3, or XX.9: co-teaching or collaboration or XX.8 individual or small group
IEP says:	Co-teaching, collaboration; Individual or small group
Regular Education Certification Requirements	Content Certification or equivalent Report: SSN or 333-33-3333 (all 3s will be out of field)
Special Education Certification Requirements	Special Education teacher must have appropriate special education certification and, if issuing grades or teaching individual or small group, content certification also Report: SSN

Classroom Teacher

- Classroom teacher that uses courseware or online resources and tools as part of instruction
- The classroom teacher provides direct instruction and is the teacher of record

Classroom Teacher

Who determines the grade?	Classroom teacher that uses courseware or online resources and tools as part of instruction. The classroom teacher provides direct instruction and is the teacher of record
Is this an online, virtual or distance course?	No, (online Course = N)
Notes	If an additional teacher is SWD services, they must be reported as an additional teacher. The services provided are then described IEP and Special Education Delivery Model
Example	Traditional classroom that incorporates online content and uses technology in instruction
Course Number	XX.0, XX.1, XX.2, XX.3, XX.4, XX.5, XX.7 or XX.9: co-teaching or collaboration or XX.8 individual or small group
IEP says:	Co-teaching, collaboration; Individual or small group
Regular Education Certification Requirements	Content Certification or equivalent Report: SSN
Special Education Certification Requirements	Special Education teacher must have appropriate special education certification and, if issuing grades or teaching individual or small group, content certification also Report: SSN

Links

- [LRE Rule](#)
- [Delivery Models](#)

Questions?

- If you have questions about Data Collections, many staff members at GaDOE can assist
- The Data Collections Dept should be your first contact if the question is not specifically related to special education
- Sharon Armour in Data Collections is the primary person who works with Student Class
- sarmour@doe.k12.ga.us

Questions?

- If you have questions about how to enter data in your Student Information System, please contact the vendor who provides the SIS.
- GaDOE cannot answer questions on where or how to enter data in your SIS.

Questions?

Any member of the Data and GO-IEP Team can assist with many special education data reporting questions. If you use GO-IEP, please contact your regional representative. If you do not use GO-IEP, please contact Linda Castellanos or Dawn Kemp, Part B Data Manager.

Contact Information

Linda Castellanos, Ed.S.

Data and GO-IEP Program Manager

Part B Data Manager

Division for Special Education Services and
Supports

Georgia Department of Education

205 Jesse Hill Jr. Drive, SE

Atlanta, GA 30334

Cell Phone: 404-719-8045

E-mail: lcastellanos@doe.k12.ga.us

Contact Information

Linda Castellanos, Ed.S.

Data and GO-IEP Program Manager

Part B Data Manager

Division for Special Education Services and
Supports

Georgia Department of Education

205 Jesse Hill Jr. Drive, SE

Atlanta, GA 30334

Cell Phone: 404-719-8045

E-mail: lcastellanos@doe.k12.ga.us

www.gadoe.org

   @georgiadeptofed

 youtube.com/georgiadeptofed



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GEORGIA'S FUTURE**



Contact Information

Linda Castellanos, Ed.S.

Data and GO-IEP Program Manager

Part B Data Manager

Division for Special Education Services and
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Georgia Department of Education

205 Jesse Hill Jr. Drive, SE

Atlanta, GA 30334

Cell Phone: 404-719-8045

E-mail: lcastellanos@doe.k12.ga.us