The Data Journey: Continuing with Full-Time Equivalent (FTE) and Student Class (SC)

Data and GO-IEP Unit
Linda Castellanos – Program Manager
Dawn Kemp – Program Specialist, Part B Data Manager
Special Education Leadership Development Academy (SELDAD)
September 15, 2021
The journey of thousand miles begins with a single step.

Lao Tzu
...and the Adventure continues...
Data Knowledge: Critical for SWD Success!!

- Completed for FY21
- SE Applications
- Timelines
- Preschool Outcomes
- Cont. of Services
- Postschool Outcomes
- Disproportionality, District Determinations,
  Parent Survey, Timely & Accurate Data
- Cross Functional Monitoring
- SPP/APR

LEGEND:
- Entry
- View
- Both

UPDATE

due Sept. 30, 2021

Start Here
FTE & Student Class

AGENDA

• Overview of FTE
• Changes for FTE FY22
• Q & A for FTE
  • Including Critical Reports to Review
• Overview of Student Class
• Changes for Student Class FY22
• Q & A for Student Class
  • Critical Reports to Review
• Helpful Resources
• Contacts
<table>
<thead>
<tr>
<th>Collection</th>
<th>Cycle</th>
<th>Start Date</th>
<th>Initial Transmission Deadline</th>
<th>Duplicate Record Deadline</th>
<th>End Date</th>
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<td>1</td>
<td>Tuesday, October 5, 2021</td>
<td>Tuesday, October 12, 2021</td>
<td>Tuesday, October 19, 2021</td>
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<td>FTE</td>
<td>3</td>
<td>Thursday, March 3, 2022</td>
<td>Thursday, March 10, 2022</td>
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<td>Student Class</td>
<td>Mar</td>
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<td>Student Class - End of Year</td>
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<tr>
<td>Student</td>
<td></td>
<td>Wednesday, February 2, 2022</td>
<td>n/a</td>
<td>n/a</td>
<td>Wednesday, June 15, 2022</td>
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<td>Enrollment</td>
<td></td>
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<td>n/a</td>
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<td>Special Education</td>
<td></td>
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<td>n/a</td>
<td>Wednesday, June 15, 2022</td>
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<tr>
<td>Student Safety</td>
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<tr>
<td>Program</td>
<td></td>
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<td>Address</td>
<td></td>
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<td>n/a</td>
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<tr>
<td>System</td>
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<td>n/a</td>
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<tr>
<td>School</td>
<td></td>
<td>Wednesday, February 2, 2022</td>
<td>n/a</td>
<td>n/a</td>
<td>Wednesday, June 15, 2022</td>
</tr>
</tbody>
</table>
Reminder: Critical Supplies for the Journey

GPS/Compass - *SPP/APR
LEA Determination
Annual Performance Report (APR)
Data Visualizations

Roadside Emergency Kit -
SELD&A & Contacts
**GCASE, District Liaisons (DLs),
***GLRS,
Collaborative Communities

Navigation Supports -
Websites with Resources

*State Performance Plan/Annual Performance Report
**Georgia Council for Administrators of Special Education
***Georgia Learning Resources System
GPS*/Compass - SPP/APR, LEA** Determinations, Annual Performance Reports, Data Visualizations

*Global Positioning System
**Local Educational Agency
FTE – Basics & Reminders
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.
The full-time equivalent (FTE) program count for each local school system shall be obtained in the following manner:

- 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

- 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.

- 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:

- 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;
Official Code of Georgia 20-2-160

- 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;

- 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

- 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.

- 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
<table>
<thead>
<tr>
<th>Collection</th>
<th>Cycle</th>
<th>Start Date/ Count Date</th>
<th>End Date (Sign off)</th>
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<tbody>
<tr>
<td>FTE</td>
<td>1</td>
<td>Tuesday October 5, 2021</td>
<td>Tuesday October 26, 2021</td>
</tr>
<tr>
<td></td>
<td>(includes Federal Child Count)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>3</td>
<td>Thursday March 3, 2022</td>
<td>Thursday March 24, 2022</td>
</tr>
</tbody>
</table>
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 Quality Basic Education (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
Funding

• October and March FTE counts earn state funds for all programs in your district including programs for Students with Disabilities (SWDs).

• Special Education State funds:
  • Earned based on eligibility category(ies) of disability and corresponding weight
  • Amount of service the student receives
<table>
<thead>
<tr>
<th>Primary Disability (Area)</th>
<th>Abbreviation</th>
<th>Primary Area Code</th>
<th>Funding Program Code</th>
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</thead>
<tbody>
<tr>
<td>Mild Intellectual Disability</td>
<td>MID</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>Moderate Intellectual Disability</td>
<td>MOID</td>
<td>Q</td>
<td>Q</td>
</tr>
<tr>
<td>Severe Intellectual Disability</td>
<td>SID</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Profound Intellectual Disability</td>
<td>PID</td>
<td>S</td>
<td>S</td>
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<tr>
<td>Emotional &amp; Behavioral Disorder</td>
<td>EBD</td>
<td>T</td>
<td>T</td>
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<tr>
<td>Specific Learning Disability</td>
<td>SLD</td>
<td>U</td>
<td>U</td>
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<tr>
<td>Orthopedic Impairment</td>
<td>OI</td>
<td>V</td>
<td>V</td>
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<tr>
<td>Hearing Impairment</td>
<td>HI</td>
<td>W</td>
<td>W</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>OHI</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>VI</td>
<td>Z</td>
<td>Z</td>
</tr>
<tr>
<td>Blind</td>
<td>--</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Deaf-Blind</td>
<td>DB</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Speech Language Impaired</td>
<td>SI</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Autism</td>
<td>AU</td>
<td>6</td>
<td>*</td>
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<tr>
<td>Traumatic Brain Injury</td>
<td>TBI</td>
<td>7</td>
<td>*</td>
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<tr>
<td>Significant Developmental Delay</td>
<td>SDD</td>
<td>8</td>
<td>*</td>
</tr>
</tbody>
</table>

*code with one of the program codes above that best describes the student’s current needs

**Georgia Network of Education & Therapeutic Services**

**GNETS**

**code with a program code of 4 regardless of the disability**
Reminder about SDD

• Special Education Rule 160-4-7-.05: Eligibility Determination and Categories of Eligibility

• Initial placement on or before the 7th birthday

• Triennial Reevaluations are still required but the student may remain eligible for continuation of SDD eligibility through the end of the school year in which the child turns nine.

  • Child turns 9 on June 30th: establish categorical eligibility before school resumes in August
  • Child turns 9 on July 1st: establish categorical eligibility during the 2021-2022 school year
<table>
<thead>
<tr>
<th>Primary Area and Codes</th>
<th>1 Segment</th>
<th>2 Segments</th>
<th>3 Segments</th>
<th>4 Segments</th>
<th>5 Segments</th>
<th>6 Segments</th>
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<tr>
<td>SLD - SC (U)</td>
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<td><strong>Level 2</strong></td>
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<tr>
<td>MID (P)</td>
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<td>MOID (Q)</td>
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<tr>
<td>SID (R)</td>
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<td>EBD (T)</td>
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<td>OI - R (V)</td>
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<td>HH - R (W)</td>
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<td>VI (Z)</td>
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<td>$1,859.77</td>
<td>$2,324.72</td>
<td>$2,789.66</td>
<td></td>
</tr>
</tbody>
</table>

6 segments = 1 FTE
No FTE Funding

The LEA must report but receives no FTE funding for:

• Students with disabilities who are parentally placed in private school or homeschool
• Students whose GRADE LEVEL is pre-kindergarten (PK)
• Students who are underage or overage (only ages 5-21 as of Count Day are funded through FTE)
• 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)
FTE 1 - Changes for Special Education
Georgia Alternate Assessment (GAA) & Adapted PE Data Element Changes

<table>
<thead>
<tr>
<th>REVISION DATE</th>
<th>DATA ELEMENTS AFFECTED</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/1/2021</td>
<td>GAA</td>
<td>Changing the data element name to ALTERNATE CONTENT STANDARDS</td>
</tr>
<tr>
<td>7/1/2021</td>
<td>DATE STUDENT BECAME ELIGIBLE FOR GAA</td>
<td>Changed data element name DATE STUDENT BECAME ELIGIBLE FOR GAA to DATE STUDENT BECAME ELIGIBLE FOR ALTERNATE CONTENT STANDARDS</td>
</tr>
<tr>
<td>7/1/2021</td>
<td>DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA</td>
<td>Changed data element name DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA to DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR ALTERNATE CONTENT STANDARDS</td>
</tr>
</tbody>
</table>
WHAT? Is the GAA test changing its name?

NO. The test title is not changing. The test title remains the Georgia Alternate Assessment.

However, the data elements identifying students participating in the GAA are changing.

FY2022 FTE Data Element Detail.pdf (gadoe.org)
WHY are data elements for students participating in the GAA assessment changing?

• Assessment using the GAA is not simply an assessment decision.
• Assessment using the GAA is a life impacting educational decision.
• Students participating in the GAA require instruction from teachers certified in Adapted Curriculum who provide instruction using alternate content standards.
Guidance for Students Instructed in Alternate Content Standards

• The GAA Decision Making Form in the IEP should be completed for any student who is receiving instruction using alternate content standards. Students will be assessed using the GAA at the appropriate grade levels.

• Students should be reported as YES for ALTERNATE CONTENT STANDARDS in FTE1 and FTE3.

• The designation of ALTERNATE CONTENT STANDARDS is used to be sure that teachers are appropriately certified to provide instruction in alternate content standards.
  Improper reporting will result in errors in In-Field Status in Student Class.
Just one more thing……

• The date a student became eligible for Alternate Content Standards instruction as determined by the IEP team must be reported.

• The date a student is determined no longer eligible for Alternate Content Standards instruction as determined by the IEP team must also be reported.

  **CAUTION**

• Students should rarely move back and forth on the decision of content standards.
Yes, under IDEA, Adapted PE will continue to be offered, as always. It is a specially designed instructional (SDI) service! It is not a related service. For more information about Adapted PE, please visit Adapted Physical Education.
Why is Adapted PE no longer reported as a Related Service? Why is Recreation being added in FTE as a Related Service?

- Recreation has always been a Related Service in IDEA and will be reported in that manner moving forward.
- Adapted PE is Specially Designed Instruction (SDI) and has never been a Related Service in IDEA.
- Recreation is not Adapted PE.
- Adapted PE should continue being provided as a class and included as a service with appropriate goals in the student’s IEP addressing the weaknesses described in the Present Level of Performance.
Recreation will be a plus, not a minus for students!

Yes, under IDEA, both Adapted PE and Recreation can be a part of services for students. One does not replace the other! There will be more information about Recreation in the future.
Child Find Students – New Edits

• Students With Disabilities (SWD) who were active last year but have withdrawn to home or private school in FTE-1 must be reported with a WITHDRAWAL CODE of 'H', 'K' or ‘Z’ and a WITHDRAWAL DATE.

• Home and Private School Students who were reported only for Child Find in FTE1 last year and never enrolled in a district after that do not need a WITHDRAWAL CODE or WITHDRAWAL DATE.

• E0301 - STUDENT STATUS = 'C', but SWD was actively enrolled between FTE 1 last year and FTE 1 this year. A WITHDRAWAL DATE is required.

• E3161 - STUDENT STATUS = 'C', but SWD was actively enrolled between FTE 1 last year and FTE 1 this year. WITHDRAWAL CODE must be 'H', 'K' or 'Z'.

Reminders about Child Find Students are provided on the next slides.
A Few Child Find Reminders

• What exactly are “Child Find” students?
All SWDs are reported in the Federal Child Count. Those students reported with "C" for STUDENT STATUS in FTE1 are students with disabilities who qualified for special education; however, they are not actively enrolled in a public school because they are enrolled in private school or are homeschooled.

• Why is Georgia capturing these students in our data collection?
Students served under a Services Plan (SP) are required to be included in the federal child count. All students identified as students with disabilities must be captured to determine Proportionate Share.
A Few Child Find Reminders

• Do all Child Find students receive services under a Services Plan (SP)? If not served, do we have to count them?

No, all Child Find students do not receive services under a SP. However, all Child Find students must be counted including those who do not receive services.

Remember, SP students are those provided with the services specified in the Proportionate Share consultation with the private school.
A Few Child Find Reminders

• How do we report the Data Element in FTE of IEP SERVICES?

'Y' = Enrolled in a public school and served under an IEP
'S' = Not enrolled in a public school, enrolled in home or private school and served under a Service Plan
'N' = Not enrolled in a public school, enrolled in home or private school and not served under a Service Plan
A Few Child Find Reminders

• Who reports the Child Find Student? We have a private school in the geographic region of our LEA, but not all SWDs live in our LEA.
  • A home schooled SWD, whether served or not served, should be reported by the LEA of residence.
  • Child Find SWD served under a Service Plan should be served and reported by the LEA in which the private school is geographically located, regardless of whether that is the LEA of residence
  • Child Find SWD who is not served should be reported by the LEA in which the private school is geographically located, regardless of whether that is the LEA of residence since LEA that might later be required to use proportionate share funds to provide services to the student.

• Is there a chart for which elements to report for Child Find students?
  Yes, see the next slide.
<table>
<thead>
<tr>
<th>Description</th>
<th>Private or Home School SWD with an SP</th>
<th>Private or Home School SWD, not being served with an SP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT STATUS</strong></td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td><strong>IEP SERVICES</strong></td>
<td>S (Yes, SWD is receiving services on an SP)</td>
<td>N (No, SWD is qualified for Special Educational services but does not have an SP)</td>
</tr>
<tr>
<td><strong>GTID</strong></td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td><strong>Name (LAST, FIRST, and MIDDLE)</strong></td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td><strong>DATE OF BIRTH</strong></td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td><strong>GENDER</strong></td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td><strong>GRADE LEVEL</strong></td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td><strong>ETHNIC HISPANIC</strong></td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td><strong>RACEs (INDIAN, ASIAN, BLACK, PACIFIC, WHITE)</strong></td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td><strong>PRIOR TEN DAYS</strong></td>
<td>Must be ‘N’</td>
<td>Must be ‘N’</td>
</tr>
<tr>
<td><strong>RESIDENT STATUS CODE</strong></td>
<td>Cannot be ‘7’</td>
<td>Must be ‘1’</td>
</tr>
<tr>
<td><strong>SYSTEM OF RESIDENCY</strong></td>
<td>The district serving the student should be reporting the student. <strong>SYSTEM OF RESIDENCY</strong> should be the reporting district if student is being served under the SP.</td>
<td>The district of residence for these students should be the <strong>SYSTEM CODE</strong> of the reporting district.</td>
</tr>
<tr>
<td><strong>WITHDRAWAL DATE</strong></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>WITHDRAWAL CODE</strong></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>PROGRAM CODES 1-6</strong></td>
<td>Must be all ‘O’ segments</td>
<td>Must be all ‘O’ segments</td>
</tr>
<tr>
<td><strong>INCLUSION SEGMENT 1-6</strong></td>
<td>Must be ‘N’</td>
<td>Must be ‘N’</td>
</tr>
<tr>
<td><strong>ITINERANT TEACHER SEGMENT 1-6</strong></td>
<td>Must be ‘N’</td>
<td>Must be ‘N’</td>
</tr>
<tr>
<td>SUPPLEMENTAL SPEECH SEGMENT 1-6</td>
<td>Must be ‘N’</td>
<td>Must be ‘N’</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>TRANSPORTED SEGMENT 1-6</td>
<td>Must be ‘N’</td>
<td>Must be ‘N’</td>
</tr>
<tr>
<td>TOTAL SERVICE MINUTES</td>
<td>Must be blank</td>
<td>Must be blank</td>
</tr>
<tr>
<td>REPORT TYPE</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>PRIMARY AREA</td>
<td>Must be reported</td>
<td>Must be reported</td>
</tr>
<tr>
<td>SPECIAL ED ENVIRONMENT</td>
<td>Use appropriate PK environment; Use 0 for School Age Environment</td>
<td>Must be blank</td>
</tr>
<tr>
<td>ALTERNATE CONTENT STANDARDS</td>
<td>Must be blank</td>
<td>Must be blank</td>
</tr>
<tr>
<td>SPECIAL ED SERVICES P-Z, 1, 2, 3, 6, 7, 8</td>
<td>Report any disability appropriate for each student based on the services the student is receiving.</td>
<td>Must be ‘N’ or blank</td>
</tr>
<tr>
<td>RELATED SPECIAL ED SERVICES A-L, 3</td>
<td>Report any related service appropriate for each student.</td>
<td>Must be ‘N’ or blank</td>
</tr>
</tbody>
</table>
Q & A FTE 1 Reporting - Question 1

• Can you provide clarification about how we should report services for FTE for students participating in virtual instruction at this time?

  Student Attendance and Virtual.pdf (gadoe.org)

• The above link will take you to the policy for attendance. This policy impacts your ability to report the student as being in attendance in the PRIOR 10 DAYS.
• Per DOE policy, report the services that would be taking place if all students were able to be in the building. There is no exclusion.
• If the student attended at least 1 of the PRIOR 10 DAYs, then include all IEP services for FTE.
Q & A FTE 1 Reporting- Question 2

- Which FTE reports can help me identify students being reported as Child Find students?

  - FT058 – Child Count Enrollment by Grade in the Special Education Reports Menu
  - FT059 – Child Count Student Detail in the Special Education Reports Menu

- This information must be accurate for proportionate share calculations next year.
### FT058 - Child Count Enrollment by Grade

**Special Education Reports Menu**

This report includes ONLY ERROR-FREE students. This report only includes Child Find Students with a Status of "C" (Federal Child Count). No other students are included on this report. The total number of Child Find students are shown by School, by Grade, and Race. The column (IEP SERVICES) indicates if a student eligible for special education services is receiving services via a Services Plan ('S'), or NOT receiving services and are not enrolled in a Public School ('N').

<table>
<thead>
<tr>
<th>School</th>
<th>Ethnicity</th>
<th>Race</th>
<th>Total Enrollment</th>
<th>Services Plan (IEP Services='S')</th>
<th>No Services Plan, not served on a services Plan (IEP Services='N')</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID</td>
<td>Hispanic</td>
<td>American Indian</td>
<td>Asian</td>
<td>Black</td>
<td>Pacific Islander</td>
</tr>
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<td>1</td>
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</tr>
</tbody>
</table>

Legend: IEP SERVICE 'S' = Services Plan IEP SERVICE 'N' = No Services Plan, not served on a services plan.
## FT059 - Child Count Student Detail

### Special Education Reports Menu

### Child Find Student Report

<table>
<thead>
<tr>
<th>#</th>
<th>School ID</th>
<th>Name</th>
<th>GTID</th>
<th>Student Status</th>
<th>Report Type</th>
<th>Primary Area</th>
<th>PRIOR TEN DAYS</th>
<th>IEP Service</th>
<th>Code</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>C</td>
<td>S</td>
<td>Y</td>
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<td>N</td>
<td>N</td>
<td>H</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
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<td>S</td>
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<td>C</td>
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<td>H</td>
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<td>20</td>
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<td>S</td>
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<td>S</td>
<td>6</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>H</td>
</tr>
</tbody>
</table>
Q & A FTE 1 Reporting - Question 3

• Which FTE report shows the number of IEP, Not Served (N), and Services Plan (S) students to include in my budget?

• FT085 - IEP Services by Primary Area in the Special Education Reports Menu
## FT085 - IEP Services by Primary Area

**Special Education Reports Menu**

### Georgia Department of Education
**Full Time Equivalent (FTE 2021-1)**

#### Select School: SYSTEM LEVEL

---

### IEP Services by Primary Area

<table>
<thead>
<tr>
<th>Primary Area</th>
<th>IEP Services Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = Student is not receiving IEP Services</td>
</tr>
<tr>
<td>Z Visual Impairment</td>
<td>3</td>
</tr>
<tr>
<td>Y Other Health Impairment</td>
<td>9</td>
</tr>
<tr>
<td>X Deaf</td>
<td>0</td>
</tr>
<tr>
<td>W Hearing Impairment</td>
<td>0</td>
</tr>
<tr>
<td>V Orthopedic Impairment</td>
<td>0</td>
</tr>
<tr>
<td>U Specific Learning Disability</td>
<td>9</td>
</tr>
<tr>
<td>T Emotional &amp; Behavioral Disorder</td>
<td>1</td>
</tr>
<tr>
<td>S Profound Intellectual Disability</td>
<td>0</td>
</tr>
<tr>
<td>R Severe Intellectual Disability</td>
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</tr>
<tr>
<td>Q Moderate Intellectual Disability</td>
<td>1</td>
</tr>
<tr>
<td>P Mild Intellectual Disability</td>
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</tr>
<tr>
<td>8 Significant Developmental Delay</td>
<td>6</td>
</tr>
<tr>
<td>7 Traumatic Brain Injury</td>
<td>0</td>
</tr>
<tr>
<td>6 Autism</td>
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</tr>
<tr>
<td>3 Speech/Language Impairment</td>
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</tr>
<tr>
<td>2 Deaf and Blind</td>
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</tr>
<tr>
<td>1 Blind</td>
<td>0</td>
</tr>
</tbody>
</table>

**System Total for** [Redacted] **[Redacted]** **[Redacted]**
Q & A FTE 1 Reporting- Question 4

Since all students in K instructed in Alternate Content Standards (formerly called the GAA students) must participate in GKIDS testing, should the IEP team complete the GAA decision making form in the IEP?

• Yes, The IEP team should complete the GAA decision making form. Completion enables the committee to determine and document that the instruction for this student will follow alternate content standards; and that the student is eligible to participate in GAA. The student, when appropriate based upon grade, will be assessed using the GAA rather than Milestones. Additionally, these students should be reported as YES for Alternate Content Standards (ACS) in FTE1 and FTE3. This information is used to ensure that teachers are appropriately certified to instruct students using ACS. Improper reporting may result in In-Field errors.

• Remember that GKIDS does not require IEP documentation of accommodations.
Q & A FTE 1 Reporting- Question 5

If a student’s IEP indicates that she is receiving Adapted PE, how should it be included in the FTE?

• It depends upon how it is written in the IEP. If you have written it into the IEP as specially designed instruction, the class can be included as a .8 or .9 class in the schedule with the appropriate segment code (Q, R, S, V, etc.) with the appropriate Student Class model.

• A teacher certified in PE & Health (P-12) is professionally qualified and in-field to teach Adapted PE and is considered to be a special education service provider for Adapted PE.

• Reminder - If a student requires specially designed instruction for PE, IEP goals should be developed to be addressed during the Adapted PE service time.
Q & A FTE 1 Reporting- Question 6

Is there a report or reports that I can review before sign-off to be sure that all my students are included?

• FT004 – Enrollment in Special Education in the Special Education Reports Menu

• FT009 – 3 FTE Counts in the Comparison and Funding Reports Menu

• FT020 – Sp. Ed Environment (School Age) in the Special Education Reports Menu

• FT027 – Sp. Ed. Environment (Early Childhood) in the Special Education Reports Menu
### FT004- Enrollment in Special Education

FT004 Transmission on 10/29/2020 10:54:58 am - Signed off

**Helpful Links and Resources**

Portal- FTE Reports Menu

---

**Enrollment in Special Education**

#### Program/Gender

<table>
<thead>
<tr>
<th>Program/Gender</th>
<th>Ethnicity Hispanic</th>
<th>Race</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusion - 4-Parapro</td>
<td></td>
<td></td>
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</tr>
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<td>Male</td>
<td>41 Indian</td>
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<tr>
<td></td>
<td>19 Male</td>
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<td>148</td>
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**Select School**

[please select a school]
### FT009- 3 FTE Counts

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FT020- Special Ed. Environment School-Age Students

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- Regular Class at least 80%
- Regular Class 40-79%
### FT027- Special Education Environment Early Childhood

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<th>Primary Area</th>
<th>A Early Childhood</th>
<th>B Early Childhood</th>
<th>C Early Childhood</th>
<th>D Early Childhood</th>
<th>E Special Education Classroom</th>
<th>F Separate School</th>
<th>G Residential Facility</th>
<th>H Home</th>
<th>I Service Provider Location</th>
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</table>
Student Class – Basics & Reminders
Special Education Rule: Least Restrictive Environment (LRE)
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 the 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:
- Additional supportive services
- Direct services

Examples of early childhood programs:
- Head Start
- Georgia PK
- 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 PK program, and receives speech services in the Speech Language Pathologist’s classroom
  - Student attends a private daycare program or a GA PK program, and receives IEP services in the Special Needs PK 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
FY22 Student Class Tips

- Report what is REALLY happening for a student’s schedule.
- Student Class courses reported with .8 and .9 number should be reported with the appropriate disability code as the segment code for FTE. Work with your SIS vendor to understand any automation used for populating these fields. When appropriate, the FTE segment codes can also be overwritten.
- SWD students (REPORT TYPE = 'S' in FTE) who have been active this school year must have a course record with a Special Ed Delivery Model reported in Student Class.
FY22 Student Class Tips

- If a teacher has virtual students in multiple schools, the teacher should be reported in Student Class at each of those schools for each of those students.
- Please use the Virtual check box option instead of the .3 option for coding virtual classes as it allows greater flexibility if students move from being virtual to being face-to-face multiple times throughout the year simply by checking and unchecking the virtual box.
- The checkbox for Virtual also allows LEAs to include .8 and .9 classes as virtual classes.
- Even within the same period, a teacher can be reported with a roster of face-to-face students and a separate roster of virtual students. Please check with your data entry clerk or vendor for appropriately coding this in your SIS.
SWD Reported in Student Class

- Students served with an IEP are reported
- Students enrolled in private school and served through a Services Plan are not reported
- Students enrolled in private school and not served through a Services Plan are not reported
- PK students served in the community only for Speech are not reported
- PK students served in the community for all other disabilities are reported

- **E7005** - Student is reported in FTE as a 'Child Find Student' (not actively enrolled in public school). Student should not be reported in Student Class.
# ESSA In-Field/PQ 2021 – 2022 Updates

## Special Education Delivery Model 1

<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>
<th>COURSE NUMBER</th>
<th>INCLUSION CODE</th>
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<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 = '3', '4', '5', '6', or '7'. (E6121) Yes, if INCLUSION CODE = '8'. (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. <strong>NOTE:</strong> If SPECIAL EDUCATION DELIVERY MODEL '1' 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 '3' and SPECIAL ED DELIVERY MODEL of '1', '3', '4', or '5' in Student Class. (E7006)</td>
<td>Content Area Course Number for the class is xx.0, xx.1, xx.2, xx.3 or xx.4. (E6083)</td>
<td>Yes. Valid values are: '3' Speech / Language Pathologists (E7007) '4' Paraprofessional '5' Interpreter '6' Job Coach '7' Assistive or Other personnel '8' Teacher-Not a Special Education teacher (Not providing direct instruction) (E5021)</td>
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</table>
## Additional Supportive Services: Teacher

<table>
<thead>
<tr>
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### Description, Comments
- 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
- Regular Education Teacher with appropriate grade and Content Certification.

### ADDITIONAL TEACHER
- NO

### COURSE NUMBER
- Content Area Course Number for the class is xx.0.
<table>
<thead>
<tr>
<th>Delivery Model Code</th>
<th>Description, Comments</th>
</tr>
</thead>
</table>
| 3                   | ✓ A special education teacher or SLP provides direct services to identified SWD within the general education classroom, for amount of time designated in IEP  
|                     | ✓ Also used for PK students served in any early childhood setting with at least 50% non-disabled peers  
|                     | ✓ INCLUSION CODE = ‘3’ if provided by an SLP (not a related service)  
|                     | ✓ INCLUSION CODE = ‘9’ if provided by a special education teacher  
|                     | ✓ Consultative service is reported and 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. |

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>✓ Content Area Course Number for the class is xx.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE TEACHER CODE</td>
<td>✓ Regular Education Teacher with appropriate grade and Content Certification or specified codes for exceptions</td>
</tr>
</tbody>
</table>
| ADDITIONAL TEACHER  | ✓ YES for Special Education Teacher with appropriate Special Education Certification  
|                     | ✓ No for SLP since SLP will not be checked for certification |
### Direct Services: Collaborative

<table>
<thead>
<tr>
<th>Delivery Model Code</th>
<th>Description, Comments</th>
</tr>
</thead>
</table>
| 4                   | ➢ A special education teacher or SLP works with identified students with disabilities and the general education teacher within the general education classroom for less than a full segment and/or less than each time a class meets.  
➢ Also used for PK students served in any early childhood setting with at least 50% non-disabled peers  
➢ **INCLUSION CODE = ‘3’** if provided by an SLP  
➢ **INCLUSION CODE = ‘9’** if provided by a special education teacher  
➢ Collaborative service is reported and funded in FTE only if the service is provided more than half of the segment on Count Day. |

<table>
<thead>
<tr>
<th>COURSE TEACHER CODE</th>
<th>ADDITIONAL TEACHER</th>
<th>COURSE NUMBER</th>
</tr>
</thead>
</table>
| ➢ Regular Education Teacher with appropriate grade and Content Certification or specified codes for exceptions  
➢ **YES** for Special Education Teacher with appropriate Special Education Certification  
➢ **No** for SLP since SLP will not be checked for certification | ➢ Content Area Course Number for the class is xx.9 |
## Direct Services: Co-teaching

<table>
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<tbody>
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<td><strong>Description, Comments</strong></td>
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<tr>
<td>➢ A special education teacher or 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.</td>
<td></td>
</tr>
<tr>
<td>➢ Also used for PK students served in any early childhood setting with at least 50% non-disabled peers</td>
<td></td>
</tr>
<tr>
<td>➢ <strong>INCLUSION CODE = ‘3’ if provided by an SLP</strong></td>
<td></td>
</tr>
<tr>
<td>➢ <strong>INCLUSION CODE = ‘9’ if provided by a special education teacher.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE TEACHER CODE</th>
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<tbody>
<tr>
<td>➢ Regular Education Teacher with appropriate grade and Content Certification or specified codes for exceptions</td>
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</table>

<table>
<thead>
<tr>
<th>ADDITIONAL TEACHER</th>
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</thead>
<tbody>
<tr>
<td>➢ YES for Special Education Teacher with appropriate Special Education Certification</td>
</tr>
<tr>
<td>➢ <strong>No for SLP since SLP will not be checked for certification</strong></td>
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<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
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</thead>
<tbody>
<tr>
<td>➢ Content Area Course Number for the class is xx.9</td>
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</table>
ESSA In-Field/PQ 2021 – 2022 Updates
Special Education Delivery Models 5

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Delivery Model</th>
<th>Delivery Model Code #</th>
<th>COURSE TEACHER</th>
<th>ADDITIONAL TEACHER</th>
<th>Comments - Description</th>
<th>COURSE NUMBER</th>
<th>INCLUSION CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>Direct Service: Co-teaching</td>
<td>5</td>
<td>Course teacher with content appropriate certification</td>
<td>1-3</td>
<td>Report special education teacher with appropriate special education certification. No, if INCLUSION CODE = '3' (for SLP). 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. INCLUSION CODE must be: '9' Certified Special Education 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 xx.0 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 / they 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.</td>
<td>Content Area</td>
<td>INCLUSION CODE must = '3', or '9'.</td>
</tr>
</tbody>
</table>
## Specialized Placement: Individual or Small Group, Outside Regular Education

<table>
<thead>
<tr>
<th>Delivery Model Code</th>
<th>6</th>
</tr>
</thead>
</table>

### Description, Comments
- 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 as needed in addition to appropriate Special Education Service (NOTES: Pseudo Courses do not require Content Certification. PE certified teachers are appropriately certified for service and content when teaching Adapted PE to General Curriculum or Adapted Curriculum students.)

### ADDITIONAL TEACHER
- No
If a special education teacher is teaching PE or Adapted PE, they must have PE (P-12) content Certification or Elementary P-5.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Delivery Model</th>
<th>Course Model Code</th>
<th>Course Teacher has appropriate special education certification and content certification</th>
<th>Additional Teacher 1-3</th>
<th>Comments - Description</th>
<th>Course Number</th>
<th>Inclusion Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>Specialized Placement</td>
<td>6 (E6097)</td>
<td>Yes</td>
<td>No (W5026)</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 HNB instruction is individual. No additional teacher; no INCLUSION CODE.</td>
<td>Content Area Course Number w/Sped Separate Class instruction (xx.8) (E6085)</td>
<td>None (E6093)</td>
</tr>
</tbody>
</table>
Specialized Placement: Individual or Small Group, Outside Regular Education, with Content Teacher

<table>
<thead>
<tr>
<th>Report Delivery Model Code</th>
<th>7</th>
</tr>
</thead>
</table>

**Description, Comments**
- 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 may or may not be coteaching. 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**
- Regular Education Teacher with appropriate grade and Content Certification or 4444444444 as the Teacher Code/Identifier for Virtual Instruction with computer as primary teacher.

**ADDITIONAL TEACHER**
- Yes, **ADDITIONAL COURSE TEACHER** with appropriate Special Education Certification.

**COURSE NUMBER**
- Content Area Course Number for the class is xx.8.
Changes in FY22 for Student Class
Change of Data Element

Primary area is attached to the district/LEA level and **not** the school level.

**Example:** A student is **dismissed** from special education in Z County School System in Red Rover Elementary and then moves to Blue Bunny Elementary in Z County. Blue Bunny Elementary **will not need to report a primary area.**
Additions to Student Class

We are adding pseudo-school code ‘5555’ – in a local jail or correctional facility. If you have a student in a local jail that you are serving for Special Education services, report ALTERNATIVE SCHOOL CODE ‘5555’ and SPECIAL ED ENVIRONMENT = ‘8’. The ALTERNATE SYSTEM CODE is your district. COURSE TEACHER CODE is the teacher from your district providing services.

<table>
<thead>
<tr>
<th>Document Revision Updates</th>
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<tbody>
<tr>
<td>DATE</td>
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<tr>
<td>07/01/2021</td>
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<td>07/01/2021</td>
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<tr>
<td>07/01/2021</td>
</tr>
</tbody>
</table>
Students in Correctional Facilities

Pseudo-School Code ‘5555’ – in a local jail or correctional facility
SPECIAL ED ENVIRONMENT = ‘8’
ALTERNATE SYSTEM CODE = system providing services
COURSE TEACHER CODE = teacher from your LEA providing services
New Pseudo-Course Numbers for Special Education
Scheduling Special Education Services using Pseudo-Course Numbers

Why?
Many LEAs have asked, “How do I schedule my student with a visual impairment only receiving VI specialized services (i.e., use of magnifiers) 2 times a month?” or; “How can I schedule my kindergarten student with significant physical impairments receiving OI services daily for 30 minutes?” or; “I wish I could schedule students receiving speech, but how?” or; “The teacher who provides support to our student with hearing impairments (i.e., checking hearing aid, FM system) works with him 3 times a month, how can I schedule that?”
Using Pseudo-Course Numbers

**Appropriate Use**

- Services provided **outside** a content class such as:
  - Braille to a student with a visual impairment
  - use of an FM system to a student with a hearing impairment
  - group or individual speech therapy provided **outside** a general ed classroom
  - use of orthotics for a student with missing limbs receiving orthopedic services

**Inappropriate Use**

- Instruction provided to a student in **ANY** content area such as:
  - reading
  - math
  - science

**IF** a special educator is providing instructional services for a content area in either an inclusion setting or separate class, the class should be coded with the appropriate content course number and delivery model.
Using Pseudo-Course Numbers

• There will only be one teacher (the special education teacher or SLP).

• Use Delivery Model 6 (Specialized Placement outside Gen Ed).

• These teachers (but NOT the SLPs) will be evaluated in the In-Field application for Special Education service certification.

• The pseudo-course numbers will load in SLDS enabling special educators and SLPs to view the history of students receiving services.
<table>
<thead>
<tr>
<th>PSEUDO-COURSE NUMBER</th>
<th>COURSE DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK.00100000</td>
<td>Pre-K Literacy</td>
</tr>
<tr>
<td>PK.00200000</td>
<td>Pre-K Numeracy</td>
</tr>
<tr>
<td>PK.80100000</td>
<td>Special Ed. Literacy</td>
</tr>
<tr>
<td>PK.80200000</td>
<td>Special Ed. Numeracy</td>
</tr>
<tr>
<td>PK.90100000</td>
<td>Special Ed. Literacy</td>
</tr>
<tr>
<td>PK.90200000</td>
<td>Special Ed. Numeracy</td>
</tr>
<tr>
<td>05.01000000</td>
<td>Z = Visual Impairment; or 1 = Blind; or 2 = Deaf and Blind</td>
</tr>
<tr>
<td>05.02000000</td>
<td>W = Hearing Impairment; or X = Deaf; or 2 = Deaf and Blind</td>
</tr>
<tr>
<td>05.03000000</td>
<td>3 = Speech Language Therapy</td>
</tr>
<tr>
<td>05.04000000</td>
<td>V = Orthopedic Impairment</td>
</tr>
<tr>
<td>05.09000000</td>
<td>Z = Visual Impairment; or 1 = Blind; or 2 = Deaf and Blind</td>
</tr>
</tbody>
</table>

**NOTE:** These number are not to be changed except for the last two digits, xx.xxxxxx00. Last two digits are for District use.
# Pseudo-Course Number – Vision Impairments

<table>
<thead>
<tr>
<th>Course/Service #</th>
<th>Service Type</th>
<th>FTE Program Code/Sp. Ed. Service</th>
<th>Service Description</th>
</tr>
</thead>
</table>
| 05.01000xx       | Vision Services (any grade PK-12) | Z= Visual Impairment; or 1= Blind; or 2= Deaf and Blind | Description of Vision Services includes:  
  - use of devices such as magnifiers, CCTVs, braillers and/or braille production, filters, etc.  
  - orientation and mobility  
  - strategies for accessing text, determining appropriate accommodations  
  In-Field evaluation on the Special Education service provider would be for Visual Impairment certification or General Curriculum Special Ed. Certification. (NOTE: The teacher will be in-field for a student instructed using Alternate Content Standards only if the teacher is certified in Special Education Adapted Curriculum.) |
# Pseudo-Course Number – Hearing Impairments

<table>
<thead>
<tr>
<th>Course/Service #</th>
<th>Service Type</th>
<th>FTE Program Code/Sp. Ed. Service</th>
<th>Service Description</th>
</tr>
</thead>
</table>
| 05.02000xx       | Hearing Services (any grade PK-12) | W = Hearing Impairments; or X = Deaf; or 2 = Deaf and Blind | Description of Hearing Services includes:  
• use of FM systems, hearing aid checks, ASL support only* and similar access items  
• strategies for accessing text, determining appropriate accommodations  
In-Field evaluation on the Special Education service provider would be for Hearing Impairment certification or General Curriculum Special Ed. Certification. (NOTE: The teacher will be in-field for a student instructed using Alternate Content Standards only if the teacher is certified in Special Education Adapted Curriculum.) |
# Pseudo-Course Number- Speech/Language

<table>
<thead>
<tr>
<th>Course/Service #</th>
<th>Service Type</th>
<th>FTE Program Code/Sp. Ed. Service</th>
<th>Service Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>05.03000xx</td>
<td>Speech Language Therapy (any grade PK-12)</td>
<td>3 = Speech Language Therapy</td>
<td>Description of Speech-Language Therapy includes:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• group or individual speech - language therapy delivered in direct alignment with IEP goals and objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• can include students receiving the service based upon a primary or secondary disability or as a related service</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• separate class services only - if inclusion, use the appropriate inclusion coding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>There is no In-Field evaluation on Speech/Language Pathologists done in the In-Field application.</td>
</tr>
</tbody>
</table>
# Pseudo-Course Number – Orthopedic Impairments

<table>
<thead>
<tr>
<th>Course/Service #</th>
<th>Service Type</th>
<th>FTE Program Code/Sp. Ed. Service</th>
<th>Service Description</th>
</tr>
</thead>
</table>
| 05.04000xx       | Orthopedic Services (any grade PK-12) | V = Orthopedic Impairment | Description of Orthopedic Services includes:  
- use of assistive technology, orthotics, other items to enable access  
- strategies for accessing the classroom environment, determining appropriate accommodations  

In-Field evaluation on the Special Education service provider would be for Orthopedic Impairment certification or General Curriculum Special Ed. Certification. (NOTE: The teacher will be in-field for a student instructed using Alternate Content Standards only if the teacher is certified in Special Education Adapted Curriculum.)
# Pseudo-Course Number – Braille Instruction

<table>
<thead>
<tr>
<th>Course/Service #</th>
<th>Service Type</th>
<th>FTE Program Code/Sp. Ed. Service</th>
<th>Service Description</th>
</tr>
</thead>
</table>
| 05.09000xx       | Braille Instruction (any grade PK-12) | Z = Visual Impairment; or 1 = Blind; or 2 = Deaf and Blind | Description of Braille Services includes:  
• pre-readiness Braille skills  
• Braille skills  
• Braille fluency  
In-Field evaluation on the Special Education service provider would be for Visual Impairment certification or General Curriculum Special Ed. Certification. (NOTE: The teacher will be in-field for a student instructed using Alternate Content Standards only if the teacher is certified in Special Education Adapted Curriculum.) |
Special Education Delivery Models

Student Class & Professional Qualifications
SPED In-Field Certification Requirements

ALL Special Education Teachers are required to:

Hold certification in accordance with student IEPs:

- Adapted curriculum certification required to serve students with Alternate Content Standards (ACS) flag in FTE or Student Record
- General curriculum certification required to serve students without ACS flag in FTE or Student Record
- Disability Area only certification (BD, VI, HI, etc.) – In-Field Only when all students are receiving support in the general curriculum only for the disability areas of certification. However, this certificate is usually in addition to the Adapted or General curriculum certification
## Special Education Certification for Service

<table>
<thead>
<tr>
<th>505-2-.110 SPECIAL EDUCATION GENERAL CURRICULUM</th>
<th>505-2-.107 SPECIAL EDUCATION ADAPTED CURRICULUM</th>
<th>505-2-.56 SPECIAL EDUCATION GENERAL CURRICULUM/EARLY CHILDHOOD EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Educators certified in 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 an adapted curriculum leading to participation in the Georgia Alternate Assessment.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Students Instructed Using Alternate Content Standards

- Students receiving instruction using Alternate Content Standards (ACS) require a teacher with Adapted Curriculum certification for special education courses.

- Students receiving instruction using ACS **can** participate in general education classes for academic instruction, for electives such as Music or Art, as well as for socialization. An Adapted Curriculum certified special educator **is not** required to be in the class when the student has no special education support, or supportive services from other staff such as a parapro. If the student is receiving Consultation, Collaboration, or Co-Teaching from a Special Education Teacher, that teacher must be certified in Adapted Curriculum.

- Best practice for students participating in ACS and attending a general classroom recognizes the need for modifications to be conscientiously applied to enable the meaningful participation of students.

- PE Teacher preparation coursework includes Adapted PE training and PE teachers are appropriately certified to teach Adapted PE curriculum. An additional SPED teacher is not required. Special education teachers **are not** appropriately certified to teach Adapted PE.

- Teachers who do not have this Adapted certification but are serving as an inclusion teacher for a student on an adapted curriculum should schedule a time and prepare to take the test to add this certification. District funds can be used to pay for the cost of taking the test. If a teacher is not appropriately certified, be sure to provide the required 20-day notification. Work with your Human Resources Department to resolve this issue.
GNETS Teacher Certification

- All Certification rules apply to all teachers including teachers working in GNETS.
- GNETS programs and the LEA for each student served by a GNETS program have joint responsibility for ensuring that all teachers are appropriately certified in special education service and meet the required Professional Qualifications in the content they teach for all students.
- GNETS programs and the LEA for each student served by a GNETS program have joint responsibility for ensuring that the required 20-day notification is sent to the parent for any teacher not appropriately certified.
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, Co-Teaching or Collaborative: PK.90100xx
  - Special Needs Numeracy, Co-Teaching or Collaborative: PK.90200xx
  - Special Needs Literacy, Small Group or Separate Class: PK.80100xx
  - Special Needs Numeracy, Small Group or Separate Class: PK.80200xx

- Every PK student, except those who are served in the community with Speech as the only disability, must have 2 courses. PK students receiving only speech services in the community will not be reported in Student Class.
- If the 4 courses in red font above are used, the student must have a PRIMARY AREA reported for that course.
- PK courses are tested to assure they are in-field for serving SWDs instructed using General or Adapted Content Standards.
GaDOE PQ ESSA In-Field 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

Professional Qualifications & ESSA In-Field Reporting (gadoe.org)
Q & A Student Class - Question 1

- I have a student with a hearing impairment receiving services from the hearing impairments teacher 1 time per week for 60 minutes. The purpose of the services is to adjust his hearing aids, examine his ASL vocabulary chart, and determine if the FM system is functioning. How can I code this student for FTE and SC purposes?

- Use the new pseudo-course number (see the next slide). Be sure that there is no academic instruction, and the teacher meets the in-field certification rules.
<table>
<thead>
<tr>
<th>Course/Service #</th>
<th>Service Type</th>
<th>FTE Program Code/Sp. Ed. Service</th>
<th>Service Description</th>
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</table>
| 05.02000xx      | Hearing Services (any grade PK-12) | W = Hearing Impairments; or X = Deaf; or 2 = Deaf and Blind | Description of Hearing Services includes:  
• use of FM systems, hearing aid checks, ASL support only* and similar access items  
• strategies for accessing text, determining appropriate accommodations  
In-Field evaluation on the Special Education service provider would be for Hearing Impairment certification or General Curriculum Special Ed. Certification. (NOTE: The teacher will be in-field for a student instructed using Alternate Content Standards only if the teacher is certified in Special Education Adapted Curriculum.) |
Q & A Student Class - Question 2

• I have a 5th grade student who is participating in Alternate Content Standards. The student participates in the general classroom without paraprofessional or special education teacher support in Art. Will our system receive an in-field error?

• No. The student can participate in this setting. However, be certain that the needs of the student are being met within the classroom. Students participating in Alternate Content Standards require modifications in order to be successful.
Q & A Student Class - Question 3

• Our LEA has a strategic waiver and certification in many instances has been waived. Due to our waiver, we are not requiring General Curriculum or Adapted Curriculum certification for our special educators. Is this permissible?

• No. The State cannot waive the federal requirement for service certification for special educators. In addition, special educators must be certified in alignment with the special education students they serve. Teachers instructing students with disabilities in the general curriculum must have General Curriculum certification. The teachers of students participating in Alternate Content Standards must have Adapted Curriculum Certification.
Navigation Supports-Websites with Resources &
Helpful Links and Resources
Sp. Ed. Data Presentations, Recordings, Tools
SPECIAL EDUCATION APPLICATIONS

[Image: Important]

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Data-Presentations-Recordings-Documents.aspx

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### Data Presentations, Recordings, and Documents

<table>
<thead>
<tr>
<th>Recordings</th>
<th>PowerPoint</th>
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<tbody>
<tr>
<td>SE Dashboard Applications SE Timelines Application Overview</td>
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</tr>
<tr>
<td>SE Dashboard Contact State Section</td>
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<tr>
<td>SE Dashboard Preschool Outcomes Indicator 7 Reporting</td>
<td></td>
</tr>
<tr>
<td>SE Dashboard Applications Data Entry for Indicator 11 Child Find</td>
<td></td>
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<tr>
<td>SE Dashboard Applications Data Entry for Indicator 12 Early Childhood Transition</td>
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</tr>
<tr>
<td>SE Dashboard Applications Timelines Reporting with GOIEP and Portal Verification After Timelines Submission</td>
<td>Link</td>
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<tr>
<td>SE Dashboard Applications Post School Outcomes</td>
<td></td>
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<tr>
<td>SE Dashboard Applications Continuation of Services</td>
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</table>

Information Updated Regularly
Helpful Links and Resources
Sp. Ed. Data Presentations, Recordings, Tools
STUDENT RECORD

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Data-Presentations-Recordings-Documents.aspx

Information Updated Regularly

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Handout</th>
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</thead>
<tbody>
<tr>
<td>3/9/2021</td>
<td>Student Record for Special Education: Errors and Reports</td>
<td>Link</td>
</tr>
<tr>
<td>3/2/2021</td>
<td>Student Record for Special Education: Reporting Student Record and Recovering Rejected Records</td>
<td>Link</td>
</tr>
<tr>
<td>2/16/2021</td>
<td>Student Record for Special Education: What Other SR Level Records Impact Special Ed Data?</td>
<td>Link</td>
</tr>
<tr>
<td>2/2/2021</td>
<td>Student Record for Special Education: So, What Are the Special Education Events?</td>
<td>Link</td>
</tr>
<tr>
<td>12/3/2020</td>
<td>Student Records Rejection Recovery Process Webinar</td>
<td>Link</td>
</tr>
</tbody>
</table>
Helpful Links and Resources
FY22 Data Collections and Reporting

https://www.gadoe.org/Technology-Services/Data-Collections/Pages/-FY2021-Data-Collections-and-Reporting.aspx

Data Collections and Reporting

Data Collection Documentation
- Certified/Classified Personnel Information (CPI)
- Data Collection Survey
- End of Pathway Assessment (EOPA)
- Free/Reduced Price Meal Eligibility
- Full-Time Equivalent (FTE)
- GUIDE (Georgia Unique Identifier for Education)
- Pre-ID Labels
- Private School
- Student Class
- Student Record
- 'New Coordinator' Documentation
- Presentations, Webinars, and Miscellaneous Documentation
- FY2021 Summary of Transmission Dates
- FY2022 Summary of Transmission Dates
- Data Collection Team Contacts
Helpful Links and Resources
FY22 PQ and ESSA

Professional Qualifications & ESSA In-Field Reporting (gadoe.org)

Under the reauthorization of the Elementary and Secondary Education Act of 1965 as the Every Student Succeeds Act (ESSA) of 2015, Highly Qualified (HQ) is no longer required or reported to the United States Department of Education (USDE). Instead, ESSA, under Title I, Part A, says that state education agencies (SEAs) and local education agencies (LEAs) must ensure teachers meet applicable state certification requirements. In Georgia, under the Official Code of Georgia Annotated (O.C.G.A.), state certification requirements are established by the Georgia Professional Standards Commission (GaPSC). However, Georgia law also allows LEAs to waive certification requirements in Title 20 if the LEA has an approved Charter or Strategic Waiver Application. LEAs that waive state certification must establish professional qualifications (PQ) for their teachers and report the requirements in their annual ESSA application - the Consolidated LEA Improvement Plan (CLIP). In Georgia, professional qualification requirements apply to all teachers in all local education agencies.

RESOURCES
Overview Documents
- GaDOE PQ ESSA In-Field Special Education Guide
- ESSA In-Field Reporting Quick Guide
- ESSA Professional Qualifications Quick Guide
- PQ ESSA Month by Month Calendar
- ESSA In-Field Decision Guide
- PQ ESSA Timeline
- PQ In-Field Charter Waiver Codes Quick Guide
- PQ ESSA Fiscal Agent GNETS

Federal Guidance
- Every Student Succeeds Act
- Individuals With Disabilities Act
- USDOJ OCR EL Policy Letter 2015
- USDOJ OCR Charter Policy Letter 2014
- Title I - ESSA Complaints
- IDEA Complaints
Helpful Links and Resources
FY22 PQ and ESSA

Professional Qualifications & ESSA In-Field Reporting (gadoe.org)

Guidance Documents
GaDOE PQ ESSA In-Field Implementation Guide (05.03.21)

Data Collections Documents
FY22 Data Collections Summary of Collection Dates
FY22 CPI Data Element Detail
FY22 Student Class Delivery Models Document
FY22 Student Class Data Element Detail
FY22 Student Record Data Element Detail

Parents Right to Know Notification Documents
PQ ESSA Parents Right to Know Quick Guide
Sample: Parents Right to Know Notification - English & Spanish translation

20 Day Notification Documents
20 Day Notification Quick Guide
20 Day Notification Decision Guide
Sample: 20 Day Notification - English and Spanish translation

In-Field Portal
GaPSC Portal Login Page (Login/Password Required)

Communications
GaPSC.FY20 In-Field Portal Opening for Final Review

PPT, Webinar Recording and Frequently Asked Questions
08.27.2021 PQ In-Field Back to Basics 101
PPT, Webinar Recording and Frequently Asked Questions

Questions?
Teacher and Leader Certification Questions should be directed to the Georgia Professional Standards Commission (GaPSC).
Special Education Questions should be directed to Special Education Staff.
Charter District and Strategic Waiver Questions should be directed to the GaDOE Charter Division or Policy Office respectively.
PQ and In-Field Reporting under ESSA Questions may be directed to GaDOE Program Staff at professionalqualifications@doe.k12.ga.us.
In-Field Portal Questions may be directed to GaPSC infiel@gapsc.com.
FY 2022 Student Class Data Collection Delivery Models Document

For release on July 01, 2021

FY2022 Student Class Resources (gadoe.org)
Data & GO-IEP Unit
Contact Information

Linda Castellanos
Program Manager
Cell: 404-719-8045
lcastellanos@doe.k12.ga.us

Dawn Kemp
Part B Data Manager
Cell: 678-340-6738
dkemp@doe.k12.ga.us

NORTH
Phoebe Atkins
Cell: 470-316-8633
patkins@doe.k12.ga.us

SOUTH
Emily Dishman
Cell: 678-326-8087
edishman@doe.k12.ga.us

Julie Youngblood
Cell: 470-316-8663
jyoungblood@doe.k12.ga.us

Dale Rose
Cell: 678-340-0162
drose@doe.k12.ga.us

Awaiting information on each student who received intervention and the status.
GLRS and DL Contacts

Georgia Learning Resources System (gadoe.org)
If you are a new Special Education Director for the 2021-2022 school year, please register for the Special Education Leadership Development Academy (SELD). SELDA provides professional learning and mentorship for new (first and second year) Directors of Special Education in conjunction with the Georgia Council of Administrators of Special Education (G-CASE). Our first session will be July 7-8, 2021. The meeting will be virtual. Feel free to contact Wina Low, Program Manager Senior, (wlow@doe.k12.ga.us) or Kachelle White, Program Manager Senior, (kawhite@doe.k12.ga.us) if you have any questions.

Registration link for the 2021-2022 new Special Education Director’s Cohort:

SELD 2021-22 Registration

LEA Shared Resources

Together we can make a difference.
# Data Collection Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicholas Handville</td>
<td>Director of Data Collections, Analysis, and Reporting</td>
<td>404-556-7480</td>
<td><a href="mailto:nhandville@doe.k12.ga.us">nhandville@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Kathy Aspy</td>
<td>Data Collections Manager (Data Collections &amp; Reporting)</td>
<td>404-556-7480</td>
<td><a href="mailto:kaspy@doe.k12.ga.us">kaspy@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Patty Miller</td>
<td>GTID Administrator (GUIDE, Private School Collection)</td>
<td>404-290-8530</td>
<td><a href="mailto:pmiller@doe.k12.ga.us">pmiller@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Carl Garber</td>
<td>Data Collections Specialist (Student Record)</td>
<td>404-304-5200</td>
<td><a href="mailto:cgarber@doe.k12.ga.us">cgarber@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Sharon Armour</td>
<td>Data Collections Specialist (Student Class, Course Table Maintenance, Pre-ID)</td>
<td>678-590-9861</td>
<td><a href="mailto:sarmour@doe.k12.ga.us">sarmour@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Katie Green</td>
<td>Data Collections Specialist (CPI, Free and Reduced Meal)</td>
<td>404-295-8841</td>
<td><a href="mailto:kagreen@doe.k12.ga.us">kagreen@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Irish Saxton</td>
<td>Data Collections Specialist (FTE, End Of Pathway Assessment)</td>
<td>404-304-3346</td>
<td><a href="mailto:irish.saxton@doe.k12.ga.us">irish.saxton@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Stephanie Smith</td>
<td>Data Collections Specialist (Free &amp; Reduced Meal, New Coordinator Liaison)</td>
<td>770-301-1503</td>
<td><a href="mailto:stephanie.smith@doe.k12.ga.us">stephanie.smith@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>
## ESSA In-Field/PQ 2021 – 2022 Updates

**GaDOE Contacts**

professionalqualifications@doe.k12.ga.us

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ken Banter</td>
<td>Title I, Part A Senior Program Manager</td>
<td><a href="mailto:kbanter@doe.k12.ga.us">kbanter@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Kathy Aspy</td>
<td>Data Collections &amp; Reporting Manager</td>
<td><a href="mailto:kaspy@doe.k12.ga.us">kaspy@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Sharon Armour</td>
<td>Data Collection Specialist (Student Class)</td>
<td><a href="mailto:sarmour@doe.k12.ga.us">sarmour@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Katie Green</td>
<td>Data Collection Specialist (CPI)</td>
<td><a href="mailto:kagreen@doe.k12.ga.us">kagreen@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Karen Cliett</td>
<td>Title I, Program Specialist</td>
<td><a href="mailto:kcliett@doe.k12.ga.us">kcliett@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Shauntice Wheeler</td>
<td>Title II, Program Manager State Activities</td>
<td><a href="mailto:swheeler@doe.k12.ga.us">swheeler@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Ginger Crosswhite</td>
<td>Title I, Program Specialist</td>
<td><a href="mailto:Ginger.crosswhite@doe.k12.ga.us">Ginger.crosswhite@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Dawn Kemp</td>
<td>Special Education Data Reporting</td>
<td><a href="mailto:dkemp@doe.k12.ga.us">dkemp@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>

**Professional Qualifications & ESSA In-Field Reporting**

(gadoe.org)
Additional Links

• https://portal.doe.k12.ga.us/RequestNewUserWizard.aspx
G-CASE

- Georgia Council of Administrators of Special Education (schoolinsites.com)