Student Class & Student Record

SELDA

September 6, 2022
Objectives / Learning Targets

• Participants will identify the Student Class models used to identify services provided to students with disabilities.
• Participants will differentiate the purposes of Student Class and FTE.
• Participants will identify common errors in Student Class and possible solutions.
• Participants will identify the use of GUIDE and similar resources to identify students with disabilities who transfer into their LEA.
• Participants will recognize the key role that recovering rejected events serves in clearing Student Record errors.
SWD Reported in Student Class

- Students served with an IEP are reported
- Students enrolled in private school and served through a Services Plan (SP) are not reported
- Students enrolled in private school and not served through a SP are not reported
- PK students served with an IEP in the community only for Speech are not 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 (unless this student is also attending school as a Dexter Mosley student).
FY23 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 if services are regularly scheduled to be provided on Count Day. Work with your SIS vendor to understand any automation used for populating these fields. When appropriate, the FTE segment codes can also be overwritten.
Student Class vs. FTE

- Student Class (not a point in time) and FTE (a point in time) are separate data collections
- Some edits will compare the 2 data collections
- Student schedules are reported in Student Class
- Delivery Models are reported in Student Class
- FTE information can be reviewed in a separate presentation
Student Class: Reporting Delivery Models for Special Education
Student Class Delivery Models

• Data Collections provides a comprehensive Student Class Delivery Models Document at [FY2023 SCDelivery Model.pdf (gadoe.org)].
Interpreting the Charts

• **ALL CAPS** = Data Element
  - **COURSE TEACHER CODE:** teacher identifier (most often teacher’s SSN)
  - **ADDITIONAL TEACHER** – “Yes/No” Data Element used to report 2\textsuperscript{nd}, 3\textsuperscript{rd}, or 4\textsuperscript{th} teachers in a class. This includes, but is not limited to, special education teachers. Additional Teacher field will also require the additional teacher identifier number.
Interpreting the Charts

• “Appropriate Certification” to teach 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 (or GKIDS is student is in grade K)
  • Teachers must have both if they are teaching students instructed using both General and Adapted Curriculum.
Interpreting the Charts

• Inclusion Codes: Reported in both FTE and Student Class – For guidance on reporting inclusion codes in FTE, please review FTE guidance.

• NOTE: Segment codes are reported for FTE funding purposes and are not reported in Student Class. Segment codes will not be reviewed in this presentation.
Interpreting the Charts Continued

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 – use check box instead on the course to allow codes .8 & .9
- .4 and .5 = One hour lab class
- .7 = Work Based Learning
- .8 = Individual or Small Group – use for special education
- .9 = Coteaching or Collaboration – use for special education
Computer Program is the Primary Teacher for a Content Area & Special Education Teacher is working with SWD

- The Primary Teacher Course Code or Identifier is 4444444444. In most cases, the Primary and Additional Teacher Identifier are the SSN# of the teachers. Codes such as the 4444444444 are only used in unique circumstances (see Teacher Course Identifier Slides).

- The Student Class Model may be 3, 4, 5, or 7. The course number is .8 or .9 depending on the IEP.

- Carefully review the Student Class Models (following the Teacher Course Code # instead of SSN) to determine which Model best describes your virtual situation, if applicable.
Computer Program is the Primary Teacher for a Content Area & Supportive Personnel are supporting SWD

• The Primary Teacher Course Code or Identifier is 444444444. In most cases, the Primary and Additional Teacher Identifier are the SSN# of the teachers. Codes such as the 444444444 are only used in unique circumstances (see Teacher Course Identifier Slides).

• The Student Class Model would be 1.

• Carefully review the Student Class Models (following the Teacher Course Code # instead of SSN) to determine which Model best describes your virtual situation, if applicable.
## Special Course Teacher Codes

<table>
<thead>
<tr>
<th>Special Course Teacher Codes</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4444444444                   | For instruction where there is no teacher (vacancy), no long-term substitute teacher, and no contracted worker. **Use this COURSE TEACHER CODE for any of the following:**  
• Online course that is either self-directed or computer based with no direct teacher instruction. |
| 6161616161                   | Only valid for PK.9010000 - PK Special Ed Literacy and PK.9020000 – PK Special Ed Numeracy.  
**NOTE: COURSE TEACHER CODE used when:**  
1 - Daycare students report IEP services and has an enrollment record in the LEA.  
2 - The Head Start or GA PK teachers are hired by someone other than the LEA – EXAMPLE: GA PK teachers are employed by Kids R Kids not the LEA. Students have an enrollment in the LEA. The LEA sends the Special Education teacher to provide IEP services |
### Additional Supportive Services: Student

<table>
<thead>
<tr>
<th>Delivery Model Code</th>
<th>1</th>
</tr>
</thead>
</table>
| **Description, Comments** | 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:

- '3' SLP
- '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) |
### Additional Supportive Services: Student Delivery Model 1 Continued

<table>
<thead>
<tr>
<th>COURSE TEACHER CODE</th>
<th>Regular Education Teacher with appropriate grade and Content Certification or specified codes for exceptions</th>
</tr>
</thead>
</table>
| ADDITIONAL TEACHER  | NO, for staff providing Inclusion Code 3, 4, 5, 6, 7  
                          YES, for staff providing inclusion Code 8 (Not a Special Education Teacher) |
| COURSE NUMBER       | Content Area Course Number for the class is xx.0 |

**COURSE NUMBER**: 
- Content Area Course Number for the class is xx.0
## Additional Supportive Services: Teacher

<table>
<thead>
<tr>
<th>Delivery Model Code</th>
<th>2</th>
</tr>
</thead>
</table>
| **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 #** | ➢ Content Area Course Number for the class is xx.0 |
# Direct Services: Consultative

<table>
<thead>
<tr>
<th>DELIVERY MODEL CODE</th>
<th>3</th>
</tr>
</thead>
</table>
| **Description, Comments** | ➢ 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. |
| COURSE TEACHER CODE | ➢ Regular Education Teacher with appropriate grade and Content Certification or specified codes for exceptions |
## Direct Services: Consultative Delivery Model 3 Continued

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

<table>
<thead>
<tr>
<th>Delivery Model Code</th>
<th>4</th>
</tr>
</thead>
</table>
| **Description, Comments** | ➢ 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. |
Direct Services: Collaborative Delivery Model 4 Continued

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

<table>
<thead>
<tr>
<th>Delivery Model Code</th>
<th>5</th>
</tr>
</thead>
</table>
| **Description, Comments** | ➢ 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.  
➢ 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. |

| COURSE TEACHER CODE | ➢ Regular Education Teacher with appropriate grade and Content Certification or specified codes for exceptions |
### Direct Services: Co-teaching

**Delivery Model 5 Continued**

| ADDITIONAL TEACHER | YES, for Special Education Teacher with appropriate Special Education Certification  
<p>|                    | No, for SLP since SLP will not be checked for certification |
| COURSE NUMBER      | Content Area Course Number for the class is xx.9 |</p>
<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 |
## Specialized Placement: Individual or Small Group, Outside Regular Class

<table>
<thead>
<tr>
<th>COURSE TEACHER CODE</th>
<th>➢ Special Education Teacher with appropriate grade and Content Certification as needed in Special Education Teacher with appropriate 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 PE and Adapted PE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDITIONAL TEACHER</td>
<td>➢ No</td>
</tr>
<tr>
<td>COURSE NUMBER</td>
<td>➢ Content Area Course Number for the class is xx.8</td>
</tr>
<tr>
<td></td>
<td>➢ If a special education teacher is teaching PE or Adapted PE, they must have PE (P-12) content Certification or Elementary P-5.</td>
</tr>
</tbody>
</table>
## Specialized Placement: Individual or Small Group, Outside Regular Class with Content Teacher

<table>
<thead>
<tr>
<th>Report Delivery Model Code</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description, Comments</td>
<td>➢ The general and special education teachers provide instruction to students with disabilities in a separate classroom, outside the regular classroom. ➢ Reported for PK students 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 with a content certified teacher. ➢ No inclusion code.</td>
</tr>
</tbody>
</table>
Specialized Placement: Individual or Small Group, Outside Regular Class with Content Teacher

<table>
<thead>
<tr>
<th>COURSE TEACHER CODE</th>
<th>➢ Regular Education Teacher with appropriate grade and Content Certification or 444444444 as the Teacher Code/Identifier for Virtual Instruction with computer as primary teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDITIONAL TEACHER</td>
<td>➢ Yes, ADDITIONAL COURSE TEACHER with appropriate Special Education Certification</td>
</tr>
<tr>
<td>COURSE NUMBER</td>
<td>➢ Content Area Course Number for the class is xx.8.</td>
</tr>
</tbody>
</table>
Student Class Errors

Examples
Error 6097

- **SPECIAL EDUCATION DELIVERY MODEL** must equal one of the following codes:
  - ‘1’ Additional Supportive Service to the Student.
  - ‘2’ Additional Supportive Service to the Teacher.
  - ‘3’ Direct Service: Consultative
  - ‘4’ Direct Service: Collaborative
  - ‘5” Direct Service: Co-Teaching
  - ‘6’ Specialized Placement (Outside General Ed) / Individual or Small Group
  - ‘7’ Specialized Placement (Outside General Ed) / Individual or Small Group with an Additional Content certified teacher.
Error 6097 Reasons & Possible Solutions

• The course was coded with an INCLUSION CODE such as ‘3’, ‘4’ or ‘9’ and no Delivery Model is provided.
  • add a Delivery Model to the Course, if it is an inclusion course
  • remove the INCLUSION CODE, if it is not an inclusion course
Error 6121 with Possible Reasons and Solutions

• ADDITIONAL COURSE TEACHER CODE 1 must be blank if INCLUSION CODE = ‘3’, ‘4’, ‘5’, ‘6’ or ‘7’.

• The course was coded with an ADDITIONAL COURSE TEACHER CODE and there should be no additional teacher if the code is one of the above.
  • remove the ADDITIONAL COURSE TEACHER CODE if the INCLUSION CODE is correct
  • if the INCLUSION CODE is incorrect, change it to the correct code such as 9
Error 6091 with Reasons & Possible Solutions

• ADDITIONAL COURSE TEACHER CODE is required if SPECIAL ED DELIVERY MODEL = ‘1’ and INCLUSION CODE = ‘8’.

• The SPECIAL ED DELIVERY MODEL was entered as 1 and an ADDITIONAL COURSE TEACHER CODE is required.
  • if the SPECIAL ED DELIVERY MODEL = ‘1’ and the inclusion code is an ‘8’, enter the additional teacher code information
  • if the INCLUSION CODE is incorrect, and should have been a 3, 4, 5, 6, or 7, enter the correct INCLUSION CODE
E6083 Reasons and Possible Solutions

- **E6083 - COURSE NUMBER** must be xx.0, xx.1, xx.2, xx.3, xx.4, xx.5 and xx.7 when **SPECIAL ED DELIVERY MODEL** = 1, 2, or 3.

- The **COURSE NUMBER** is entered as a xx.8 or xx.9 which is incorrect with the **SPECIAL ED DELIVERY MODEL** = 1, 2, or 3.
  - if the **COURSE NUMBER** is incorrect, enter the correct number such as xx.0, xx.1
  - if the **COURSE NUMBER** is correct (xx.8 or xx.9), change the **SPECIAL ED DELIVERY MODEL** to the correct model of 4 or 5 for a xx.9 or 6 or 7 for a xx.8
Updates & Pseudo-Courses
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 (same as LEA reporting the data)
- ALTERNATE SCHOOL CODE = '5555'
- COURSE TEACHER CODE = teacher from your LEA providing services
Example 1 - Students in Correctional Facilities

• Student A is served in Polk County LEA SYSTEM CODE 715.
• He is arrested and placed in a local jail in Muscogee County LEA SYSTEM CODE 706.
• Polk will withdraw him, and Muscogee will enroll and report him as shown below
• He will be coded with:
  • LEA SYSTEM CODE 706
  • ALTERNATE SYSTEM CODE 706
  • ALTERNATE SCHOOL CODE 5555
  • SPECIAL EDUCATION ENVIRONMENT 8
Example 2 - Students in Correctional Facilities

- Student B is served in Polk County LEA SYSTEM CODE 715.
- He is arrested and placed in a local jail in Polk County.
- Polk will NOT withdraw him.
- He will be coded with:
  - LEA SYSTEM CODE 715
  - ALTERNATE SYSTEM CODE 715
  - ALTERNATE SCHOOL CODE 5555
  - SPECIAL EDUCATION ENVIRONMENT 8
Using Pseudo-Course Numbers

Appropriate Use

• Services provided outside a content class such as:
  • Braille to a student with a visual impairment
  • Group or individual speech therapy provided outside a general ed classroom

Inappropriate Use

• Instruction provided to a student in ANY content area.
  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.
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?”
Keys to 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 information for students receiving their services.
## Pseudo-Course Numbers

<table>
<thead>
<tr>
<th>Pseudo-Course Number</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<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>Speech Language Therapy</td>
</tr>
<tr>
<td>05.04000000</td>
<td>Orthopedic Impairment</td>
</tr>
<tr>
<td>05.09000000</td>
<td>Braille for students who are VI, Blind, or DB</td>
</tr>
</tbody>
</table>
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
505-2-.110 Special Education General Curriculum

Educators certified in Special Education General Curriculum are in-field to provide educational services for students in grades P-12 with disabilities whose Individualized Education Program (IEP) indicates instruction using the general education curriculum and participation in the general statewide assessment in grades P-12.
505-2-.107 Special Education Adapted Curriculum

Educators certified in 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 using Alternate Content Standards (ACS) leading to participation in the Georgia Alternate Assessment.
505-2-.56 Special Education General Curriculum/Early Childhood Education

Educators certified in Special Education General Curriculum/Early Childhood Education are in-field to provide educational services for all students in grades P-5, special education preschool (ages 3-5) and cognitive level P-5, including those with disabilities whose Individualized Education Program (IEP) indicates instruction using the general education curriculum and participation in the general statewide assessment.
Purpose:
• To provide LEAs with guidelines as it relates to special education
• To gather existing guidance into one quick reference tool

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

Special Education In-Field Quick Guide
Resources
Resources for Student Class

- Special Education Data Collection Resources
- Professional Qualifications & ESSA In-Field Reporting
- Data Collection and Reporting
- Student Class Resources (gadoe.org)
Contact Information – Student Class

• Linda Castellanos
  Program Manager
  Data & Georgia Online IEP (GO-IEP) Unit
  404-719-8045
  lcastellanos@doe.k12.ga.us

• Sharon Armour
  Data Collections Specialist
  Technology Services
  678-590-9861
  sarmour@doe.k12.ga.us
Contact Information

• Dawn Kemp
  Part B Data Manager
  Data & Georgia Online IEP (GO-IEP) Unit
  678-340-6738
dkemp@doe.k12.ga.us
Student Record
What is Student Record (SR)?

The Student Record data collection is the single largest data collection process conducted by GaDOE.

The Student Record collects data on the instructional services provided to students by the local school system throughout the regular school year.
Student Record: Cumulative Data for a School Year

Student Record Errors and Warnings look for consistency between these files.
Student Record Resources

Data Collections and Reporting

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

FY2022 Student Record Resources (gadoe.org)
# Student Record Resources on the website

## FY2022 Student Record Resources

The Data Collections webpage on the GaDOE website includes a section for the current year Student Record Resources. Links are available to resources such as:

- Student Record Data Element Detail
- Special Education Guidelines
- Student Record Transmission Dates
- Data Collections FAQs
- GNETS FAQ
- Place of Birth Codes
- Language Codes
- Student Record Checklist

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**General Information**

- Student Record Data Element Detail
- Special Education Guidelines
- Student Record Transmission Dates

**Related Information**

- Data Collection FAQs
- GNETS FAQ
- Place of Birth Codes
- Language Codes
- Student Record Checklist
- Student Support Teams (SST) (Link to Student Support Teams website)
- Student Safety - Discipline Matrix (Link to the School Discipline website)
Student Record Signoff Deadline

The official STATE deadline is:

June 15, 2023

SR signoff is one of the data elements included when calculating Timely and Accurate Data
Accessing Student Record (SR)

You must have a GaDOE portal account and be provisioned to access the Student Record Application.

Select Data Collection, Student Record, the current year and your district.
Student Record Resources in the GaDOE portal

File Layout files are available in the GaDOE portal application and include:
- Address File Layout
- Enrollment Level File Layout
- Program Level File Layout
- School Level File Layout
- Special Education Level File Layout
- Student Level File Layout
- Student Safety File Layout
- System Level File Layout
- Student File Layout_Data Cleansing Errors
- Enrollment File Layout_Data Cleansing Errors
- Special ED File Layout_Data Cleansing Errors
- Data Cleansing List of Errors to Resolve

Other documentation that can be obtained in the Student Record application in the GaDOE portal includes Student Record Updates, ARP ESSER Q & A, and Data Cleansing Errors files.
Understanding Special Education Events

- Student Record (SR) requires that you report dates of various special education events for each child.
- The process is sequential.
- SR events/dates are sequential (mostly).

Understanding the special education process (rules, requirements) will help you understand the Student Record reporting process.
Special Education Events

Event ‘01’
• Babies Can’t Wait (BCW) Referral Date

Event ‘02’
• Initial Parent Consent for Evaluation (PCE) – date PCE is received by any LEA personnel

Event ‘03’
• Initial Evaluation – date evaluation and all written reports for that evaluation were completed

Event ‘04’
• Initial Eligibility Determination – date of the meeting

Event ‘05’
• Initial IEP/BCW Transition Meeting – date of the Initial IEP meeting (DO NOT REPORT AMENDMENT DATES)
Special Education Events

Event ’06’
- Initiation of Special Education Services; date services begin in GA

Event ’07’
- IEP Annual Review; date of the meeting; do not report Amendment Dates

Event ’08’
- Reevaluation; report the date the reevaluation process is complete
Special Education Events

**EVENT ‘09’**
- Special Education Exit as No Longer Eligible – date of the meeting determining ineligibility

**EVENT ’10’**
- Parent Revocation of Consent – date parent revokes consent
Special Education Events

EVENT ‘11’
- Student not Eligible at Initial Eligibility – date of the initial eligibility meeting determining not eligible

EVENT ‘12’
- Parent Refused Initial Provision of Special Education and related services – date parent refused consent

EVENT ‘13’
- Student Was Incorrectly Reported as SWD
  - LEA is required to submit documentation
Special Education Events

EVENT ‘14’
• Initial Parental Consent for Provision of Special Education and Related Services in GA

EVENT ‘15’
• Reevaluation Waiver – date that Parent and LEA agree that without reviewing any data or completing any type of evaluation, the student continues to be eligible for the same disabilities
Reevaluation, Exit, and Revocation

Events 8, 9, 10
EVENT ‘08’

• Additional Notes about Reevaluation
  • Formal assessments should not be completed prior to the Reevaluation Data Review.
  • The IEP that reviews the results of evaluation would rarely be dated the same as the Reevaluation Data Review that requested the evaluation.
  • A dismissal from special education should NEVER be done through a Reevaluation Data Review.
Special Education Events

EVENT ‘09’
- Special Education Exit as No Longer Eligible – date of the meeting determining ineligibility

EVENT ‘10’
- Parent Revocation of Consent – date parent revokes consent
EVENT ‘09’ Special Education Exit

• ‘09’: Exit code when a student is no longer eligible for special education services and reflects the last date of service and the same date as EVENT ‘08’

• If a student with a disability withdraws and also reports a Special Education exit EVENT ‘09’, the withdrawal date must be after the event date reported for exit EVENT ‘09’. Generally, change the school withdrawal date to be one day later.

Remember: Students must be evaluated prior to being determined ineligible.

Evaluated In...Evaluated Out
EVENT ‘10’ Revocation of Consent for Services

• ‘10’: Exit code when parent revokes consent for special education services; reflects the last date of services which should be identified in the required PWN.

• If a student with a disability withdraws and also reports a Special Education Exit EVENT ‘10’, the withdrawal date must be after the event date reported for exit EVENT ‘10’.
Provision of Prior Written Notice

• Provision of Prior Written Notice (PWN)
  • Required of any action being proposed or actions the LEA refuses to initiate
  • Must occur within a reasonable time

• PWN when a revocation occurs provides information for the parent regarding services that will be eliminated
  • These services may include special transportation, other related services, behavior intervention plans, service and benefits from other public and private programs, testing accommodations, provision of assistive technology, considerations for high school students of the impact on graduation requirements or diploma options.
PWN for Revocation of Consent

• A description of the action being proposed [revocation] and an explanation of why the action is occurring.

• A description of each piece or source of data, evaluations, records, assessment and/or reports supporting recommendations for the student to continue to receive or withdraw from services.

• A statement that the parent will be giving up the procedural safeguards available under IDEA and a list of sources for parents to contact for information about IDEA Part B.

• A description of other factors relevant to the situation. In addition, the PWN must include in the description other options that were considered for the student and why those options were rejected by the IEP team.
PWN for Revocation of Consent continued

- Sources for the parents to contact to understand provision of procedural safeguards
- A description of other factors that are relevant
- Information must be provided in a manner than can be understood
Reevaluation Waiver

Waiver is not Data Review!
EVENT ‘15’ Waiver of Reevaluation

• IDEA requires a reevaluation every 3 years
• Step 1= LEA must convene a meeting and conduct a Data Review to determine whether any type of evaluation is needed. If so, obtain Consent for Evaluation and reevaluate the student.

OR

• The parent and LEA may agree that the student remains eligible for the current disabilities without a data review or a reevaluation.

THIS IS REPORTED AS AN EVENT ‘15’.
Reevaluation is a Process

- First step is the Review of Existing Data. In Georgia, we use the Reevaluation Data Review to document this.
- Review of Existing Data involves a discussion of the data already available and then a decision is made regarding whether evaluation is needed for any reason.
- If the decision is that no new information is needed, the date of the Reevaluation Data Review should be reported in SR as EVENT '08' and NOT EVENT '15'. This is NOT a waiver (although historically it may have incorrectly been called a waiver).
Waiver of Reevaluation

Reevaluation Waivers:

• Do NOT require a meeting
• Are used to document that the parent and the LEA agree that a review of existing data (the first step in the reevaluation process) is not necessary
• Do NOT review data and are not considered a reevaluation
• DO start the next 3-year cycle

You must have a full eligibility report that meets Georgia Eligibility requirements in your local file to waive the reevaluation process. Do not use this process if you do not have a full eligibility report that meets all eligibility requirements.
Reporting Initial Events
Reporting Initial Events

• Student referred to special education for the first time or placed in special education for the first time in Georgia

• Report EVENT CODES:
  • ‘01’ Babies Can’t Wait (BCW) Referral (if referred from BCW)
  • ‘02’ Initial Consent for Evaluation
  • ‘03’ Initial Evaluation and Evaluation Reports Completed
  • ‘04’ Initial Eligibility Determination
  • ‘05’ Initial IEP/BCW Transition (if referred from BCW) Meeting
  • ‘14’ Date of Consent for Initiation of Services
  • ‘06’ Date services were initiated (if parent gave consent)
Reporting Initial Events

OR...A student was:

• Reported as SWD in Prior Year
• Returned to General Education as no longer eligible
  – EVENT ‘09’ was reported
• Re-referred to Special Education
  • Report Initial Consent EVENT ‘02’
  • Report Initial Evaluation EVENT ‘03’
  • Report Initial Eligibility EVENT ’04’
  • Report Initial IEP EVENT ‘05’ (if determined to be eligible)
  • **Report Consent for Initiation of Services, EVENT ‘14’**
  • Report Initiation of Services EVENT ‘06’ (if parent consents)
    • EVENT ‘06’ date is when services are initiated
Reporting Initial Events

OR...A student was:

• reported as SWD in Prior Year
• returned to General Education because parent revoked consent
  – EVENT ‘10’ was reported
• re-referred to Special Education
  • Report Initial Consent EVENT ‘02’
  • Report Initial Evaluation EVENT ‘03’
  • Report Initial Eligibility EVENT ‘04’
  • Report Initial IEP EVENT ‘05’ (if determined to be eligible)
  • **Report Consent for Initiation of Services, EVENT ‘14’**
  • Report Initiation of Services EVENT ‘06’ (if parent consents)
    • EVENT ‘06’ date is when services are initiated
Reporting Initial Events

OR...A student was:

• referred, evaluated and found ineligible in a prior year (EVENTS ‘02’, ‘03’, ’04’, ‘11’ were reported)

• re-referred to Special Education
  • Report Initial Consent EVENT ‘02’
  • Report Initial Evaluation EVENT ‘03’
  • Report Initial Eligibility EVENT ‘04’
  • Report Initial IEP EVENT ‘05’ (if determined to be eligible)
  • Report Consent for Initiation of Services, EVENT ‘14’
  • Report Initial Placement EVENT ‘06’ (if parent consents)
    • EVENT ‘06’ date is when services are initiated
Events for Students New to GA
Required Events for Students NEW to Special Education

- EVENT ‘04’ – Initial Eligibility Determination
- EVENT ‘05’ – Initial IEP Meeting
- EVENT ‘14’ – Consent for Provision of Special Education and Related Services
- EVENT ‘06’ – Initial IEP Placement – date the student began receiving service; never report a future date

Why are ‘01’ – ‘03’ not required? For a student enrolling from out of state you may not have the consent (‘02’) or the evaluation report (‘03’). If the events happened locally, they should be reported. If the event occurred in another state do NOT report.
General Education Students

Sp. Ed. SR Events
General Education Students in Special Education Record

A special education record may be submitted for general education students, but may only contain events for the following:

• EVENT ‘01’ Babies Can’t Wait Referral
• EVENT ‘02’ Parent Consent for Evaluation
• EVENT ‘03’ Initial Evaluation Completed
• EVENT ‘04’ Initial Eligibility Determination
• EVENT ‘05’ Initial IEP/BCW Transition Meeting
• EVENT ‘11’ Student not eligible
• EVENT ‘12’ Parent refused to provide Consent for Services
• EVENT '14' Consent for Provision of Services

Do not report a Primary Area of Eligibility
If EVENT ‘12’ is Reported

EVENT ‘12’: Parent refused to provide consent for initial services
  • Consent for evaluation received (report EVENT ‘02’)
  • Evaluation completed (report EVENT ‘03’)
  • Student made eligible (report EVENT ‘04’)
  • Student has an IEP (report EVENT ‘05’) (report if one was developed)
  • Parent does not give consent (do not report EVENT ‘14’, instead report an EVENT ‘12’)
  • Student does not receive services (do not report EVENT ‘06’)

Note: If a parent indicates after eligibility that they will not consent to services, an IEP is not required.
EVENT ‘12’ continued

• Report EVENTS ‘02’, ‘03’, ‘04’, ’05’, ‘12’
  If the parents change their mind (soon after OR a long time after refusal):
  • Convene a new Initial IEP meeting.
  • Report another EVENT ‘05’, an EVENT ’14’ when consent is obtained and an EVENT ‘06’ when services are initiated

Note: If a parent indicates after eligibility that they will not consent to services, an IEP is not required.
Discipline

When is a student a student with a disability?
Discipline - When does a student become a SWD?

- For disciplinary reasons, a student should be treated but not reported as a SWD as of the date of the EVENT ‘02’ (initial consent for evaluation) and ending if there is an EVENT '12'.

- At the time of an EVENT '06', the student is also reported as a SWD.

- After an EVENT '06', the student will continue to be treated as a SWD unless there is a subsequent
  - EVENT ‘09’ Dismissal from Special Education, or
  - EVENT ‘10’ Parental Revocation of Consent for Provision of Services
Reporting - When does a student become a SWD?

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

• Therefore…DO NOT report the student as an S Type student and DO NOT report a Primary Area until the date of EVENT ‘06’ when IEP services start in GA.

• GO-IEP districts: Use the FTE import to ensure that the disability is imported to your SIS at the appropriate time.
Reporting Primary Area for Exiters
When to Report a Primary Area for Exiters

For students who begin the school year as Special Education students:

• Report the PRIMARY AREA CODE for the entire school year.

  • Even if EVENT 09 or EVENT 10 are reported in the current school year, report the primary area in SR. **REMOVE the PRIMARY AREA CODE in the SIS after Student Record sign off.**

  • If EVENT 09 or EVENT 10 are reported from a previous school year (date is in a previous school year, rejected and recovered), the primary area WOULD NOT be reported in SR for the current year.
Other Student Level Data in SR
Other Student Level Data for SWD

• Student Level Data elements that require a “Y” or “N”
  • Participated in Student Support Team (SST)
  • Participated in Extended School Year (ESY)
  • Participated in Alternate Math Sequence
  • Alternate Content Standards (ACS) (formerly GAA)
    • date student made eligible for GAA OR
    • date student became no longer eligible

• Student Level Data Elements that require a code
  • Preschool Code
  • Environment Code (not special education environment)
Other Student Level Data for SWD

Extended School Year (ESY)

Extended Year Services may include a range of services offered during the summer or other days when school is not officially in session.

**Code Description:**
- **Y** – ESY *received* during current fiscal year
- **N** – ESY *not received* during current fiscal year

Remember current fiscal year is July of the prior year to July of the current year. Example: FY22 would be July 2021 to June 2022. That means if a student received ESY July 2021 but did not June 2022 they would still be marked **Y**.
618 Facilities: Residential Treatment Facilities (RTF)

- Students who reside in an RTF (Ex.: Devereux, Morningstar, Murphy Harpst, Youth Villages*) and attend school at the RTF, report Environment Code ‘1’ or ‘2’

- Students who reside in an RTF (Ex.: Devereux, Morningstar, Murphy Harpst, Youth Villages) and travel to attend a school in the LEA, report Environment Code ‘6’

*Complete RTF List
Other Residential Facilities (Group Homes, Residential Facility not designated as 618 RTF)

- Student lives in a *public* facility and attends school in your LEA
  - Report Environment Code ‘6’
- Student lives in a *private* facility and attends school in your LEA
  - Report Environment Code ‘7’
SR Cummulative Data Program Level Record Data

Georgia Network for Educational and Therapeutic Supports (GNETS)

- Students served at any time during the current school year by GNETS should also be reported in the Program Level File in Student Record
- The student data reporting requirements for students served by GNETS are the same as the requirements for all other students
- Additionally, students served by GNETS must also be reported in the Program Level Record
Program Level Record Layout

PGM007, located on the Program Level Layout, provides the codes and edits that apply for the Program Type. The program type must equal one of the following codes:

- ‘01’ Alternative Ed
- ‘02’ GNETS
- ‘03’ Charter Career Academy
- ‘04’ Increased/Extended Learning Time

PROGRAM TYPE = ‘02’ indicates placement in a GNETS program any time this school year.

E399 - PROGRAM TYPE = "02" (GNETS), the student must have a PRIMARY AREA.
GNETS Program

PROGRAM TYPE = GNETS ‘02’ is reported with 2 program type codes

PROGRAM TYPE CODES (Element ID PGM008) must equal one of the following codes:

• ‘02A’ = GNETS – Center Based
• ‘02B’ = GNETS – School Based

• GNETS – Center Based Code ‘02A’ is defined as a separate program that operates as a stand-alone facility which does not serve non-disabled peers.
• GNETS – School Based Code ‘02B’ is defined as a program that allows students access to non-disabled peers during the school day.
• If a student is served for part of the school day in a center-based program, and part of the school day in a school-based program, report the School Based Code ‘02B’.
Two School Codes Reported for students served by the GNETS Program

- The ‘School Code’ (Element ID PGM004) is used to report **the home school the student would attend** if not enrolled in a GNETS program.

- The ‘Alternate School Code’ (Element ID PGM011) is the **GNETS program code assigned to the GNETS program** the student attends.
GNETS

- GNETS students must be enrolled in the LEA (Local Education Agency) of residence and have an assigned GTID (Georgia Test Identifier)
  - **GNETS programs do not claim GTIDs, the resident district claims the GTID**
- LEAs must coordinate with their GNETS program to develop a data exchange system to provide the information required for input in the local student information system
- To facilitate the transfer of data, IEPs for GNETS students should be written in the IEP platform of their **LEA of residence**
- All Student Record Files including enrollment, discipline, and **special education event codes** must be reported for all GNETS students in the student’s **LEA of residence**
Continuation of Services and SR
Continuation of Services Information

• Student Record (SR) is the source for discipline data collection for the Continuation of Services report in SE Applications.

• SR is also the data source for significant disproportionality and significant discrepancy determinations for discipline.

• If errors are made in the entry of discipline data in the system’s Student Information System and uploaded to SR, a system may be determined disproportionate or discrepant based on this incorrect information.

• Review of the reports in this section will allow system personnel to carefully monitor discipline data and ensure accurate report resulting in accurate determinations in these areas.
Student Record Reports

- SWD Cumulative Enrollment in SE Reports
- Discipline is in Student Safety Reports
Student Records Reports

- Key Reports are DIS 090, 091, 092, 095, 097
SE055 Primary Area by EL, Hispanic, Race and Gender

- SE055 Primary Area by EL, Hispanic, Race and Gender
- The report SE055 is a key report to check to ensure the data reported for race and gender is accurate.

<table>
<thead>
<tr>
<th>Primary Area</th>
<th>EL</th>
<th>Hispanic</th>
<th>Race</th>
<th>Gender</th>
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<tr>
<td></td>
<td>%</td>
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<td>%</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>1. Mild Intellectual Disability</td>
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<td>6.57</td>
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<td>3. Severe Intellectual Disability</td>
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<td>50</td>
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<td>4. Profound Intellectual Disability</td>
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<tr>
<td>5. Emotional/Behavioral</td>
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<td>10.00</td>
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<td>20</td>
</tr>
</tbody>
</table>

The table above shows the percentage of students classified under different categories of intellectual disability, proficiency, and gender. It is crucial to ensure the accuracy of the data reported for race and gender to maintain the integrity of the educational records.
SR DIS090 Continuation of Services (COS) Report

- shows the number of days of OSS and a primary area
- the Y or N for continuation of services with OSS is collected in your SIS (check for errors)
- student with >10 days cumulative OSS with no services are displayed in the Special Education Applications Portal in COS
SR DIS090 Continuation of Services (COS) Report

<table>
<thead>
<tr>
<th>School ID</th>
<th>School Name</th>
<th>GTID</th>
<th>Student Name</th>
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<td>T - Emotional / Behavioral Disorder</td>
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<td>30-Out-of-School Suspension</td>
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</table>
SR DIS091 Suspensions with the same date and days

- shows data possibly entered more than once leading to over reporting discipline information
- School, GTID, Student, Incident Date, Number of Days, Total Records and Days are considered
SR DIS091 Suspensions with the same date and days

<table>
<thead>
<tr>
<th>School</th>
<th>GDID</th>
<th>Student Name</th>
<th>Incident Date</th>
<th>Number of Days</th>
<th>Total Records</th>
<th>Total Days</th>
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SR DIS092 Possible duplicated safety records

- shows records possibly duplicated

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<th>Name</th>
<th>GTID</th>
<th>Student Name</th>
<th>Incident Date</th>
<th>Action Code</th>
<th>Auxiliary Code</th>
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<th>Total** Days</th>
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<td>3</td>
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</tbody>
</table>
SR DIS095 OSS Greater than 10 Days w/out Services

The LEA must reach out to any student on this report and offer services. The report allows you to drill down to the individual student information.
SR DIS097 SWD Totals by Discipline Action

<table>
<thead>
<tr>
<th>School Name</th>
<th>Unduplicated Student Count Per Discipline Action</th>
<th>Total Action Records</th>
<th>Total* Students</th>
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</thead>
<tbody>
<tr>
<td>All Schools</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
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</table>

**Action**
- 20-In-School Suspension
- 30-Out-of-School Suspension
- 40-Expulsion

Selecting a school from the first column, you can drill down and get specific student information.
SR DIS097 SWD Totals by Discipline Action

By clicking on the highlighted number, a table of student names, days of OSS, etc. is provided, as shown below.
Recovering Rejected Events
Special Tools in Student Record

- Individual Student Record
- Special Education History
- Sp. Ed Event Rejection Recovery
- Rejection Report (SE076)
Special Tool: Individual Student Record

- Search by School then select student
- Search by GTID or Last Name
- Download data by selecting “Printable Version”
Special Tool: Special Education History Individual Student

Search by
• GTID, or
• Last Name

SP. Ed. History Report
The Special Education History report represents whether the student has a Primary Area, the Special Education Events and dates, whether there is current vs reports available, All Claimed Students, All SPED Records, A list of all claimed SWD students, and a report showing only SWD students with events in other di
Special Tool: Special Education History by Claim Data

This will give you a history for all claimed students

1. Select the School or All Schools

2. Choose the report.
   • All Claimed Students, All Sp. Ed. Records
   • All Claimed SWD Student list
   • Only SWD with Events in Other Districts

3. Enter the Start Date and End Date

SP. Ed. History Report

The Special Education History report represents whether the student has a Primary Area, the Special Education Events and dates, whether the reports available, All Claimed Students, All SPED Records, A list of all claimed SWD students, and a report showing only SWD students with ev
Special Tool: Special Education History

Data can be downloaded.

<table>
<thead>
<tr>
<th>Claim School ID</th>
<th>GTID</th>
<th>Student Name</th>
<th>Primary Area</th>
<th>System Id and Name</th>
<th>School Id and Name</th>
<th>Event</th>
<th>Event Date</th>
<th>Current Year Event Data?</th>
<th>FTE Event?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>07-IEP Annual Review</td>
<td>12/10/2020</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>08-Reevaluation</td>
<td>12/10/2020</td>
<td>Y</td>
<td>N</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>07-IEP Annual Review</td>
<td>01/14/2020</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>08-Reevaluation</td>
<td>02/15/2019</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>07-IEP Annual Review</td>
<td>02/15/2019</td>
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<td>N</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>07-IEP Annual Review</td>
<td>02/15/2018</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>
Rejection/Recovery

- Recovering rejected records first is strongly recommended.
- LEAs will see what their true errors are when this is done at the beginning.
- Rejected records can be recovered during SR Data Cleanse that is open September until December each year.
Why are Special Education Events Rejected?

Records are rejected because:

- A reported event occurred outside of a child’s enrollment in the current LEA.
- The reported event occurred outside the current fiscal year. For this data collection, dates from May/June of prior fiscal year will be accepted.
- An event was reported twice on the same date.
- A new “initial event” was reported, and no exit event was reported.

Some rejected events should be in the student’s history therefore…recovery is necessary.

Some rejected events should stay rejected.
## Rejection Codes

<table>
<thead>
<tr>
<th>Rejection Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>R01</td>
<td>Event is not within current year (Event is prior to May in previous fiscal year)</td>
</tr>
<tr>
<td>R02</td>
<td>Upload file has duplicate for System Code (Events ‘01 – ’06’)</td>
</tr>
<tr>
<td>R03</td>
<td>No enrollment level record found for same System Code, School Code, and Student ID (Events ’06’ – ’10’)</td>
</tr>
<tr>
<td>R04</td>
<td>Upload file has duplicate for System Code, Student ID, Event Code, and Event Date (Events ’07’ – ’10’)</td>
</tr>
<tr>
<td>R05</td>
<td>Date of event is not within Enrollment dates for reporting school (Events ’07’ – ’10’)</td>
</tr>
<tr>
<td>R06</td>
<td>Babies Can’t Wait event has already been reported (Event ‘01’)</td>
</tr>
<tr>
<td>R07</td>
<td>Event already exists but No Exit Event is reported (Events ’02’ – ’06’)</td>
</tr>
<tr>
<td>R08</td>
<td>Event is already reported for the fiscal year (YYYY) and event month (MM) (Events ’07’ – ’10’)</td>
</tr>
<tr>
<td>R09</td>
<td>No Student Level Record found for same SYSTEM CODE, SCHOOL CODE, and GTID</td>
</tr>
<tr>
<td>R10</td>
<td>Event is already reported for the Fiscal Year (YYYY), Event Date (DD), and Event Month (MM), (Events ’07’ – ’10’)</td>
</tr>
</tbody>
</table>
Rejection Code details - R01 and R02

Rejection Code R01

Event is not within current fiscal year. (Event is prior to May in previous fiscal year.)
Ask:
- Did the event occur during this fiscal year?; Are the dates correct?
- Was the student enrolled in your district?
- If GO-IEP, was the date edited/fixed on the timeline override?
Generally, these should be recovered.

Rejection Code R02

Upload file has duplicates for system code. (EVENT CODES ‘01’ – ‘06’)
- Check your extract. Are there duplicates in the extract file?
- If GO-IEP, please contact GO-IEP if the duplicates can be seen in your GO-IEP SR Extract Excel. This will need to be fixed within GO-IEP.

DO NOT RECOVER.
Rejection Code details- R03 and R04

Rejection Code R03

No enrollment level record found for the same System Code, School Code, and Student ID (EVENT CODES ‘06 – ’10’)

Ask:
- Did the event occur during this fiscal year?; Are the dates correct?
- Was the student enrolled in your district?
- If GO-IEP, do you need to use the School Code tool on the System Admin page in GO-IEP to exclude the school not attended.
- If Go-IEP, is this a PK child served in the community who needs enrollment information to be added?

DO NOT RECOVER until you resolve the missing enrollment level record issue.

Rejection Code R04

Upload file has duplicates for System code, Student ID, Event code and Event Date (EVENT CODES ‘07’ – ‘10’)

- Check your extract. Are there duplicates in the extract file?
- If GO-IEP, please contact GO-IEP if the duplicates can be seen in your GO-IEP SR Extract Excel. This will need to be fixed within GO-IEP.

DO NOT RECOVER.
Rejection Code details - R05 and R06

Rejection Code R05
Date of event is not within enrollment dates for reporting school (System Code, School Code, and GTID.) (Events ‘07’ – ’10’)
Ask:
- Did the event occur during this fiscal year?; Are the dates correct?
- Was the student enrolled in your district?
- Is this an event that you are reporting that was not previously reported but occurred in a previous school?

If the event is being reported to update student record history because it was not previously reported but should have been, recover the event.

Rejection Code R06
Babies Can’t Wait event (Event ‘01’) has already been reported.
- Check your extract. Are there duplicates in the extract file?
- Is there already an EVENT ‘01’ in SR History?
- Are you reporting it to correct a previously incorrect date?

If the event is being reported to fix student record history, recover the event. Otherwise, DO NOT RECOVER.
Rejection Code details - R07 and R08

Rejection Code R07

Event already exists but No Exit Event is reported. (Events ‘02 – ’06)
- Means the same event with the same date is already in student’s history.
- GO-IEP – Do not recover unless there is an exit event that has not been reported. You will need to report that event also using the ADD/EDIT/DELETE feature prior to sign off. Otherwise, please contact GO-IEP if this duplicate can be seen in your GO excel. We will need to fix this inside GO.

Rejection Code R08

Event is already reported for the fiscal year (YYYY) and event month (MM). (Events ‘07 – ’10’)
- Check your extract. Are there duplicates in the extract file?
- Verify that you are not incorrectly reporting an IEP Amendment as an IEP Annual Review.
- Are you reporting the same event as another LEA?

Recover events that are correct.
Rejection Code details - R09 and R10

**Rejection Code R09**

No Student Level record found for the same SYSTEM CODE, SCHOOL CODE, and GTID

*Do NOT recover until after you resolve the missing student level record issue. Check the system and school enrollment being reported. Determine whether the student should be excluded from the SR extract (state reporting) or if enrollment should be correctly reported.*

**Rejection Code R10**

Event is already reported for the fiscal year (YYYY), Event Day (DD), and event month (MM). (Events ‘07 – ’10’)

- Check your extract. Are there duplicates in the extract file?
- Verify that you are not incorrectly reporting an IEP Amendment as an IEP Annual Review.
- Are you reporting the same event as another LEA? When possible, the LEA where the event occurred should report.

*Generally, these should NOT be recovered.*
Recovering the Rejected Records

• The top section allows you to view all events already in Student record history.
• The bottom section shows the rejected records.
  • To recover the record(s), select the move box for each record that you want to recover, then select the drop down to choose the reason.
  • Select the records individually if the reasons are different.
  • Finally select “Move Record”.

<table>
<thead>
<tr>
<th>Reporting School Year</th>
<th>System Id and Name</th>
<th>School Id and Name</th>
<th>Event</th>
<th>Event Date</th>
<th>Student Present at Conference?</th>
<th>Parent Present at Conference?</th>
<th>Submitted in Current Year</th>
<th>Date Moved From Rejected</th>
<th>Link to Comments</th>
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</thead>
<tbody>
<tr>
<td>2018</td>
<td></td>
<td></td>
<td>De-Initiation of IEP Services/Transition Service</td>
<td>20180319</td>
<td>N</td>
<td>N</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td></td>
<td></td>
<td>05-Initial IEP Meeting</td>
<td>20180316</td>
<td>N</td>
<td>N</td>
<td>No</td>
<td></td>
<td></td>
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<td>2018</td>
<td></td>
<td></td>
<td>05-Initial Evaluation</td>
<td>20180316</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td></td>
<td></td>
<td>04-Initial Eligibility Determination</td>
<td>20171120</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<td>2017</td>
<td></td>
<td></td>
<td>07-IEP Annual Review</td>
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<td>N</td>
<td>No</td>
<td></td>
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<tr>
<td>2017</td>
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<td>De-Initiation of IEP Services/Transition Service</td>
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<td>2017</td>
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<td>04-Initial Eligibility Determination</td>
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<td>No</td>
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<tr>
<td>2017</td>
<td></td>
<td></td>
<td>05-Initial IEP Meeting</td>
<td>20160911</td>
<td>N</td>
<td>N</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reporting School Year</th>
<th>System Id and Name</th>
<th>School Id and Name</th>
<th>Event</th>
<th>Event Date</th>
<th>Student Present at Conference?</th>
<th>Parent Present at Conference?</th>
<th>Rejection Code</th>
<th>MOVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td></td>
<td></td>
<td>09-Reevaluation</td>
<td>20160114</td>
<td>R01</td>
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<tr>
<td>2016</td>
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<td>03-Initial Evaluation</td>
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<td>R01</td>
<td></td>
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<tr>
<td>2016</td>
<td></td>
<td></td>
<td>05-Initiation of IEP Services/Transition Service</td>
<td>20160912</td>
<td>R01</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Enter comments for checked record(s): 

- select reason for move, or select other to enter explanation

Move Record

return to Special Ed Menu
Do Not Recover “Data Missing”

• Remember: DO NOT recover any rejected record if the student name is “Data Missing” or blank for the rejected record.
  • The student name will be missing because there is no matching enrollment record being reported in SR.
  • Verify the student has an enrollment record reported. This can be checked on the enrollment tab on the Individual record.
Do Not Recover “Data Missing”

• Investigate by looking for the GTID and ask: Was the student enrolled in your LEA at any time during this school year?
  ➢ YES - Check the school of enrollment. If GO-IEP, use the SR Tool to Ignore the GTID claim for the school where there was never an enrollment. If PK student, the enrollment may need to be added in the SIS.
  ➢ NO - Make sure marked as state reporting excluded. If GO-IEP, change the enrollment question on the profile page to indicate the student was not enrolled at all this school year.

• If enrolled at ANY point during the school year, make sure the primary area is included in the SIS.
How can I look up a student without going through the report?

• Use the Special Tool Special Ed Event Rejection Recovery
Special Ed Event Rejection Recovery
Special Tool

- Select the **School** where the student currently is enrolled, then select from **Student List**.

OR

- Enter the **Last Name** in the box and click Get History.

OR

- Enter the **GTID** in the box and click Get History.
Add/Edit/Delete Tool

• After choosing SR Add/Edit/ Delete, choose to Edit School Record.

• Once there, locate the student in the list and select so the GTID shows up in the text box. Then choose Special Education. When the record opens, the drop down will show all the events available to edit or delete.
Validation

• Once events have been recovered, you will need to validate.

• Events added through Add/Edit/Delete that are prior to enrollment or from a prior school year will be rejected. After adding then Validating, they will need to be recovered from rejected records.
About Student Record Errors (edits)

• Some errors cannot be fixed
  • If a process was not followed by the current LEA OR a former LEA, an error will occur
  • Do not change data or report inaccurate data (change dates for example) just to alleviate the error
  • It is more important to be RIGHT than to be error-free!

• Request relief with comment
  • Call, if necessary, to make sure the comment is appropriate
Error Report

- Errors can be viewed from two places
  - a link that says Data have Errors
  - the Error Report via the Report Menu.
Application

• Review your SR Error Reports and view the errors and warnings.
• Review the rejected events to determine if there are events that should be recovered.
• Recover events that are appropriate to recover and validate.
• Identify the errors that can’t be resolved through rejected events recovery and resolve them before the close of the Data Cleanse window.
Student Record Reports- Tips

• All Student Record (SR) reports can be downloaded to Excel.
• School Level Reports will allow you to drill down to the individual student level.
• Multiple years of discipline data is available in the portal to examine trends.
• If you wait for SR to close in June to determine discipline difficulties with SWD, it is too late!
  • Start reviewing the data in September!
  • use your Student Information System (SIS)
  • all SIS have reports for discipline
  • monitor in real time
  • work with principals, assistant principals, the people who enter data
GO-IEP Student Record Extract

GO-IEP has a report that includes all events that will need to be reported for Special Education Student Record.

This information is available in an Excel which is a readable format for system and school admins.

It is also available in an extract available only to system admins which is used for importing data to the SIS.

GO-IEP System and School Admins can access it through reports by choosing SR Extract
GO-IEP Student Record Extract
Contact Information - Student Record

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  Data & Georgia Online IEP (GO-IEP) Unit  
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  lcastellanos@doe.k12.ga.us

• Carl Garber  
  Data Collections Specialist  
  Technology Services  
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Offering a holistic education to each and every child in our state.