

## Questions and Answers

1. Can a pullout EIP section serve multiple grade levels at one time?

A pull-out EIP section can have multiple grade levels in the same section provided it meets the needs of all the students and there is data to support the decision.

2. We have a roster of elementary students. Some students are pulled out and we have the additional teacher listed with delivery model 3 (pull out) for those students. On that same roster, the other students have a delivery model 4 (reduced class). When looking at the Student Class Extract, the additional teacher is listed for all students. Will this be a problem?

There is only one program that has a delivery model called 'reduced class size' – EIP. There are 2 programs that have delivery models called pull out – EIP and ESOL. Therefore, there are 2 possible combinations of those delivery models.

1) If both programs being delivered are EIP, there is no problem – with the In-Field analysis - having the EIP pull out teacher listed as the additional teacher on the reduced class size EIP roster. The pull-out teacher must meet the same qualifications for EIP whether it is pull-out EIP or reduced class size EIP. You will probably get an error in Student Class that the additional teacher should not be submitted with a reduced class size delivery model. That error can be relieved with a comment.

2) If the pull out teacher is an ESOL teacher and he/she is entered as an additional teacher on the students' Student Class records in a reduced class size EIP class, then the ESOL teacher would not be In-Field for the non-ESOL students. The teacher qualifications on EIP teachers are for content, not ESOL.

3. If a Special Education teacher is giving grades, must he/she have the correct special education certification and content certification?

The answer to this question depends upon the LEA's flexibility to waive certification for Special Education teachers in content. If an LEA waives certification for content for Special Education teachers, then the Special Education teacher would need to hold Special Education certification in the accordance with the student's IEP and meet the professional qualifications for content as identified by the LEA in their Consolidated LEA Implementation Plan (CLIP).

4. Is the LEA responsible for ensuring that all GNET teachers included on their CPI are In-Field?

An LEA is responsible for working with the GNETS fiscal agent to ensure that all the teachers serving students assigned to the LEA meets certification requirements.

5. In the ESOL pull-out model, there is only one teacher. There are not two teachers in that environment.

In ESOL Delivery Model 1 (pull-out), the content teacher is primary course teacher, and the pull-out teacher is the additional teacher. Please see the note in the delivery model description below:

*EL students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher. NOTE: When pulling out EL students out of content area courses, the students will remain on the content area course roster with the general education teacher. The delivery model is assigned to the EL student(s) receiving language instruction in this course. IF a separate ESOL class roster is created, do not report the separate ESOL class in Student Class.*

6. Which delivery model would support using the Gifted Teacher job code (146) when reporting for CPI?

CPI JOB CODE 146 is used for 'Gifted Elementary Teachers (grades P-5)'. Please review the delivery models for more information and contact Gail Humble, Program Manager, of the Gifted Program for additional information.

7. When utilizing the special education content certification waiver, as a charter system, which certification field code will we need to use?

The chart below outlines the Charter System Waiver Codes and the criteria for each of these waiver codes.

101	Academic Major - Meets LEA PQ and ESSA In-Field; Charter/SWSS Waiver
102	Course Work - Meets LEA PQ and ESSA In-Field; Charter/SWSS Waiver
103	GACE - Meets LEA PQ and ESSA In-Field; Charter/SWSS Waiver
104	LEA Qualified - Meets LEA PQ. Does not meet ESSA In-Field Charter/SWSS Waiver

8. What information was corrected on Special Education delivery model 7?

Special Education delivery model 7 was originally added and described for the very specific exception of a Special Education teacher serving as the primary teacher in a GNETS classroom. The Special Education teacher did not have content certification so the GNETS facility sent a content certified teacher into the classroom as the additional teacher. Therefore, this model had a Special Education teacher providing Special Education service as the primary COURSE TEACHER CODE and the content teacher as the ADDITIONAL TEACHER. Of the 29 delivery models, Special Education Delivery Model 7 was the only model that had a service teacher as the primary teacher, and the content teacher as the additional teacher. However, this was CHANGED before the March 2020 Student Class data collection, the two roles were flipped to allow the In-Field application to set the rule that the primary teacher must be the content teacher and the additional teacher, if there is one, provides the program service.

9. For GNETS facilities operated by a RESA, is the LEA or RESA responsible for sending the 20-Day Notification to parents for teachers at the facility who are not In Field?

The RESA GNETS fiscal agent is responsible for sending out the 20-Day Notifications if the teacher does not have the appropriate credentials. However, LEAs are responsible to work with the RESA GNETS fiscal agents to ensure that the teachers serving their students have the appropriate credentials. We recommend that this be a team effort to ensure the student's needs are met and the communication is sent to the parents