

Special Education Delivery Models & Student Class Reporting

FY20 Data Conference
Classic Center, Athens, GA
August 21-23, 2019
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Priorities for 2019-2020

- **STUDENTS FIRST**

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

- **TEACHERS FIRST**

- Equity
- Efficacy
- Excellence

- **LEADERS FIRST**

- Intentional (Data-driven decision making)
- Inclusive

- **FAMILIES FIRST**

- Engaging and Effective Home-School Partnerships

Agenda

- State rule for Provision of Services to SWD
- Delivery Models
 - School Age
 - Preschool
- Virtual Instruction
- Student Class Reporting
 - Data Elements
 - Additional Teacher
 - Course Number
 - Inclusion Codes
 - Edits
- Frequently Asked Questions

Special Education Rule: Least Restrictive Environment (LRE)

LRE Rule 160-4-7-.07

Determining Educational Placements (Provision of Services):

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

Determining Educational Placements; LRE

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

Determining Educational Placements; LRE

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

Continuum of Placements: School Age Children

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

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

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

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

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

Also in the LRE Rule

TECHNICAL ASSISTANCE AND TRAINING ACTIVITIES.

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

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

Reporting Delivery Models

School Age, Grades K-12

Interpreting the Charts

- **ALL CAPS** = Data Element
 - Ex.: **COURSE TEACHER CODE**, report the teacher identifier (most often teacher's SSN)
- “Appropriate Certification” for Special Education Teacher
 - General Curriculum for students assessed on Milestones
 - Adapted Curriculum for students assessed on GAA
- Inclusion Codes: Reported in Student Class and FTE (for funding)

Additional Supportive Services: Student

Report Delivery Model Code	1
COURSE TEACHER CODE	COURSE TEACHER , Regular Education Teacher with appropriate Content Certification
ADDITIONAL TEACHER	NO, If reporting Inclusion Code 4, 5, 6, 7 YES, if reporting inclusion Code 8 No Special Education Teacher
Description, Comments	<p>Students with disabilities (SWD) receive Special Education services from personnel: paraprofessional, interpreter, job coach, other assistive personnel, or other teacher, in addition to the regular education content area teacher. The personnel providing this inclusion service is NOT a special education teacher.</p> <p>NOTE: If SPECIAL EDUCATION DELIVERY MODEL '1' is indicated for class record, then the data element INCLUSION CODE (in both FTE & SC) must be one of the following valid values:</p> <ul style="list-style-type: none">'4' Paraprofessional'5' Interpreter'6' Job Coach'7' Assistive or Other personnel'8' Teacher-Not a Special Education teacher (Not providing direct instruction)
COURSE NUMBER	Content Area Course Number for the class is xx.0

Additional Supportive Services: Teacher

Report Delivery Model Code	2
COURSE TEACHER CODE	COURSE TEACHER , Regular Education Teacher with appropriate Content Certification
ADDITIONAL TEACHER	NO; no special education teacher
Description, Comments	<p>A special education teacher provides supportive services to the primary, content teacher.</p> <p>No direct service is provided to the SWD in this class.</p> <p>This class is reported with a general education Program Code for FTE.</p> <p>No special education funding is earned for this service</p>
COURSE NUMBER	Content Area Course Number for the class is xx.0

Direct Services: Consultative

Report Delivery Model Code	3
COURSE TEACHER CODE	COURSE TEACHER , Regular Education Teacher with appropriate Content Certification
ADDITIONAL TEACHER	Yes; Report a Special Education Teacher with appropriate Special Education Certification
Description, Comments	<p>A special education teacher provides direct services to identified SWD within the general education classroom, amount of time is according to the IEP. Report INCLUSION CODE = '9'.</p> <p>Consultative service is funded in FTE only if the service is for at least one segment a month and provided for the majority of the segment on Count Day.</p>
COURSE NUMBER	Content Area Course Number for the class is xx.0

Direct Services: Collaborative

Report Delivery Model Code	4
COURSE TEACHER CODE	COURSE TEACHER , Regular Education Teacher with appropriate Content Certification
ADDITIONAL TEACHER	Yes; Report Special Education Teacher with appropriate Special Education Certification
Description, Comments	<p>A special education teacher works with identified students with disabilities and the general education teacher within the general education classroom for less than full segment.</p> <p>INCLUSION CODE: '9' Certified Special Education Teacher</p>
COURSE NUMBER	Content Area Course Number for the class is xx.9

Direct Services: Co-teaching

Report Delivery Model Code	5
COURSE TEACHER CODE	COURSE TEACHER , Regular Education Teacher with appropriate Content Certification
ADDITIONAL TEACHER	Yes; Report Special Education Teacher with appropriate Special Education Certification
Description, Comments	<p>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.</p> <p>INCLUSION CODE: '9' Certified Special Education Teacher</p>
COURSE NUMBER	Content Area Course Number for the class is xx.9

Specialized Placement: Individual or Small Group, Outside Regular Education

Report Delivery Model Code	6
COURSE TEACHER CODE	COURSE TEACHER has appropriate Special Education Certification <u>and</u> Content Certification
ADDITIONAL TEACHER	No
Description, Comments	<p>The special education teacher provides instruction to students with disabilities in a separate classroom, outside the regular classroom.</p> <p>This model would also be reported for students in a separate day school or program, home-based, residential (if residential setting is all SWD), and hospital homebound if the HHB instruction is individual.</p> <p>No additional teacher; no INCLUSION CODE.</p>
COURSE NUMBER	Content Area Course Number for the class is xx.8

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

Report Delivery Model Code	7
COURSE TEACHER CODE	COURSE TEACHER has appropriate Special Education Certification
ADDITIONAL TEACHER	Yes, ADDITIONAL COURSE TEACHER with appropriate Content Certification
Description, Comments	<p>The special education teacher provides instruction to students with disabilities in a separate classroom, outside the regular classroom.</p> <p>This is <i>not co-teaching</i> as the instruction is occurring outside the regular education classroom. This scenario includes a content certified regular education teacher in the small group setting to provide students with a content certified teacher</p> <p>No INCLUSION CODE</p>
COURSE NUMBER	Content Area Course Number for the class is xx.8

Preschool

Children Attending a Regular Early Childhood Program (in Public School or Community)

- Example of early childhood programs:
 - Head Start
 - Georgia PreK
 - Public daycare
 - Private daycare

Children Attending a Regular Early Childhood Program...

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

- Additional Supportive Services
 - Child remains in a regular early childhood program 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
- Direct Services
 - The child remains in a regular early childhood program with direct services from special education personnel utilizing a consultative, collaborative or coteaching model.

Children Attending a Regular Early Childhood Program:

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

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

Children Not Attending a Regular Early Childhood Program

Services provided in:

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

Reporting Delivery Models

Preschool

PreK: Additional Supportive Services: Student

Report Delivery Model Code	1
COURSE TEACHER CODE	COURSE TEACHER , Regular Education PreK Teacher with appropriate Content Certification
ADDITIONAL TEACHER	NO, If reporting Inclusion Code 4, 5, 6, 7 YES, if reporting inclusion Code 8 No Special Education Teacher is assigned to this class
Description, Comments	<p>Students with disabilities (SWD) receive Special Education services from personnel: paraprofessional, interpreter, job coach, other assistive personnel, or other teacher, in addition to the regular education content area teacher. The personnel providing this inclusion service is NOT a special education teacher.</p> <p>NOTE: If SPECIAL EDUCATION DELIVERY MODEL '1' is indicated for class record, then the data element INCLUSION CODE (in both FTE & SC) must be one of the following valid values:</p> <ul style="list-style-type: none">'4' Paraprofessional'5' Interpreter'6' Job Coach'7' Assistive or Other personnel'8' Teacher-Not a Special Education teacher (Not providing direct instruction)
COURSE NUMBER	Content Area Course Number for the class is PK.00100xx or PK.00200xx

PreK Additional Supportive Services: Teacher

Report Delivery Model Code	2
COURSE TEACHER CODE	COURSE TEACHER , Regular Education Teacher with appropriate Content Certification
ADDITIONAL TEACHER	NO; No special education teacher is assigned to this class
Description, Comments	<p>A special education teacher provides supportive services to the primary, content <i>teacher</i>.</p> <p>No direct service is provided to the SWD in this class.</p> <p>For the student with this delivery model, this class is reported with a general education Program Code for FTE.</p>
COURSE NUMBER	Content Area Course Number for the class is PK.00100xx or PK.00200xx

PreK Direct Services: Consultative

Report Delivery Model Code	3
COURSE TEACHER CODE	COURSE TEACHER, Regular Education Teacher with appropriate Content Certification
ADDITIONAL TEACHER	Yes; Report Special Education Teacher providing the Consultative service with appropriate Special Education Certification
Description, Comments	<p>A special education teacher provides direct services to identified SWD within the general education classroom, amount of time is according to the IEP. Report INCLUSION CODE = '9'.</p> <p>Consultative service is funded in FTE only if the service is for at least one segment a month and provided for the majority of the segment on Count Day</p>
COURSE NUMBER	Content Area Course Number for the class is PK.00100xx or PK.00200xx

PreK Direct Services: Collaborative

Report Delivery Model Code	4
COURSE TEACHER CODE	COURSE TEACHER , Regular Education Teacher with appropriate Content Certification
ADDITIONAL TEACHER	Yes; Report Special Education Teacher providing the special education service with appropriate Special Education Certification
Description, Comments	<p>A special education teacher provides direct instruction to identified students with disabilities within the general education classroom for less than full segment.</p> <p>INCLUSION CODE: '9' Certified Special Education Teacher</p>
COURSE NUMBER	Content Area Course Number for the class is PK.90100xx or PK.90200xx

PreK Direct Services: Co-teaching

Report Delivery Model Code	5
COURSE TEACHER CODE	COURSE TEACHER , Regular Education Teacher with appropriate Content Certification
ADDITIONAL TEACHER	Yes; Report the Special Education Teacher providing the direct instruction with the appropriate Special Education Certification
Description, Comments	<p>A special education teacher provides direct instruction to identified SWD and works with the general education teacher within the general education classroom for the entire segment, each time the class meets.</p> <p>INCLUSION CODE: '9' Certified Special Education Teacher</p>
COURSE NUMBER	Content Area Course Number for the class is PK.90100xx or PK.90200xx

Pre-K in the Community

Preschool SWD whose IEP states 'Direct Services':

(ii) Direct services

*(I) The child remains in a regular early childhood program with direct services from special education personnel utilizing a **consultative, collaborative or coteaching** model.*

- If the class is **not in the LEA**, ex.: Daycare, GA PreK in a Kids R Kids, a setting outside an LEA facility
 - **Report Primary Teacher (Teacher of Record) as 616-16-1616**
 - Certification will ignore this teacher when checking for proper credentials
 - Report the Special Education Teacher (with SSN) as the additional teacher
 - This teacher must have appropriate special education certification

PreK Attending an Early Childhood Program: Receiving Services in Other Location

Report Delivery Model Code	6
COURSE TEACHER CODE	COURSE TEACHER has appropriate Special Education Certification <u>and</u> Content Certification
ADDITIONAL TEACHER	No
Description, Comments	<p>The special education teacher provides instruction to students with disabilities in a separate classroom, outside the regular classroom.</p> <p>No additional teacher; no INCLUSION CODE.</p>
COURSE NUMBER	Content Area Course Number for the class is PK.80100xx or PK.80200xx

PreK Not Attending an Early Childhood Program: Receiving Services in a Separate Special Education Program

Report Delivery Model Code	6
COURSE TEACHER CODE	COURSE TEACHER has appropriate Special Education Certification <u>and</u> Content Certification
ADDITIONAL TEACHER	No
Description, Comments	<p>The special education teacher provides instruction to students with disabilities in a separate classroom, outside the regular classroom.</p> <p>No additional teacher; no INCLUSION CODE.</p>
COURSE NUMBER	Content Area Course Number for the class is PK.80100xx or PK.80200xx

PreK Not Attending an Early Childhood Program: Receiving Services at Home or Service Provider Location

Report Delivery Model Code	6
COURSE TEACHER CODE	COURSE TEACHER has appropriate Special Education Certification <u>and</u> Content Certification
ADDITIONAL TEACHER	No
Description, Comments	<p>The special education teacher provides instruction to students with disabilities in a separate classroom, outside the regular classroom.</p> <p>No additional teacher; no INCLUSION CODE.</p>
COURSE NUMBER	Content Area Course Number for the class is PK.80100xx or PK.80200xx

PreK Receiving Speech Services Only: Regular Early Childhood Program, in Child's Home or Service Provider Location

Report Delivery Model Code	6
COURSE TEACHER CODE	Speech/Language Pathologist should hold proper licensure to provide speech/language services
ADDITIONAL TEACHER	No
Description, Comments	The Speech/Language Pathologist is not tested for In-field No additional teacher; no INCLUSION CODE.
COURSE NUMBER	Do not report a course for PreK Speech only

Reporting the Delivery of Virtual Instruction



Self-directed Instruction

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

Self-directed Instruction

Who determines the grade?	Software is giving the grade
Is this an online, virtual or distance course?	Yes, (online Course = Y)
Notes	This delivery model cannot be used for the delivery of special education services; this is self-directed instruction with no teacher, regular education or special education
Example	Student is taking an online course with no teacher or facilitator
Course Number	XX.0, XX.1, XX.2, XX.3, XX.4 XX.8 and xx.9 cannot be used as there is no teacher, no specially designed instruction
IEP says:	No Special Education service
Regular Education Certification Requirements	No teacher; Requirements N/A Report 444-44-4444
Special Education Certification Requirements	No teacher; Requirements N/A

Facilitated Instruction

- Facilitated Group Online Learning: Computer-Based Instruction - includes online course, locally installed courseware, or courseware accessed remotely.
- **All instruction is by the computer program. The software will give the grade** for the student's performance. The facilitator is there to monitor and help the student, but does not deliver direct instruction

Facilitated Instruction

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

Facilitated Instruction

****REPORT DELIVERY MODEL #7**

- Report the software as the Regular Education Teacher as the COURSE TEACHER
 - Not the Special Education teacher as stated in the Delivery Model guidance for Delivery Model 7
 - *For Facilitated Virtual Instruction only*
- Report the special education teacher as the ADDITIONAL TEACHER
 - *For Facilitated Virtual Instruction only*
 - Special education teacher must have the appropriate certification

Blended Learning

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

Blended Learning

Who determines the grade?	Regular Education Teacher will give the grade unless Individual or Small Group Delivery Model (Special Education teacher will issue grade)
Is this an online, virtual or distance course?	Yes, (online Course = Y)
Notes	If the facilitator is providing SWD coteaching or collaboration services, the facilitator must be reported as an additional teacher. The services provided are then described IEP and the Special Education Delivery Model
Example	Student is taking an online course or using course software with a teacher
Course Number	XX.0, XX.1, XX.2, XX.3, XX.4 XX.8: if the IEP says individual or small group outside the regular classroom REPORT DELIVERY MODEL #7 XX.9: if the IEP says co-teaching or collaboration and the class is a combination of regular education and SWD
IEP says:	Co-teaching, Collaboration or Individual or Small group
Regular Education Certification Requirements	Co-teaching or Collaborative Model: Regular education teacher must have content or equivalent certification; Report SSN Small group: No regular education teacher
Special Education Certification Requirements	Special education teacher must have appropriate special education certification Report as an Additional teacher with SSN. If Small Group or Individual Delivery, Content Certification also

Georgia Virtual School (GAVS) Direct Instruction

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

GAVS Instruction

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

Direct Instruction

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

Direct Instruction

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

Classroom Teacher

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

Classroom Teacher

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

Reporting Student Class

Course, Primary Area

Select Course: 27.9220000-034-02-V1-20180803

.9 = special education course

Please click on Save Student button to save.

Standard Student Data		Course Data		Course Grade Data	
GTID	*****5221				
Last Name	<input type="text"/>	First Name	<input type="text"/>		
Middle Name	<input type="text"/>	Grade Level	07 <input type="text"/>		
Special Education - Primary Area	<input type="text"/>	Credit Recovery	N <input type="text"/>		
Alternative Education	N <input type="text"/>				
Alternate System Code	<input type="text"/>	Alternate School Code	<input type="text"/>		

Must have Primary Area

Course Numbers

- xx.**0** Regular education course (including Direct Service: Consultative)
- xx.**8** Small group special education course
- xx.**9** Special Education Direct Service: Collaborative, Co-teaching
- PK.**901** Preschool Literacy Coteaching or Collaborative
- PK.**902** Preschool Numeracy Coteaching or Collaborative
- PK.**801** Preschool Small Group Literacy
- PK.**802** Preschool Small Group Numeracy

Data Elements for SWD

Standard Student Data	Course Data	Course Grade Data
Course Number	27.9110000	Course Section 080
Class Period	06	Marking Period Y1 - Year Course ▼
Class Start Date (MM/DD/YYYY)	08/01/2018	Class End Date (MM/DD/YYYY) 02/12/2019
ONLINE COURSE	N ▼	
Course Teacher Code	<input type="text"/>	Additional Course Teacher CODE 1 <input type="text"/>
Additional Course Teacher CODE 2	<input type="text"/>	Additional Course Teacher CODE 3 <input type="text"/>
# of Parapros	1	Co-Teacher Y ▼
Inclusion Code	<input type="text"/>	Gifted Delivery Model <input type="text"/>
ESOL Delivery Model	<input type="text"/>	EIP Delivery Model <input type="text"/>
Local Course Name	Mathematics K	Primary Teacher Last Name <input type="text"/>
Primary Teacher First Name	<input type="text"/>	

Inclusion Codes

Enter an Inclusion Code in Student Class to report the following:

- Para = '4'
- Interpreter = '5'
- Job Coach = '6'
- Other assistive personnel = '7'
- Other teacher (not special education) = '8'
- Special Education Teacher = '9'

Note: Inclusion Codes in Student Class do not generate funding

Data Elements

Standard Student Data		Course Data		Course Grade Data	
Course Number	27.9220000	Course Section	034		
Class Period	02	Marking Period	Y1 - Year Course		
Class Start Date (MM/DD/YYYY)	08/03/2018	Class End Date (MM/DD/YYYY)	08/19/2018		
ONLINE COURSE	N				
Course Teacher Code	363 [REDACTED]	Additional Course Teacher CODE 1	[REDACTED]		
Additional Course Teacher CODE 2		Additional Course Teacher CODE 3			
# of Parapros	0	Co-Teacher	N		
Inclusion Code		Gifted Delivery Model			
ESOL Delivery Model		EIP Delivery Model			
Local Course Name	Math 7th	Primary Teacher Last Name	[REDACTED]		
Primary Teacher First Name	[REDACTED]				

Student Class Edits

E852 - Special Education course reported with '8' or '9' as the first digit after decimal (xx.8xxxxxx, xx.9xxxxxx) requires the reporting of the student's PRIMARY AREA.

- .8 and .9 courses are only for SWD
- SWD must be reported with a Primary Area(PA) code 9-Z ,1-8
- Check to ensure the course is coded properly
- Check to ensure a PA is reported in Student Class

E352:GAA = 'Y', there should be at least one course with COURSE NUMBER = XX.8

- GAA was reported in FTE so in SC there should be at least one .8
- GAA is the assessment for students with Significant Cognitive Disabilities
- SWD with significant cognitive disabilities likely have at least one course taught outside the regular education classroom setting
- If a student is on GAA and has no .8 course (small group or individual instruction), relief may be requested with an explanation

W5021:PRIMARY AREA should only be reported on a Student Class course record in which a student is receiving special education services. This course record does not indicate the student is receiving services (indicated by a COURSE NUMBER xx.8, xx.9 or INCLUSION CODE not blank).

- This is a warning
- This warning is to alert you that you have not reported any special education courses for students who have a Primary Area of disability

E5023: An ADDITIONAL COURSE TEACHER CODE 1 is required when INCLUSION CODE is not null.

- When reporting an inclusion code of '9' you must report an additional teacher

E6077: If PK course PK.801, PK.802, PK.901 or PK.902 is reported, student must also have a PRIMARY AREA.

- The courses listed in this edit are special education courses
- Only SWD, students with a Primary Area, may be reported with special education courses.

E6078: PK students must have 2 PK courses reported in Student Class.

- For PK SWD, one course must be a Special Education course if the student is receiving services from a special education teacher
- PK students must have a Literacy (PK.901 or PK. 801) and/or Numeracy (PK.902 and PK.802) course reported

E5070- CO-TEACHER must be one of the following valid values: 'Y' - Yes, the class has a CO-TEACHER in the class. 'N' - No, the class does not have a COTEACHER in the class.

- This field cannot be blank
- If the field is “Y”, an additional teacher must be reported

E5068 – CO-TEACHER equals ‘Y’. ADDITIONAL COURSE TEACHER CODE 1 cannot be blank.

- Co-teacher for SWD implies that the student’s IEP indicates that the student is receiving direct special education services from a special education teacher
- An additional teacher (special education teacher with appropriate special education credentials) must be reported

E6081: COURSE TEACHER CODE cannot be the same as ADDITIONAL COURSE TEACHER CODE.

- One teacher cannot fulfill the role of a regular education teacher and a special education teacher
- If the student is in a co-teaching class (according to the IEP) a regular education teacher must be reported and an additional teacher (special education) must also be reported

E5098 - If CO-TEACHER = 'Y' then PRIMARY AREA cannot be 'null'.

- Co-teachers are assigned to a class to provide services to SWD
- Primary Area designates a SWD
- Therefore if a co-teacher is reported a Primary Area must be reported

E6040: PRIMARY AREA reported in Student Record does not match PRIMARY AREA in Student Class.

- Students with a disability are reported in Student Record with a Primary Area to identify them as a SWD
- SWD should have a special education course in Student Class signifying that they receive special education services
- This error will be generated if a student is reported in SR with a PA but no PA for any course in Student Class
- Make sure students' consultative services are scheduled
- Some Primary Areas are exempt from this edit

E5021: INCLUSION CODE must be one of the following valid values: '4' Paraprofessional, '5' Interpreter, '6' Job Coach, '7' Assistive or Other Personnel, '8' Teacher-Not Special Education, '9' Certified Special Education Teacher (Collaborative, Co-Teaching, Consultative Models) Blank – N/A

- 4 – 9 are the only acceptable codes to signify inclusion
- Check the services in the student's IEP

E5022 - INCLUSION CODE is valid for special education students only (PRIMARY AREA is not null).

- An inclusive model is only for students with disabilities
- An inclusion code must be entered when an Additional Teacher Code is entered in Student Class

W5089: If Co-Teacher = 'Y', and Primary Area not 'null', then inclusion code must = '9'.

- Inclusion Code = '9' signifies that the student's IEP designates Co-teaching, Collaboration or Consultative Model
- If the Co-teacher field is 'Y' then the inclusion code must be '9'



Frequently Asked Questions

We have a student who receives only consultative services but not on Tuesday or Thursday. Will we earn any funding for this student?

- The LEA will only earn regular education FTE funds for this student

In our district, Consultative Services in a student's IEP is not direct service to the student, the special education teacher consults with the regular education teacher. Will we earn funds for this student?

- This is **NOT** the Consultative Delivery Model. The State LRE Rule states that **Consultative Service is Direct Service in the Regular Education classroom**
- The service you are describing is Additional Supportive Services: Supplementary aids and services provided to the teacher
- No special education funding is earned for this model

In our district, students who have **Consultative Services in their IEP** are pulled from their regular education classroom once a month to receive services from the special education teacher. Will we earn funds?

- This is **NOT** the Consultative Delivery Model. The State LRE Rule states that **Consultative Service is Direct Service in the Regular Education classroom**
- If the services are provided in the Regular Education classroom for the majority of the segment on Count Day, special education FTE funds are earned
- Students pulled from their regular education classroom are receiving individual or small group instruction

Our Speech/Language Pathologist pulls students out to provide services twice a month for 30 minutes, is this consultative?

- No.
- If this is the service the IEP team determines the student requires, the IEP should state Individual or Small Group as the location for provision of services
- FTE funds will be earned if the services were provided on Count Day

Our D/HH teacher is itinerant and provides consultative services to students at different schools. Will she earn FTE funding?

- FTE funding is earned when services in the IEP are provided on Count Day.
- Consultative services are direct services to the student in the regular education classroom
 - If the D/HH teacher provides services in the regular education classroom on count day, special education funds will be earned
 - If the D/HH teacher pulls the student out of the regular education classroom to provide services on count day, special education funds will be earned, but this is individual or small group instruction, not consultative

Our D/HH teacher is itinerant and provides consultative services to students in a small group special education class for students who are Hard of Hearing, will she earn funding?

- Consultative services are provided in a regular education setting, these services are not consultative
- The services provided by the DHH teacher in a small group special education classroom will earn special education FTE funds if they are provided on Count Day

Links

- [LRE Rule](#)
- [Delivery Models](#)
- [Student Class Data Element Detail](#)

Questions

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