

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

Data and GO-IEP Unit

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Special Education Leadership Development Academy (SELDA)

September 15, 2021

**The journey of thousand
miles begins with a single
step.**

Lao Tzu



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Data Knowledge: Critical for SWD Success!!

UPDATE

Completed for FY21

SE Applications

due Sept. 30, 2021

Start Here



Timelines

Preschool Outcomes

Cont. of Services

Postschool Outcomes

X

Disproportionality, District Determinations, Parent Survey, Timely & Accurate Data

Cross Functional Monitoring

LEGEND

Orange box	Entry
Red box	View
Purple box	Both



SPP/APR

Data Knowledge: Critical for SWD Success!!

UPDATE

FTE & Student Class both impact ALL of these! HOW??

SE Applications



Start Here

Timelines

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Cross Functional Monitoring

LEGEND	
	Entry
	View
	Both



SPP/APR

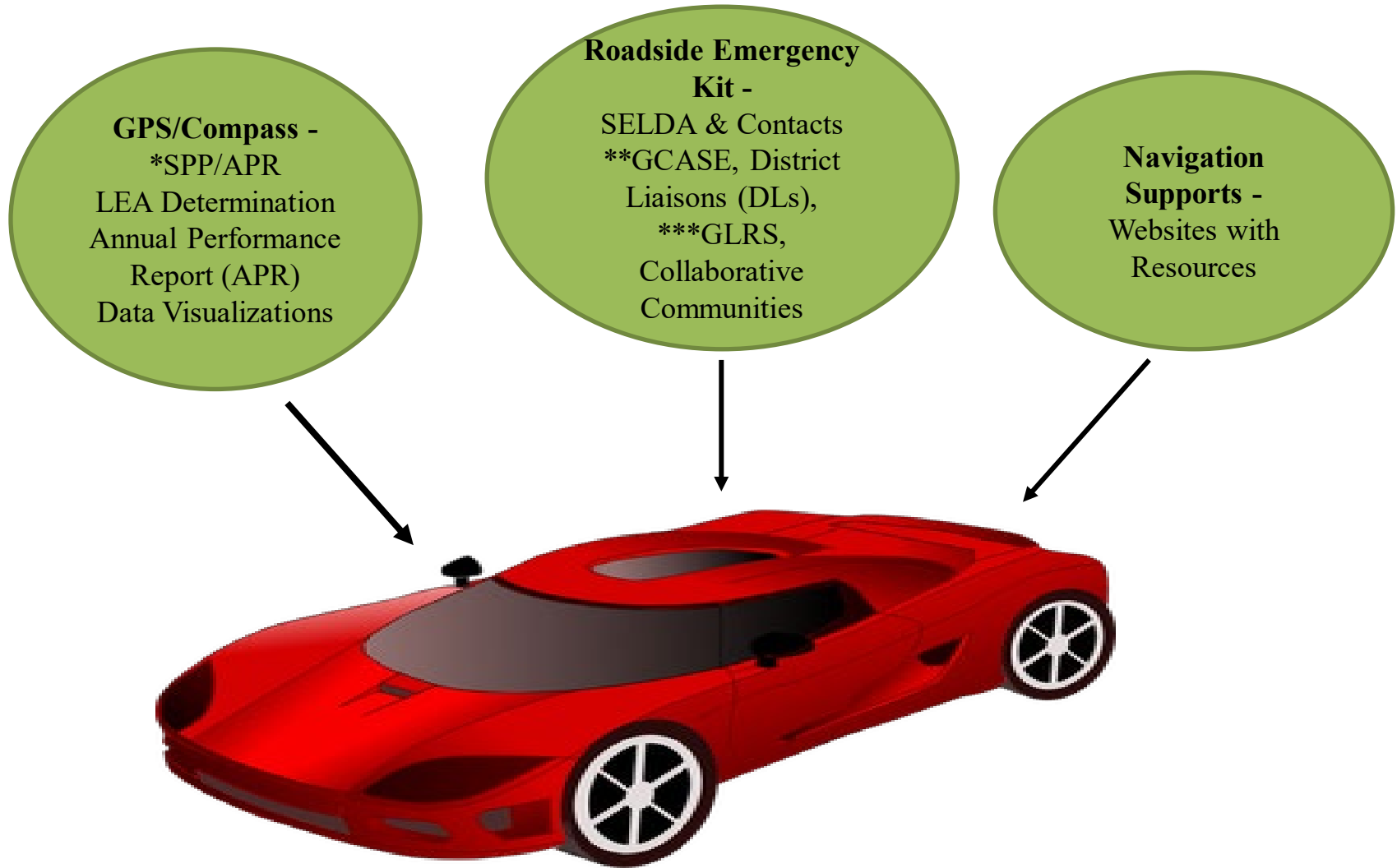
FTE & Student Class

AGENDA

- **Overview of FTE**
- **Changes for FTE FY22**
- **Q & A for FTE**
 - **Including Critical Reports to Review**
- **Overview of Student Class**
- **Changes for Student Class FY22**
- **Q & A for Student Class**
 - **Critical Reports to Review**
- **Helpful Resources**
- **Contacts**

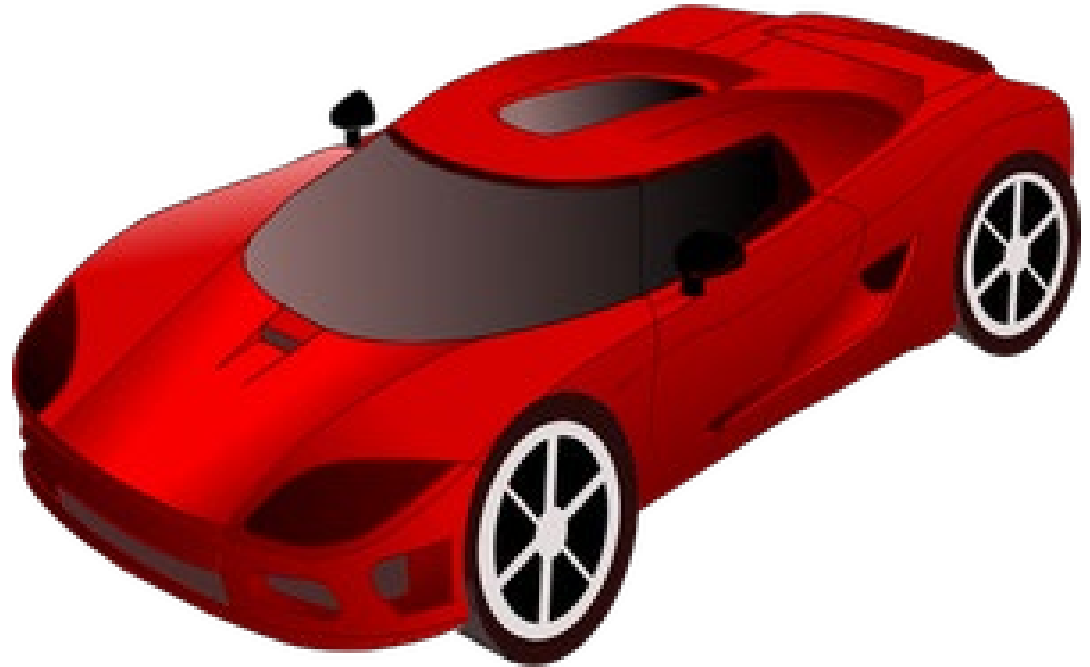
Collection	Cycle	Start Date	Initial Transmission Deadline	Duplicate Record Deadline	End Date
		Count Date			
Student Class (SLDS profile)	1 (A)	Thursday, July 15, 2021	n/a	n/a	Wednesday, June 15, 2022
GUIDE	n/a	Thursday, July 8, 2021	n/a	n/a	Wednesday, June 29, 2022
Data Collection Survey	1	Tuesday, July 13, 2021	n/a	n/a	Tuesday, August 24, 2021
FTE	1	Tuesday, October 5, 2021	Tuesday, October 12, 2021	Tuesday, October 19, 2021	Tuesday, October 26, 2021
FTE	3	Thursday, March 3, 2022	Thursday, March 10, 2022	Thursday, March 17, 2022	Thursday, March 24, 2022
CPI	1	Tuesday, October 5, 2021	Tuesday, October 12, 2021	Tuesday, October 19, 2021	Tuesday, October 26, 2021
CPI	2	Thursday, March 3, 2022	Thursday, March 10, 2022	Thursday, March 17, 2022	Thursday, March 24, 2022
CPI	3	Tuesday, July 12, 2022	Tuesday, July 19, 2022	n/a	Tuesday, July 26, 2022
Student Class	Oct	Tuesday, October 5, 2021	Tuesday, October 12, 2021	n/a	Tuesday, October 26, 2021
Student Class	Mar	Thursday, March 3, 2022	Thursday, March 10, 2022	n/a	Thursday, March 24, 2022
Student Class - End of Year	Jun	Tuesday, May 10, 2022	Tuesday, May 17, 2022	n/a	Wednesday, June 15, 2022
Free & Reduced Meal	1	Tuesday, November 2, 2021	n/a	n/a	Thursday, November 18, 2021
Private School - Cleanse	1	Wednesday, July 7, 2021	n/a	n/a	Wednesday, June 29, 2022
Private School	1	Tuesday, November 2, 2021	n/a	n/a	Thursday, November 18, 2021
Student Record - Data Cleanse	1	Thursday, September 2, 2021	n/a	n/a	Wednesday, December 15, 2021
Student Record	n/a	Wednesday, February 2, 2022	n/a	n/a	Wednesday, June 15, 2022
Student		Wednesday, February 2, 2022	n/a	Wednesday, March 23, 2022	Wednesday, June 15, 2022
Enrollment		Wednesday, February 2, 2022	n/a	Wednesday, March 23, 2022	Wednesday, June 15, 2022
Special Education		Wednesday, February 2, 2022	n/a	n/a	Wednesday, June 15, 2022
Student Safety		Wednesday, February 2, 2022	n/a	n/a	Wednesday, June 15, 2022
Program		Wednesday, February 2, 2022	n/a	n/a	Wednesday, June 15, 2022
Address		Wednesday, February 2, 2022	n/a	n/a	Wednesday, June 15, 2022
System		Wednesday, February 2, 2022	n/a	n/a	Wednesday, June 15, 2022
School		Wednesday, February 2, 2022	n/a	n/a	Wednesday, June 15, 2022

Reminder: Critical Supplies for the Journey



*State Performance Plan/Annual Performance Report
**Georgia Council for Administrators of Special Education
***Georgia Learning Resources System

GPS*/Compass -
SPP/APR, LEA**
Determinations,
Annual
Performance
Reports, Data
Visualizations



*Global Positioning System
**Local Educational Agency

FTE – Basics & Reminders



Educating Georgia's Future by graduating students who are ready to learn, ready to live, and ready to lead.

What is FTE?

- The Quality Basic Education (QBE) Act *requires* local school systems to report student enrollment in terms of Full-Time Equivalent (FTE) students.
- State funding for the operation of instructional programs are generated from FTE data reported by local school systems.

Official Code of Georgia 20-2-160

[Budget Services \(gadoe.org\)](http://gadoe.org) see QBE Reports for Allotments

The full-time equivalent (FTE) program count for each local school system shall be obtained in the following manner:

- Count the number of one-sixth segments of the school day for which each student is enrolled in each program authorized under Code Section 20-2-161; and
- Divide the total number of segments counted for each program by six. The result is the full-time equivalent program count for each respective state recognized program.
- For the purpose of initially determining the amount of funds to be appropriated to finance each respective program for the ensuing fiscal year, a projection of the second full-time equivalent program count shall be calculated as follows:
- Divide the first total **full-time equivalent count for the current fiscal year** by the **first total full-time equivalent count for the immediately preceding fiscal year**;

Official Code of Georgia 20-2-160

- **Multiply the quotient obtained in paragraph (1) of this subsection by the second total full-time equivalent count for the immediately preceding fiscal year. The result shall be the projected second total full-time equivalent count for the current fiscal year;**
- **Divide the average of the local school system's two most recent full-time equivalent program counts by the average of the two most recent total full-time equivalent counts; and**
- **Multiply the quotient obtained in paragraph (3) of this subsection by the product obtained in paragraph (2) of this subsection. The result shall be the projected second full-time equivalent program count for the current fiscal year.**
- **The average of the first full-time equivalent program count, weighted two parts, and the projected second full-time equivalent program count, weighted one part, shall be used to initially determine the funds needed to finance the program for the ensuing fiscal year.**

Accurate FTE Reporting

Funding

- FTE1 and FTE3 data used for State Funding
- Special Education programming can be expensive
- Accurate FTE data reporting is essential for districts to earn funds

Data

- FTE1 – Data collected is used to inform district compliance indicators
 - Environments
 - Disproportionality – placement and identification
- FTE1 informs Federal Child Count

FTE Reporting

Collection	Cycle	Start Date/ Count Date	End Date (Sign off)
FTE	1 (includes Federal Child Count)	Tuesday October 5, 2021	Tuesday October 26, 2021
FTE	3	Thursday March 3, 2022	Thursday March 24, 2022

FTE General Information

FTE Instructional Segment:

One FTE (Full-Time Equivalent) is equal to **six** “instructional segments.” An instructional **segment** is the service provided to a student during **one-sixth of an academic day**.

One FTE *may* reflect services provided to six different students.

Refer to Georgia Board of Education Rule 160-5-1-.02 SCHOOL DAY FOR STUDENTS.

FTE General Information

FTE Funding Program Categories

A **funding category** is a state-authorized instructional program as listed in the Quality Basic Education (QBE) Act.

Special Education has **5 categories**

FTE Program Weight

The program **weight** is the numerical factor used in determining FTE funding.

Each of the **5 categories** has a different weight

Funding

- October and March FTE counts earn state funds for all programs in your district including programs for Students with Disabilities (SWDs).
- Special Education State funds:
 - Earned based on eligibility **category(ies) of disability** and corresponding **weight**
 - Amount of service the student receives

Primary Disability (Area)	Abbreviation	Primary Area Code	Funding Program Code
Mild Intellectual Disability	MID	P	P
Moderate Intellectual Disability	MOID	Q	Q
Severe Intellectual Disability	SID	R	R
Profound Intellectual Disability	PID	S	S
Emotional & Behavioral Disorder	EBD	T	T
Specific Learning Disability	SLD	U	U
Orthopedic Impairment	OI	V	V
Hearing Impairment	HI	W	W
Deaf	--	X	X
Other Health Impairment	OHI	Y	Y
Visual Impairment	VI	Z	Z
Blind	--	1	1
Deaf-Blind	DB	2	2
Speech Language Impaired	SI	3	3
Autism	AU	6	*
Traumatic Brain Injury	TBI	7	*
Significant Developmental Delay	SDD	8	*
*code with one of the program codes above that best describes the student's current needs			
Georgia Network of Education & Therapeutic Services	GNETS	--	4**
**code with a program code of 4 regardless of the disability			

Reminder about SDD

- Special Education Rule 160-4-7-.05: Eligibility Determination and Categories of Eligibility
- Initial placement on or before the 7th birthday
- Triennial Reevaluations are still required but the student may remain eligible for continuation of SDD eligibility through the end of the school year in which the child turns nine.
 - Child turns 9 on June 30th: establish categorical eligibility before school resumes in August
 - Child turns 9 on July 1st: establish categorical eligibility during the 2021-2022 school year

FY22 FTE Weights and Categories

Primary Area and Codes	1 Segment	2 Segments	3 Segments	4 Segments	5 Segments	6 Segments
Level 1						
S/L - SC (3)						
SLD - SC (U)						
2.4111				\$4,484.10	\$5,605.12	\$6,726.15
Level 2						
MID (P)						
2.839	\$1,319.97	\$2,639.95	\$3,959.92	\$5,279.90	\$6,599.87	\$7,919.84
Level 3						
MOID (Q)						
SID (R)						
EBD (T)						
SLD - R (U)						
OI - SC (V)						
HH - SC (W)						
Deaf - SC (X)						
OHI - SC (Y)						
S/L - R (3)						
3.6173	\$1,681.84	\$3,363.68	\$5,045.52	\$6,727.36	\$8,409.20	\$10,091.04
Level 4						
PID (S)						
OI - R (V)						
HH - R (W)						
Deaf - R (X)						
OHI - R (Y)						
VI (Z)						
Deaf/Blind (2)						
5.8684	\$2,728.47	\$5,456.95	\$8,185.42	\$10,913.89	\$13,642.37	\$16,370.84
Level 5						
Inclusion Codes 4 - 8						
2.4733	\$1,149.94	\$2,299.89	\$3,449.83	\$4,599.78	\$5,749.72	\$6,899.67
Base Funding (D)						
Weight = 1.0000	\$464.94	\$929.89	\$1,394.83	\$1,859.77	\$2,324.72	\$2,789.66
6 segments = 1 FTE						

No FTE Funding

The LEA must report but receives no FTE funding for:

- Students with disabilities who are parentally placed in private school or homeschool
- Students whose GRADE LEVEL is pre-kindergarten (PK)
- Students who are underage or **overage** (only ages 5-21 as of Count Day are funded through FTE)
- Students who are not present for at least 1 day of the 10 days prior to the FTE count day
- Any segment reported with a Program Code = “O”, “4” or “N” (preschool, GNETS, Study Hall)

FTE 1 - Changes for Special Education



Educating Georgia's Future by graduating students who are ready to learn, ready to live, and ready to lead.

Georgia Alternate Assessment (GAA) & Adapted PE Data Element Changes

REVISION DATE	DATA ELEMENTS AFFECTED	COMMENTS
7/1/2021	GAA	Changing the data element name to ALTERNATE CONTENT STANDARDS
7/1/2021	DATE STUDENT BECAME ELIGIBLE FOR GAA	Changed data element name DATE STUDENT BECAME ELIGIBLE FOR GAA to DATE STUDENT BECAME ELIGIBLE FOR ALTERNATE CONTENT STANDARDS
7/1/2021	DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA	Changed data element name DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA TO DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR ALTERNATE CONTENT STANDARDS

WHAT? Is the GAA test changing its name?

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

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

[FY2022 FTE Data Element Detail.pdf \(gadoe.org\)](#)



WHY are data elements for students participating in the GAA assessment changing?

- Assessment using the GAA is not simply an assessment decision.
- Assessment using the GAA is a life impacting educational decision.
- Students participating in the GAA require instruction from teachers certified in Adapted Curriculum who provide instruction using alternate content standards.



Guidance for Students Instructed in Alternate Content Standards

- The GAA Decision Making Form in the IEP should be completed for any student who is receiving instruction using alternate content standards. Students will be assessed using the GAA at the appropriate grade levels.
- Students should be reported as YES for ALTERNATE CONTENT STANDARDS in FTE1 and FTE3.
- The designation of ALTERNATE CONTENT STANDARDS is used to be sure that teachers are appropriately certified to provide instruction in alternate content standards.
Improper reporting will result in errors in In-Field Status in Student Class.

Just one more thing.....

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

CAUTION

- Students should rarely move back and forth on the decision of content standards.

Will Adapted PE continue to be offered?



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Yes, under IDEA, Adapted PE will continue to be offered, as always. It is a specially designed instructional (SDI) service! It is not a related service. For more information about Adapted PE, please visit [Adapted Physical Education](#).

Why is Adapted PE no longer reported as a Related Service? Why is Recreation being added in FTE as a Related Service?



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

Recreation will be a plus, not a minus for students!



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

Child Find Students – New Edits

- Students With Disabilities (SWD) who were active last year but have withdrawn to home or private school in FTE-1 must be reported with a **WITHDRAWAL CODE** of 'H', 'K' or 'Z' *and* a **WITHDRAWAL DATE**.
- Home and Private School Students who were reported **only** for Child Find in FTE1 last year and never enrolled in a district after that do not need a **WITHDRAWAL CODE** or **WITHDRAWAL DATE**.
- **E0301 - STUDENT STATUS = 'C'**, but SWD was actively enrolled between FTE 1 last year and FTE 1 this year. A **WITHDRAWAL DATE** is required.
- **E3161 - STUDENT STATUS = 'C'**, but SWD was actively enrolled between FTE 1 last year and FTE 1 this year. **WITHDRAWAL CODE** must be 'H', 'K' or 'Z'.

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

A Few Child Find Reminders

- What exactly are “Child Find” students?
All SWDs are reported in the Federal Child Count. Those students reported with "C" for STUDENT STATUS in FTE1 are students with disabilities who qualified for special education; however, they are not actively enrolled in a public school because they are enrolled in private school or are homeschooled.
- Why is Georgia capturing these students in our data collection? Students served under a Services Plan (SP) are required to be included in the federal child count. All students identified as students with disabilities must be captured to determine Proportionate Share.



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A Few Child Find Reminders

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

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

Remember, SP students are those provided with the services specified in the Proportionate Share consultation with the private school.



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A Few Child Find Reminders

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

'Y' = Enrolled in a public school and served under an IEP

'S' = Not enrolled in a public school, enrolled in home or private school and served under a Service Plan

'N' = Not enrolled in a public school, enrolled in home or private school and not served under a Service Plan



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A Few Child Find Reminders

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



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	Private or Home School SWD with an SP	Private or Home School SWD, not being served with an SP
Description		
STUDENT STATUS	C	C
IEP SERVICES	S (Yes, SWD is receiving services on an SP)	N (No, SWD is qualified for Special Educational services but does not have an SP)
GTID	Required	Required
Name (LAST, FIRST, and MIDDLE)	Required	Required
DATE OF BIRTH	Required	Required
GENDER	Required	Required
GRADE LEVEL	Required	Required
ETHNIC HISPANIC	Required	Required
RACEs (INDIAN, ASIAN, BLACK, PACIFIC, WHITE)	Required	Required
PRIOR TEN DAYS	Must be 'N'	Must be 'N'
RESIDENT STATUS CODE	Cannot be '7'	Must be '1'
SYSTEM OF RESIDENCY	The district serving the student should be reporting the student. SYSTEM OF RESIDENCY should be the reporting district if student is being served under the SP.	The district of residence for these students should be the SYSTEM CODE of the reporting district.
WITHDRAWAL DATE	*	*
WITHDRAWAL CODE	*	*
PROGRAM CODES 1-6	Must be all 'O' segments	Must be all 'O' segments
INCLUSION SEGMENT 1-6	Must be 'N'	Must be 'N'
ITINERANT TEACHER SEGMENT 1-6	Must be 'N'	Must be 'N'

SUPPLEMENTAL SPEECH SEGMENT 1-6	Must be 'N'	Must be 'N'
TRANSPORTED SEGMENT 1-6	Must be 'N'	Must be 'N'
TOTAL SERVICE MINUTES	Must be blank	Must be blank
REPORT TYPE	S	S
PRIMARY AREA	Must be reported	Must be reported
SPECIAL ED ENVIRONMENT	Use appropriate PK environment; Use 0 for School Age Environment	Must be blank
ALTERNATE CONTENT STANDARDS	Must be blank	Must be blank
SPECIAL ED SERVICES P-Z, 1, 2, 3, 6, 7, 8	Report any disability appropriate for each student based on the services the student is receiving.	Must be N or blank
RELATED SPECIAL ED SERVICES A-L, 3	Report any related service appropriate for each student.	Must be 'N' or blank

[FY2022 FTE General Information.pdf \(gadoe.org\)](#)

Q & A FTE 1 Reporting- Question 1

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

[Student Attendance and Virtual.pdf \(gadoe.org\)](#)

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

Q & A FTE 1 Reporting- Question 2

- **Which FTE reports can help me identify students being reported as Child Find students?**
- **FT058 – Child Count Enrollment by Grade in the Special Education Reports Menu**
- **FT059 – Child Count Student Detail in the Special Education Reports Menu**
- **This information must be accurate for proportionate share calculations next year.**

Helpful Links and Resources Portal - FTE Reports

FT059 - Child Count Student Detail Special Education Reports Menu

FT059 Transmission on 10/27/2020 02:17:26 pm - Signed off [click here to print](#)

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

Child Find Student Report

[Download To Excel](#)

[Back to Special Education Report Menu](#) [Back to FTE Report Menu](#) [Back to Main Menu](#)

School				Child Find Student Report Detail								
#	School		GTID	Student Name	Student Status	Report Type	Primary Area	PRIOR TEN DAYS	IEP Service	Withdrawal		
	ID	Name								Code	Date	
1			*****0467	Leah	C	S	Y	N	N	H	09/08/2020	
2			*****4418	Leah	C	S	8	N	N	H	09/08/2020	
3			*****0691	Da	C	S	8	N	N	H	08/24/2020	
4			*****8458	Da	C	S	8	N	N	H	09/08/2020	
5			*****4244	Lo	C	S	8	N	N	H	07/01/2020	
6			*****4671	Lo	C	S	3	N	N	H	07/01/2020	
7			*****1721	Lo	C	S	3	N	S			
8			*****1704	Sil	C	S	3	N	N	K	07/01/2020	
9			*****6837	Lo	C	S	8	N	N	H	07/01/2020	
10			*****7081	Lo	C	S	Z	N	N	H	12/20/2019	
31			*****7122	Lo	C	S	6	N	N	H	09/09/2020	
32			*****9962	Lo	C	S	Z	N	N	H	07/01/2020	
33			*****0175	Lo	C	S	U	N	N	H	09/11/2020	
34			*****9828	Lo	C	S	U	N	N	H	07/01/2020	
35			*****4084	Lo	C	S	Q	N	N	H	01/28/2020	
36			*****5636	Lo	C	S	3	N	N	K	07/01/2020	
37			*****2818	Se	C	S	8	N	N	H	07/01/2020	
38			*****8436	Lo	C	S	3	N	N	H	07/01/2020	
39			*****0164	Fu	C	S	Y	N	N	H	07/01/2020	
40			*****6731	Lo	C	S	3	N	N	H	11/13/2019	
41			*****6741	Yo	C	S	6	N	N	H	09/04/2020	

Q & A FTE 1 Reporting- Question 3

- **Which FTE report shows the number of IEP, Not Served (N), and Services Plan (S) students to include in my budget?**
- **FT085 - IEP Services by Primary Area in the Special Education Reports Menu**

FT085 Transmission on 10/27/2020 02:17:26 pm - Signed off

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

IEP Services by Primary Area

Select School

[Back to Special Education Report Menu](#) [Back to FTE Report Menu](#) [Back to Main Menu](#) [click here to print](#)

All Special Ed Services by Primary Area - This Report includes Students who are Receiving All Special Ed Services or Not All Special Ed Services. It includes Students who are on a Service Plan. The report includes The Students School, Primary Area, Grade level and Ethnicity.

	Primary Area	IEP Services Students		
		N = Student is not receiving IEP Services	S = Student is receiving service plan services	Y = Student is receiving IEP Services
Z	Visual Impairment	3	0	7
Y	Other Health Impairment	9	0	352
X	Deaf	0	0	0
W	Hearing Impairment	0	0	8
V	Orthopedic Impairment	0	0	6
U	Specific Learning Disability	9	0	610
T	Emotional & Behavioral Disorder	1	0	64
S	Profound Intellectual Disability	0	0	0
R	Severe Intellectual Disability	0	0	8
Q	Moderate Intellectual Disability	1	0	41
P	Mild Intellectual Disability	0	0	45
8	Significant Developmental Delay	6	0	216
7	Traumatic Brain Injury	0	0	5
6	Autism	2	2	249
3	Speech/Language Impairment	6	2	123
2	Deaf and Blind	0	0	0
1	Blind	0	0	0
	System Total for (37	4	1,734

Q & A FTE 1 Reporting- Question 4

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

- **Yes, The IEP team should complete the GAA decision making form. Completion enables the committee to determine and document that the instruction for this student will follow alternate content standards; and that the student is eligible to participate in GAA. The student, when appropriate based upon grade, will be assessed using the GAA rather than Milestones. Additionally, these students should be reported as YES for Alternate Content Standards (ACS) in FTE1 and FTE3. This information is used to ensure that teachers are appropriately certified to instruct students using ACS. Improper reporting may result in In-Field errors.**
- **Remember that GKIDS does not require IEP documentation of accommodations.**

Q & A FTE 1 Reporting- Question 5

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

- **It depends upon how it is written in the IEP. If you have written it into the IEP as specially designed instruction, the class can be included as a .8 or .9 class in the schedule with the appropriate segment code (Q, R, S, V, etc.) with the appropriate Student Class model.**
- **A teacher certified in PE & Health (P-12) is professionally qualified and in-field to teach Adapted PE and is considered to be a special education service provider for Adapted PE.**
- **Reminder - If a student requires specially designed instruction for PE, IEP goals should be developed to be addressed during the Adapted PE service time.**

Q & A FTE 1 Reporting- Question 6

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

- **FT004 – Enrollment in Special Education in the Special Education Reports Menu**
- **FT009 – 3 FTE Counts in the Comparison and Funding Reports Menu**
- **FT020 – Sp. Ed Environment (School Age) in the Special Education Reports Menu**
- **FT027 – Sp. Ed. Environment (Early Childhood) in the Special Education Reports Menu**

Helpful Links and Resources

Portal- FTE Reports Menu

FT004- Enrollment in Special Education

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

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

Enrollment in Special Education

Select School

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Enrollment in Special Education- Tabulates the active student enrollment in Special Education (students who have the RECORD TYPE = "S" and IEP = "Y"). This report shows, by gender and race/ethnicity the number of students for whom segments of Inclusion (ex.: Para, Job Coach, Special Education Teacher, etc.), segments of itinerant service, segments of Supplemental Speech and segments of transportation were reported. Data from this report (not PII) is reported to the Federal Department of Education in accordance with IDEA. For federal reporting, age is calculated as of the count day in October. Students age 3-21 are reported.

Enrollment in Special Education By System Level- 3 years Data By School Level-3 Years Data By School Level for Inclusion- 3 years Data

Program/Gender	Ethnicity Hispanic	Race						Total Enrollment
		American Indian	Asian	Black	Pacific Islander	White	Two or More Races	
Inclusion - 4-Parapro	41	0	1	61	0	141	12	256
Male	19	0	1	30	0	90	8	148
Female	22	0	0	31	0	51	4	108
Inclusion - 5-Interpreter	0	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0
Inclusion - 6-Job Coach	0	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0
Inclusion - 7-Other	0	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0
Inclusion - 8-Teacher	0	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0
Inclusion - 9-Certified Special Education Teacher	54	0	2	88	0	191	16	351
Male	26	0	2	45	0	123	9	205
Female	28	0	0	43	0	68	7	146

Helpful Links and Resources

Portal - FTE Reports Menu

FT009- 3 FTE Counts

FTE Category	FTE Code	October 2018		March 2018		October 2017	
		2019-1		2018-3		2018-1	
		Segments	FTE	Segments	FTE	Segments	FTE
Kindergarten	A	1,387	232	1,410	235	1,376	230
Kindergarten EIP	E	82	14	118	20	118	20
Grades 1 to 3	B	3,318	553	3,257	542	3,344	557
Primary Grades 1-3 EIP	F	689	115	743	125	679	114
Grades 4 to 5	C	1,972	329	1,998	333	1,963	327
Grades 4-5 EIP	G	860	144	849	142	915	152
Middle Grades 6 to 8	9	0	0	0	0	0	0
Middle School 6 to 8	H	3,874	646	3,798	633	3,844	641
Grades 9 to 12	D	3,472	579	3,586	598	3,744	624
Special Education Level 1		226	40	308	51	328	54
Special Education Level 2		96	17	82	14	74	14
Special Education Level 3		922	153	882	148	944	158
Special Education Level 4		215	37	195	33	199	35
Special Education Level 5		432	72	479	72	440	74

Helpful Links and Resources

Portal- FTE Reports Menu

FT020- Special Ed. Environment School-Age Students

Special Ed Environment By Primary Area										Special Ed Environment- 3 years Data						Special Ed Environment By School- 3 years Data								
Primary Area Code	Female								Total	Male						Total	Total						Total	
	Ethnicity-Race									Ethnicity-Race							Ethnicity-Race							
	EH	RI	RS	RB	RP	RW	RM			EH	RI	RS	RB	RP	RW		RM	EH	RI	RS	RB	RP		RW
1-Regular Class at least 80%																								
P	0	0	0	2	0	1	0	3	0	0	0	2	0	0	0	2	0	0	0	4	0	1	0	5
Q	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
S	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T	0	0	0	6	0	2	0	8	2	0	0	8	1	11	1	23	2	0	0	14	1	13	1	31
U	5	0	0	77	0	58	2	142	9	0	0	74	0	97	4	184	14	0	0	151	0	155	6	326
V	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1
W	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1
X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Y	1	0	1	19	0	24	3	48	2	0	1	57	1	55	2	118	3	0	2	76	1	79	5	166
Z	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	3	0	0	12	0	30	1	46	7	0	0	33	0	63	4	107	10	0	0	45	0	93	5	153
6	0	1	0	1	0	2	1	5	1	0	0	7	0	14	0	22	1	1	0	8	0	16	1	27
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	3	0	0	10	0	6	1	20	0	0	2	21	1	18	1	43	3	0	2	31	1	24	2	63
	12	1	1	127	0	123	8	272	21	0	3	202	3	261	12	502	33	1	4	329	3	384	20	774
2-Regular Class 40-79%																								
P	1	0	0	10	0	7	0	18	2	0	0	22	0	8	0	32	3	0	0	32	0	15	0	50

Helpful Links and Resources

Portal- FTE Reports Menu

FT027- Special Education Environment Early Childhood

	Primary Area	Type of Environment									Total
		A Early Childhood	B Early Childhood	C Early Childhood	D Early Childhood	E Special Education Classroom	F Separate School	G Residential Facility	H Home	I Service Provider Location	
P	Mild Intellectual Disability	0	0	0	0	0	0	0	0	0	0
Q	Moderate Intellectual Disability	0	0	0	0	0	0	0	0	0	0
R	Severe Intellectual Disability	0	0	0	0	0	0	0	0	0	0
S	Profound Intellectual Disability	0	0	0	0	0	0	0	0	0	0
T	Emotional/Behavioral Disorder	0	0	0	0	0	0	0	0	0	0
U	Specific Learning Impairment	0	0	0	0	0	0	0	0	0	0
V	Orthopedic Impairment	0	0	0	0	0	0	0	0	0	0
W	Hearing Impairment	0	0	0	0	0	0	0	0	0	0
X	Deaf	0	0	0	0	0	0	0	0	0	0
Y	Other Health Impairment	0	0	0	0	0	0	0	0	0	0
Z	Visual Impairment	0	0	0	0	0	0	0	0	0	0
1	Blind	0	0	0	0	0	0	0	0	0	0
2	Deaf and Blind	0	0	0	0	0	0	0	0	0	0
3	Speech/Language Impairment	0	0	0	0	0	0	0	0	0	0
6	Autism	0	0	0	0	0	0	0	0	0	0
7	Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0
8	Significant Developmental Delay	0	0	0	0	0	0	0	0	0	0

Student Class – Basics & Reminders



Educating Georgia's Future by graduating students who are ready to learn, ready to live, and ready to lead.

Special Education Rule: Least Restrictive Environment (LRE)

Continuum of Placements: School Age Children

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

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

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

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

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

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

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

- Additional supportive services
- Direct services

Examples of early childhood programs:

- Head Start
- Georgia PK
- Public daycare
- Private daycare

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

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

Individual or Small Group

Example:

Student attends daycare or a GA PK program, and receives speech services in the Speech Language Pathologist's classroom

Student attends a private daycare program or a GA PK program, and receives IEP services in the Special Needs PK classroom

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

Separate special education program housed in:

Public school or a community-based setting

Separate school

Residential school or facility

Home

Service provider location

FY22 Student Class Tips

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

FY22 Student Class Tips

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

SWD Reported in Student Class

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

- **E7005** - Student is reported in FTE as a 'Child Find Student' (not actively enrolled in public school). Student should not be reported in Student Class.

ESSA In-Field/PQ 2021 – 2022 Updates

Special Education Delivery Model 1

<u>Program Area</u>	<u>Delivery Model</u>	<u>Delivery Model Code #</u>	<u>COURSE TEACHER CODE</u>	<u>ADDITIONAL TEACHER 1-3</u>	<u>Comments - Description</u>	<u>COURSE NUMBER</u>	<u>INCLUSION CODE</u>
Special Education	Additional Supportive Service to the Student	1 (E6097)	Course teacher with content appropriate certification	No, if INCLUSION CODE = '3', '4', '5', '6', or '7'. (E6121) Yes, if INCLUSION CODE = '8'. (E6091).	Students with disabilities (SWD) receive Special Education services from personnel: paraprofessional, interpreter, job coach, other assistive personnel, or other certified teacher, in addition to the regular education content area teacher. The personnel providing this inclusion service is NOT a special education teacher. 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: '3' Speech / Language Pathologist '4' Paraprofessional '5' Interpreter '6' Job Coach '7' Assistive or Other personnel '8' Teacher-Not a Special Education teacher (Not providing direct instruction) Student was reported in FTE with an INCLUSION CODE of '3', student must also have an INCLUSION CODE of '3' and SPECIAL ED DELIVERY MODEL of '1', '3', '4', or '5' in Student Class. (E7006)	Content Area Course Number for the class is xx.0, xx.1, xx.2, xx.3 or xx.4. (E6083)	Yes. Valid values are: '3' Speech / Language Pathologists (E7007) '4'Paraprofessional '5' Interpreter '6' Job Coach '7' Assistive or Other personnel '8' Teacher-Not a Special Education teacher (Not providing direct instruction) (E5021) (E7014)

Additional Supportive Services: Teacher

Delivery Model Code	2
Description, Comments	<ul style="list-style-type: none">➤ A special education teacher provides supportive services to the primary, content teacher.➤ No direct service is provided to the SWD in this class. This class is reported with a general education Program Code for FTE. No special education funding is earned for this service➤ Also used for PK students served in any early childhood setting with at least 50% non-disabled peers
COURSE TEACHER CODE	<ul style="list-style-type: none">➤ Regular Education Teacher with appropriate grade and Content Certification
ADDITIONAL TEACHER	<ul style="list-style-type: none">➤ NO
COURSE NUMBER	<ul style="list-style-type: none">➤ Content Area Course Number for the class is xx.0

Direct Services: Consultative

Delivery Model Code	3
Description, Comments	<ul style="list-style-type: none">➤ 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	<ul style="list-style-type: none">➤ Regular Education Teacher with appropriate grade and Content Certification or specified codes for exceptions
ADDITIONAL TEACHER	<ul style="list-style-type: none">➤ YES for Special Education Teacher with appropriate Special Education Certification➤ No for SLP since SLP will not be checked for certification
COURSE NUMBER	<ul style="list-style-type: none">➤ Content Area Course Number for the class is xx.0

Direct Services: Collaborative

Delivery Model Code	4
Description, Comments	<ul style="list-style-type: none">➤ 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.
COURSE TEACHER CODE	<ul style="list-style-type: none">➤ Regular Education Teacher with appropriate grade and Content Certification or specified codes for exceptions
ADDITIONAL TEACHER	<ul style="list-style-type: none">➤ YES for Special Education Teacher with appropriate Special Education Certification➤ No for SLP since SLP will not be checked for certification
COURSE NUMBER	<ul style="list-style-type: none">➤ Content Area Course Number for the class is xx.9

Direct Services: Co-teaching

Delivery Model Code	5
Description, Comments	<ul style="list-style-type: none">➤ 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	<ul style="list-style-type: none">➤ Regular Education Teacher with appropriate grade and Content Certification or specified codes for exceptions
ADDITIONAL TEACHER	<ul style="list-style-type: none">➤ YES for Special Education Teacher with appropriate Special Education Certification➤ No for SLP since SLP will not be checked for certification
COURSE NUMBER	<ul style="list-style-type: none">➤ Content Area Course Number for the class is xx.9

ESSA In-Field/PQ 2021 – 2022 Updates

Special Education Delivery Models 5

Program Area	Delivery Model	Delivery Model Code #	COURSE TEACHER CODE	ADDITIONAL TEACHER 1-3	Comments - Description	COURSE NUMBER	INCLUSION CODE
Special Education	Direct Service: Co-teaching	5	Course teacher with content appropriate certification	Report special education teacher with appropriate special education certification. No, if INCLUSION CODE = '3' (for SLP).	<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. INCLUSION CODE must be: '9' Certified Special Education Teacher</p> <p>A Special Education co-teacher <i>may be reported for all students</i> in a co-taught, inclusion class. This is a local decision. If the district decides to report the Special Education co-teacher on all students in the class, then the data for the general education students needs to conform to these rules: the general education students are reported with a xx.0 course number, the CO-TEACHER flag must be 'N' (because this data element is specific to Special Education service delivered by a co-teacher), <i>there is no delivery model</i> on the students that are general education / they not receiving a special service, no PRIMARY AREA, and INCLUSION CODE is blank. The co-teacher <i>may be reported as ADDITIONAL TEACHER. if the CO-TEACHER flag is 'N'</i>. If the INCLUSION CODE is '3' or is blank, the Additional Teacher is not tested in the In-Field system. Only when the INCLUSION CODE is '9' will the ADDITIONAL TEACHER be tested in the In-Field system.</p> <p>For the SWDs who are receiving services in the class, the co-teacher must be reported when the CO-TEACHER flag is 'Y', and the Special Education teacher is reported as ADDITIONAL TEACHER.</p>	Content Area Course Number special education instruction (xx.9) for students receiving Special Education services. The xx.9 course number is only used for SWD.	INCLUSION CODE must = '3', or '9'.

Speech/Language Pathologist added as inclusion code "3"

Specialized Placement: Individual or Small Group, Outside Regular Education

Delivery Model Code	6
Description, Comments	<ul style="list-style-type: none"> ➤ The special education teacher provides instruction to students with disabilities in a separate classroom, outside the regular classroom. ➤ Reported for students in a separate day school or program, home-based, residential (if residential setting is all SWD), and hospital homebound if the HHB instruction is individual. ➤ Reported for PK students who are receiving special education services outside of a community or school-based general education PK program including at home or a service provider location ➤ No additional teacher; no INCLUSION CODE
COURSE TEACHER CODE	<ul style="list-style-type: none"> ➤ Special Education Teacher with appropriate grade and Content Certification as needed in addition to appropriate Special Education Service (NOTES: Pseudo Courses do not require Content Certification. PE certified teachers are appropriately certified for service and content when teaching Adapted PE to General Curriculum or Adapted Curriculum students.)
ADDITIONAL TEACHER	<ul style="list-style-type: none"> ➤ No

ESSA In-Field/PQ 2021 – 2022 Updates

Special Education Delivery Models 6

Program Area	Delivery Model	Delivery Model Code #	COURSE TEACHER CODE	ADDITIONAL TEACHER 1-3	Comments - Description	COURSE NUMBER	INCLUSION CODE
Special Education	Specialized Placement (Outside General Ed) / Individual or Small Group)	6 (E6097)	Course teacher has appropriate special education certification and content certification	No (W5026)	The special education teacher provides instruction to students with disabilities in a separate classroom, outside the regular classroom. This model would also be reported for students in a separate day school or program, home-based, residential (if residential setting is all SWD), and hospital homebound if the HHB instruction is individual. No additional teacher; no INCLUSION CODE .	Content Area Course Number w/Sped Separate Class instruction (xx.8) (E6085)	None (E6093)

If a special education teacher is teaching PE or Adapted PE, they must have PE (P-12) content Certification or Elementary P-5.

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

Report Delivery Model Code	<p>7</p>
Description, Comments	<ul style="list-style-type: none"> ➤ The general and special education teachers provide instruction to students with disabilities in a separate classroom, outside the regular classroom. ➤ Reported for PK students who are receiving special education services outside of a community or school-based general education PK program including at home or a service provider location ➤ This may or may not be coteaching. This scenario includes a content certified regular education teacher in the small group setting to provide students with a content certified teacher. ➤ No inclusion code.
COURSE TEACHER CODE	<ul style="list-style-type: none"> ➤ Regular Education Teacher with appropriate grade and Content Certification or 444444444 as the Teacher Code/Identifier for Virtual Instruction with computer as primary teacher.
ADDITIONAL TEACHER	<ul style="list-style-type: none"> ➤ Yes, ADDITIONAL COURSE TEACHER with appropriate Special Education Certification
COURSE NUMBER	<ul style="list-style-type: none"> ➤ Content Area Course Number for the class is xx.8.

Changes in FY22 for Student Class

Change of Data Element

Changes to Student Class From the SC Revision Table

DATE	DATA ELEMENTS	CHANGE
07/01/2021	CATEGORY OF WBL PROGRAM	Add new valid value – 'W' = Workforce Ready
07/01/2021	PRIMARY AREA	Modified to look at district level instead of school level.
DATE	DATA ELEMENTS	DELETE

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

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

Additions to Student Class

Document Revision Updates		
DATE	DATA ELEMENTS	ADD
07/01/2021	N/A	Standard updates to FISCAL YEAR and all date ranges.
07/01/2021	ALTERNATE SCHOOL CODE	E613 - If ALTERNATE SCHOOL CODE = '5555', student's age must be greater than or equal to 12 as of FTE-1 count day.
07/01/2021	ALTERNATE SCHOOL CODE	E1584 - If the SPECIAL ED ENVIRONMENT in FTE = '8' (Correctional Facility), then at least one class should be reported with ALTERNATE SCHOOL CODE = '5555' in SC.
07/01/2021	ALTERNATE SYSTEM CODE, GIFTED DELIVERY MODEL	E7024 – Dual Enrollment courses (ALTERNATE SYSTEM CODE = '770') cannot be submitted as a gifted class (GIFTED DELIVERY MODEL is not blank).
07/01/2021	ALPHA GRADES	E7025 - More than _75% of ALPHA GRADES are 'Z'. Check to make sure that all final grades have been posted.
07/01/2021	ESOL DELIVERY MODEL	E2304 – Three or more ESOL SEGMENTS were reported in current FTE. Student must have 2 or more classes with ESOL DELIVERY MODEL indicated.

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

Students in Correctional Facilities

Pseudo-School Code '5555' – in a local jail or correctional facility

SPECIAL ED ENVIRONMENT = '8'

ALTERNATE SYSTEM CODE = system providing services

COURSE TEACHER CODE = teacher from your LEA providing services



New Pseudo- Course Numbers for Special Education

Scheduling Special Education Services using Pseudo-Course Numbers

Why?

Many LEAs have asked, “How do I schedule my student with a visual impairment only receiving VI specialized services (i.e., use of magnifiers) 2 times a month?” or;

“How can I schedule my kindergarten student with significant physical impairments receiving OI services daily for 30 minutes?” or;

“I wish I could schedule students receiving speech, but how?” or;

“The teacher who provides support to our student with hearing impairments (i.e., checking hearing aid, FM system) works with him 3 times a month, how can I schedule that?”

Using Pseudo-Course Numbers

Appropriate Use



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

Inappropriate Use



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

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

Using Pseudo- Course Numbers

- There will only be one teacher (the special education teacher or SLP).
- Use Delivery Model 6 (Specialized Placement outside Gen Ed).
- These teachers (but NOT the SLPs) will be evaluated in the In-Field application for Special Education service certification.
- The pseudo-course numbers will load in SLDS enabling special educators and SLPs to view the history of students receiving services.

KEY

POINTS

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Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

PSEUDO-COURSE NUMBER	COURSE DESCRIPTION
PK.0010000	Pre-K Literacy
PK.0020000	Pre-K Numeracy
PK.8010000	Special Ed. Literacy
PK.8020000	Special Ed. Numeracy
PK.9010000	Special Ed. Literacy
PK.9020000	Special Ed. Numeracy
05.0100000	Z = Visual Impairment; or 1 = Blind; or 2 = Deaf and Blind
05.0200000	W= Hearing Impairment; or X = Deaf; or 2 = Deaf and Blind
05.0300000	3 = Speech Language Therapy
05.0400000	V = Orthopedic Impairment
05.0900000	Z = Visual Impairment; or 1 = Blind; or 2 = Deaf and Blind

NOTE: These number are not to be changed except for the last two digits, xx.xxxxx00. Last two digits are for District use.

Pseudo-Course Number – Vision Impairments

Course/ Service #	Service Type	FTE Program Code/ Sp. Ed. Service	Service Description
05.01000xx	Vision Services (any grade PK-12)	Z= Visual Impairment; or 1= Blind; or 2= Deaf and Blind	<p>Description of Vision Services includes:</p> <ul style="list-style-type: none"> • use of devices such as magnifiers, CCTVs, brailers and/or braille production, filters, etc. • orientation and mobility • strategies for accessing text, determining appropriate accommodations <p>In-Field evaluation on the Special Education service provider would be for Visual Impairment certification or General Curriculum Special Ed. Certification. (NOTE: The teacher will be in-field for a student instructed using Alternate Content Standards only if the teacher is certified in Special Education Adapted Curriculum.)</p>

Pseudo-Course Number – Hearing Impairments

Course/ Service #	Service Type	FTE Program Code/ Sp. Ed. Service	Service Description
05.02000xx	Hearing Services (any grade PK-12)	W = Hearing Impairments; or X = Deaf; or 2 = Deaf and Blind	<p>Description of Hearing Services includes:</p> <ul style="list-style-type: none"> • use of FM systems, hearing aid checks, ASL support only* and similar access items • strategies for accessing text, determining appropriate accommodations <p>In-Field evaluation on the Special Education service provider would be for Hearing Impairment certification or General Curriculum Special Ed. Certification. (NOTE: The teacher will be in-field for a student instructed using Alternate Content Standards only if the teacher is certified in Special Education Adapted Curriculum.)</p>

Pseudo-Course Number- Speech/Language

Course/ Service #	Service Type	FTE Program Code/ Sp. Ed. Service	Service Description
05.03000xx	Speech Language Therapy (any grade PK-12)	3 = Speech Language Therapy	<p>Description of Speech-Language Therapy includes:</p> <ul style="list-style-type: none"> • group or individual speech - language therapy delivered in direct alignment with IEP goals and objectives • can include students receiving the service based upon a primary or secondary disability or as a related service • separate class services only - if inclusion, use the appropriate inclusion coding <p>There is no In-Field evaluation on Speech/Language Pathologists done in the In-Field application.</p>

Pseudo-Course Number – Orthopedic Impairments

Course/ Service #	Service Type	FTE Program Code/ Sp. Ed. Service	Service Description
05.04000xx	Orthopedic Services (any grade PK-12)	V = Orthopedic Impairment	<p>Description of Orthopedic Services includes:</p> <ul style="list-style-type: none"> • use of assistive technology, orthotics, other items to enable access • strategies for accessing the classroom environment, determining appropriate accommodations <p>In-Field evaluation on the Special Education service provider would be for Orthopedic Impairment certification or General Curriculum Special Ed. Certification. (NOTE: The teacher will be in-field for a student instructed using Alternate Content Standards only if the teacher is certified in Special Education Adapted Curriculum.)</p>

Pseudo-Course Number – Braille Instruction

Course/ Service #	Service Type	FTE Program Code/ Sp. Ed. Service	Service Description
05.09000xx	Braille Instruction (any grade PK-12)	Z = Visual Impairment; or 1 = Blind; or 2 = Deaf and Blind	<p>Description of Braille Services includes:</p> <ul style="list-style-type: none"> • pre-readiness Braille skills • Braille skills • Braille fluency <p>In-Field evaluation on the Special Education service provider would be for Visual Impairment certification or General Curriculum Special Ed. Certification. (NOTE: The teacher will be in-field for a student instructed using Alternate Content Standards only if the teacher is certified in Special Education Adapted Curriculum.)</p>

Special Education Delivery Models

Student Class & Professional Qualifications

SPEd In-Field Certification Requirements

ALL Special Education Teachers are required to:

Hold certification in accordance with student IEPs:

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

Special Education Certification for Service

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 an adapted curriculum 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.

Students Instructed Using Alternate Content Standards

- Students receiving instruction using Alternate Content Standards (ACS) require a teacher with Adapted Curriculum certification for special education courses.
- Students receiving instruction using ACS **can** participate in general education classes for academic instruction, for electives such as Music or Art, as well as for socialization. An Adapted Curriculum certified special educator **is not** required to be in the class when the student has no special education support, or supportive services from other staff such as a parapro. If the student is receiving Consultation, Collaboration, or Co-Teaching from a Special Education Teacher, that teacher must be certified in Adapted Curriculum.
- Best practice for students participating in ACS and attending a general classroom recognizes the need for modifications to be conscientiously applied to enable the meaningful participation of students.
- PE Teacher preparation coursework includes Adapted PE training and PE teachers are appropriately certified to teach Adapted PE curriculum. An additional SPED teacher is not required. Special education teachers **are not** appropriately certified to teach Adapted PE.
- Teachers who do not have this Adapted certification but are serving as an inclusion teacher for a student on an adapted curriculum should schedule a time and prepare to take the test to add this certification. District funds can be used to pay for the cost of taking the test. If a teacher is not appropriately certified, be sure to provide the required 20-day notification. Work with your Human Resources Department to resolve this issue.

GNETS Teacher Certification

- All Certification rules apply to all teachers including teachers working in GNETS.
- GNETS programs and the LEA for each student served by a GNETS program have joint responsibility for ensuring that all teachers are appropriately certified in special education service and meet the required Professional Qualifications in the content they teach for all students.
- GNETS programs and the LEA for each student served by a GNETS program have joint responsibility for ensuring that the required 20-day notification is sent to the parent for any teacher not appropriately certified.

Pre-K Courses

- LEAs will report courses for preschool children: regular education and special education.
- For In-field determination:
 - Pre-K Literacy: PK.00100xx
 - Pre-K Numeracy: PK.00200xx
 - Special Needs Literacy, Co-Teaching or Collaborative: PK.90100xx
 - Special Needs Numeracy, Co-Teaching or Collaborative : PK.90200xx
 - Special Needs Literacy, Small Group or Separate Class: PK.80100xx
 - Special Needs Numeracy, Small Group or Separate Class: PK.80200xx
- Every PK student, except those who are served in the community with Speech as the only disability, must have 2 courses. PK students receiving only speech services in the community will not be reported in Student Class.
- If the 4 courses in red font above are used, the student must have a PRIMARY AREA reported for that course.
- PK courses are tested to assure they are in-field for serving SWDs instructed using General or Adapted Content Standards.

GaDOE PQ ESSA In-Field Special Education Quick Guide



Georgia's Systems of Continuous Improvement
Special Education Teacher Professional Qualifications/ESSA In-Field



Federal Professional Qualification Requirements - ESSA

ESSA requires SEAs and LEAs to ensure that teachers meet state certification requirements. ESSA Sections 1111(g)(2)(j), 1112(c)(6)



Traditional Georgia LEAs

Georgia law authorizes GaPSC to establish certification requirements. Special Education teachers **MUST** follow all GaPSC certification requirements and State Board of Education rules.
O.C.G.A. §§ 20-2-200, 20-2-984, GaPSC Rules



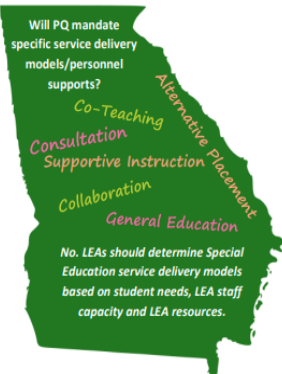
**Charter & Strategic Waiver LEAs
Special Education Teacher
Does Not Issue Grades**

In compliance with Georgia State Board Rule, special education teachers who do **NOT** issue grades **MUST** hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.)
AND
MUST have a clearance certificate.
O.C.G.A. §§ 20-2-80, 20-2-200, 20-2-211.1, 20-2-2065, GaPSC Rules, SBOE Rules



**Charter & Strategic Waiver LEAs
Special Education Teacher
Issues Grades**

In compliance with Georgia State Board Rule, special education teachers who issue grades **MUST** hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.)
AND
MUST hold content certification for the subject and grade level bands for which the teacher is assigned (K-5), (4-8), (6-12) and in accordance the LEA's PQ Requirements.
AND
MUST have a clearance certificate.
O.C.G.A. §§ 20-2-80, 20-2-200, 20-2-211.1, 20-2-2065, GaPSC Rules, SBOE Rules



SPECIAL EDUCATION TEACHERS WHO HOLD A GaPSC ISSUED CERTIFICATE IN SPECIAL EDUCATION NOT SUPPORTED BY TEST OR COURSEWORK MAY NOT MEET GEORGIA ESSA PROFESSIONAL QUALIFICATION REQUIREMENTS.

WHO DO LEAS CALL WITH QUESTIONS ABOUT EDUCATOR QUALIFICATIONS?

OUT-OF-FIELD & PROFESSIONAL QUALIFICATIONS:
GaDOE Staff, professionalqualifications@doe.k12.ga.us

CERTIFICATION:

GaPSC Portal, mail@gapsc.com

SPECIAL EDUCATION:

GaDOE Special Education Staff, Assigned District Liaisons

CHARTER & STRATEGIC WAIVER QUESTIONS:

Policy Division Staff, lerste@gadoe.k12.ga.us

Georgia Department of Education
January 31, 2020 • Page 1 of 1

ESSA In-Field Reporting

GaDOE will use GaPSC in-field rules to determine ESSA In-Field qualifications for special education teachers that align with each teacher's teaching assignment for special education and content. 'Out-of-Field' will be reported for the entirety of the school year using Certification Records, 2 CPI and 3 Student Class data collections cycles.

20 Day Notifications for Special Education Teachers

Does not issue grades – notifications must be disseminated if the teacher does not hold special education certification
Issues grades – notifications must be disseminated if the teacher does not hold special education certification and/or content certification in accordance with the LEA's Professional Qualification requirements.

Purpose:

To provide LEAs with guidelines as it relates to special education
To gather existing guidance into one quick reference tool

Audience:

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

[Professional Qualifications & ESSA In-Field Reporting \(gadoe.org\)](https://gadoe.org)



Q & A Student Class - Question 1

- **I have a student with a hearing impairment receiving services from the hearing impairments teacher 1 time per week for 60 minutes. The purpose of the services is to adjust his hearing aids, examine his ASL vocabulary chart, and determine if the FM system is functioning. How can I code this student for FTE and SC purposes?**
- **Use the new pseudo-course number (see the next slide). Be sure that there is no academic instruction, and the teacher meets the in-field certification rules.**

Pseudo-Course Number – Hearing Impairments

Course/ Service #	Service Type	FTE Program Code/ Sp. Ed. Service	Service Description
05.02000xx	Hearing Services (any grade PK-12)	W = Hearing Impairments; or X = Deaf; or 2 = Deaf and Blind	<p>Description of Hearing Services includes:</p> <ul style="list-style-type: none"> • use of FM systems, hearing aid checks, ASL support only* and similar access items • strategies for accessing text, determining appropriate accommodations <p>In-Field evaluation on the Special Education service provider would be for Hearing Impairment certification or General Curriculum Special Ed. Certification. (NOTE: The teacher will be in-field for a student instructed using Alternate Content Standards only if the teacher is certified in Special Education Adapted Curriculum.)</p>

Q & A Student Class - Question 2

- **I have a 5th grade student who is participating in Alternate Content Standards. The student participates in the general classroom without paraprofessional or special education teacher support in Art. Will our system receive an in-field error?**
- **No. The student can participate in this setting. However, be certain that the needs of the student are being met within the classroom. Students participating in Alternate Content Standards require modifications in order to be successful.**

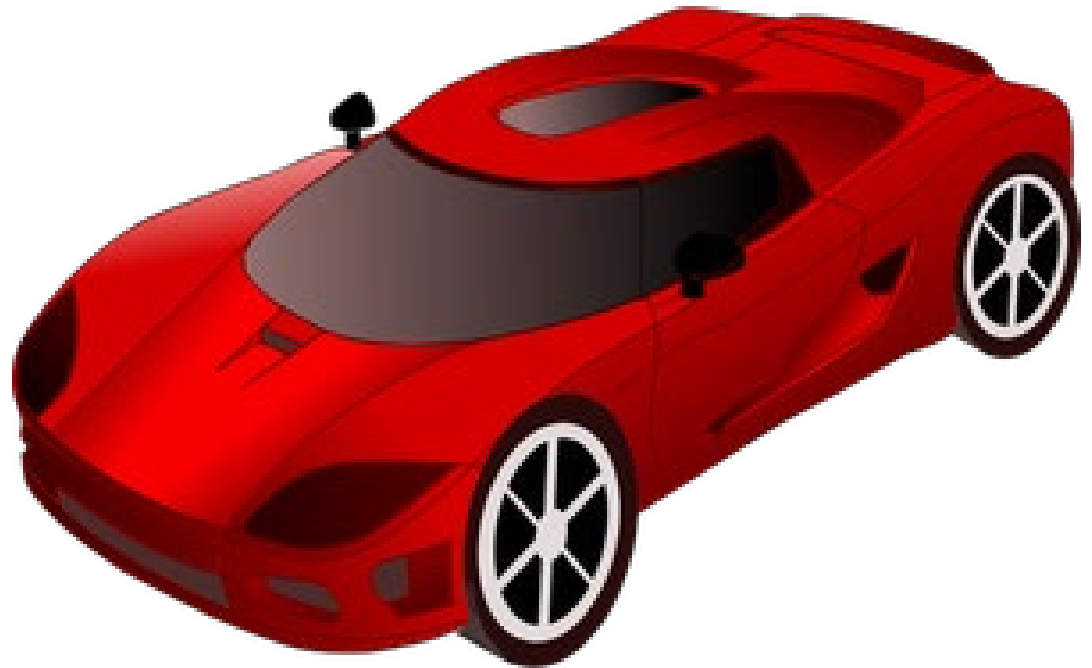
Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future

Q & A Student Class - Question 3

- **Our LEA has a strategic waiver and certification in many instances has been waived. Due to our waiver, we are not requiring General Curriculum or Adapted Curriculum certification for our special educators. Is this permissible?**
- **No. The State cannot waive the federal requirement for service certification for special educators. In addition, special educators must be certified in alignment with the special education students they serve. Teachers instructing students with disabilities in the general curriculum must have General Curriculum certification. The teachers of students participating in Alternate Content Standards must have Adapted Curriculum Certification.**

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future

Navigation
Supports-
Websites
with
Resources &
...



Helpful Links and Resources

Sp. Ed. Data Presentations, Recordings, Tools

SPECIAL EDUCATION APPLICATIONS

IMPORTANT

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

Data Presentations, Recordings, and Documents

Recordings

Recording	PowerPoint
SE Dashboard Applications	
SE Dashboard Applications SE Timelines Application Overview	Link
SE Dashboard Contact State Section	
SE Dashboard Preschool Outcomes Indicator 7 Reporting	
SE Dashboard Applications Data Entry for Indicator 11 Child Find	
SE Dashboard Applications Data Entry for Indicator 12 Early Childhood Transition	
SE Dashboard Applications Timelines Reporting with GOIEP and Portal Verification After Timelines Submission	
SE Dashboard Applications Post School Outcomes	
SE Dashboard Applications Continuation of Services	

Information Updated Regularly

Helpful Links and Resources

Sp. Ed. Data Presentations, Recordings, Tools

STUDENT RECORD

IMPORTANT

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

Webinars

Date	Topic	Handout
3/9/2021	Student Record for Special Education: Errors and Reports	Link
3/2/2021	Student Record for Special Education: Reporting Student Record and Recovering Rejected Records	Link
2/16/2021	Student Record for Special Education: What Other SR Level Records Impact Special Ed Data?	Link
2/2/2021	Student Record for Special Education: So, What Are the Special Education Events?	Link
12/3/2020	Student Records Rejection Recovery Process Webinar	Link

Information Updated Regularly

Helpful Links and Resources

FY22 Data Collections and Reporting

IMPORTANT

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

Data Collections and Reporting

Data Collection Documentation

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

IMPORTANT

Helpful Links and Resources

FY22 PQ and ESSA

[Professional Qualifications & ESSA In-Field Reporting \(gadoe.org\)](#)

Home → Office of School Improvement → Teacher and Leader Effectiveness → Professional Qualifications & ESSA In-Field Reporting

Office of Teaching and Learning

Teacher and Leader Support and Development

Title II, Part A

Teacher Keys Effectiveness System

Leader Keys Effectiveness System

Teacher/ Leader Induction Guidance

Professional Learning/ Resources

GaDOE Electronic Platform

Professional Qualifications & ESSA In-Field Reporting

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

Related Pages

- Federal Programs
- Data Collections
- Charter Division
- Strategic Waiver Support
- Georgia Professional Standards Commission
- T&L Course Numbers and Descriptions

Contacts

PQ/In-Field Guidance Questions

es@doe.k12.ga.gov

02.11.2020 Special Education Webinar PPT Announcement

RESOURCES

Overview Documents

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

Federal Guidance

- Every Student Succeeds Act
- Individuals With Disabilities Act
- USDOJ OCR EL Policy Letter 2015
- USDOJ OCR Charter Policy Letter 2014
- Title I - ESSA Complaints
- IDEA Complaints

IMPORTANT

Helpful Links and Resources

FY22 PQ and ESSA

[Professional Qualifications & ESSA In-Field Reporting \(gadoe.org\)](https://gadoe.org)

Guidance Documents

GaDOE PQ ESSA In-Field Implementation Guide (05.03.21)

Data Collections Documents

FY22 Data Collections Summary of Collection Dates

FY22 CPI Data Element Detail

FY22 Student Class Delivery Models Document

FY22 Student Class Data Element Detail

FY22 Student Record Data Element Detail

Parents Right to Know Notification Documents

PQ ESSA Parents Right to Know Quick Guide

Sample: Parents Right to Know Notification - English & Spanish translation

20 Day Notification Documents

20 Day Notification Quick Guide

20 Day Notification Decision Guide

Sample: 20 Day Notification - English and Spanish translation

In-Field Portal

GaPSC Portal Login Page (Login/ Password Required)

Communications

GaPSC FY20 In-Field Portal Opening for Final Review

- PPT; Webinar Recording and Frequently Asked Questions

08.27.2021 PQ In-Field Back to Basics 101

- PPT; Webinar Recording and Frequently Asked Questions

Questions?

- [Teacher and Leader Certification Questions](#) should be directed to the Georgia Professional Standards Commission (GaPSC).
- [Special Education Questions](#) should be directed to Special Education Staff.
- [Charter District and Strategic Waiver Questions](#) should be directed to the GaDOE Charter Division or Policy Office respectively.
- [PQ and In-Field Reporting under ESSA Questions](#) may be directed to GaDOE Program Staff at professionalqualifications@doe.k12.ga.us.
- [In-Field Portal Questions](#) may be directed to GaPSC infield@gapsc.com.

FY 2022 Student Class Data Collection Delivery Models Document



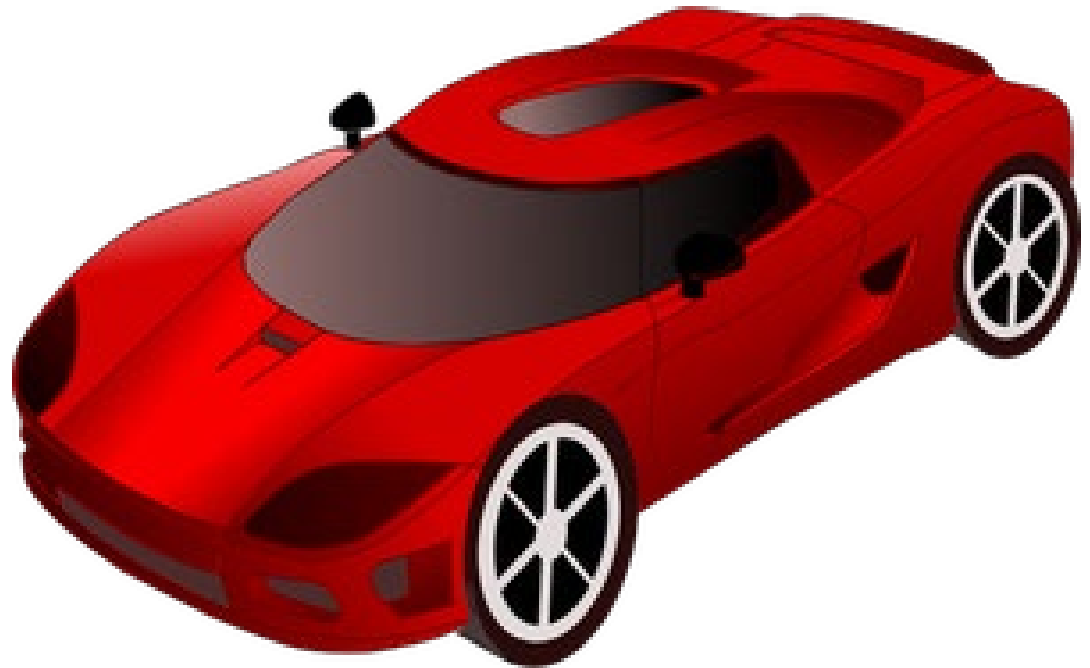
For release on July 01, 2021



[FY2022 Student Class Resources \(gadoe.org\)](https://gadoe.org)



Roadside
Emergency
Kit- SELDA,
GLRS, GCASE,
Contacts



Data & GO-IEP Unit Contact Information

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Program Manager

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GLRS and DL Contacts

Georgia Learning Resources System (gadoe.org)

atives - Data & Reporting - Learning & Curriculum - State Board & Policy - Finance & Operations - Contact -

al Education Services and Supports → Georgia Learning Resources System

Georgia Learning Resources System



Georgia Learning Resources System

The Georgia Learning Resources System (GLRS) is a network of 18 regional programs that provide training and resources to school district personnel, parents of students with disabilities, and other interested individuals to support the achievement, graduation rate, and post-secondary success of students with disabilities. The programs are funded by the Georgia Department of Education, Special Education, and Supports, and...

and coaching for school systems on a variety of topics related to students with disabilities including:

- Providing Least Restrictive Environment (LRE) support to school systems.
- Supporting the State Systemic Improvement Plan (SSIP) - Student Success: Imagine the Possibilities
- Analyzing data.
- Facilitating math and reading projects.
- Implementing drop-out prevention initiatives.
- Supporting transition planning.
- Developing other specialties based on student needs related to indicators in



Contact Information

Ann Cross
Program Manager, GLRS
1562 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
Phone: (678) 326-2361
Email: Leighann.cross@doe.k12.ga.us

Resources

Quick Links

- 2019 Guide to Writing IEPs Training Series
- 2021 Special Needs Summer Camp and Respite Directory
- **Co-Teaching and LRE Webpage**
- **FY21 GLRS District Liaison Map**
- **GLRS Contact Information**
- GLRS Websites

SELDA

Special Education Leadership Development Academy (SELDA) (gadoe.org)

ives - Data & Reporting - Learning & Curriculum - State Board & Policy - Finance & Operations - Contact -

Education Services and Supports → Special Education Leadership Development Academy (SELDA)

Special Education Leadership Development Academy (SELDA)

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

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

SELDA 2021-22 Registration

Draft SELDA Schedule for 2021-2022

Draft SELDA Schedule 21-22

LEA Shared Resources



Together we can make a difference.

Contact Information

Wina Low
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Phone: 470-316-8636

Kachelle White
Program Manager Senior
Email: kawwhite@doe.k12.ga.us
Phone: 404-370-2541

Data Collection Team

Nicholas Handville	Director of Data Collections, Analysis, and Reporting		nhandville@doe.k12.ga.us
Kathy Aspy	Data Collections Manager (Data Collections & Reporting)	404-556-7480	kaspy@doe.k12.ga.us
Patty Miller	GTID Administrator (GUIDE, Private School Collection)	404-290-8530	pmiller@doe.k12.ga.us
Carl Garber	Data Collections Specialist (Student Record)	404-304-5200	cgarber@doe.k12.ga.us
Sharon Armour	Data Collections Specialist (Student Class, Course Table Maintenance, Pre-ID)	678-590-9861	sarmour@doe.k12.ga.us
Katie Green	Data Collections Specialist (CPI, Free and Reduced Meal)	404-295-8841	kagreen@doe.k12.ga.us
Irish Saxton	Data Collections Specialist (FTE, End Of Pathway Assessment)	404-304-3346	irish.saxton@doe.k12.ga.us
Stephanie Smith	Data Collections Specialist (Free & Reduced Meal, New Coordinator Liaison)	770-301-1503	stephanie.smith@doe.k12.ga.us



ESSA In-Field/PQ 2021 – 2022 Updates

GaDOE Contacts professionalqualifications@doe.k12.ga.us

Name	Position	Email
Ken Banter	Title I, Part A Senior Program Manager	kbanter@doe.k12.ga.us
Kathy Aspy	Data Collections & Reporting Manager	kaspy@doe.k12.ga.us
Sharon Armour	Data Collection Specialist (Student Class)	sarmour@doe.k12.ga.us
Katie Green	Data Collection Specialist (CPI)	kagreen@doe.k12.ga.us
Karen Cliett	Title I, Program Specialist	kcliett@doe.k12.ga.us
Shauntice Wheeler	Title II, Program Manager State Activities	swheeler@doe.k12.ga.us
Ginger Crosswhite	Title I, Program Specialist	Ginger.crosswhite@doe.k12.ga.us
Dawn Kemp	Special Education Data Reporting	dkemp@doe.k12.ga.us

[Professional Qualifications & ESSA In-Field Reporting \(gadoe.org\)](https://gadoe.org)

Additional Links

- <https://portal.doe.k12.ga.us/RequestNewUserWizard.aspx>



G-CASE

- [Georgia Council of Administrators of Special Education \(schoolinsites.com\)](http://schoolinsites.com)

