



Ware County School District



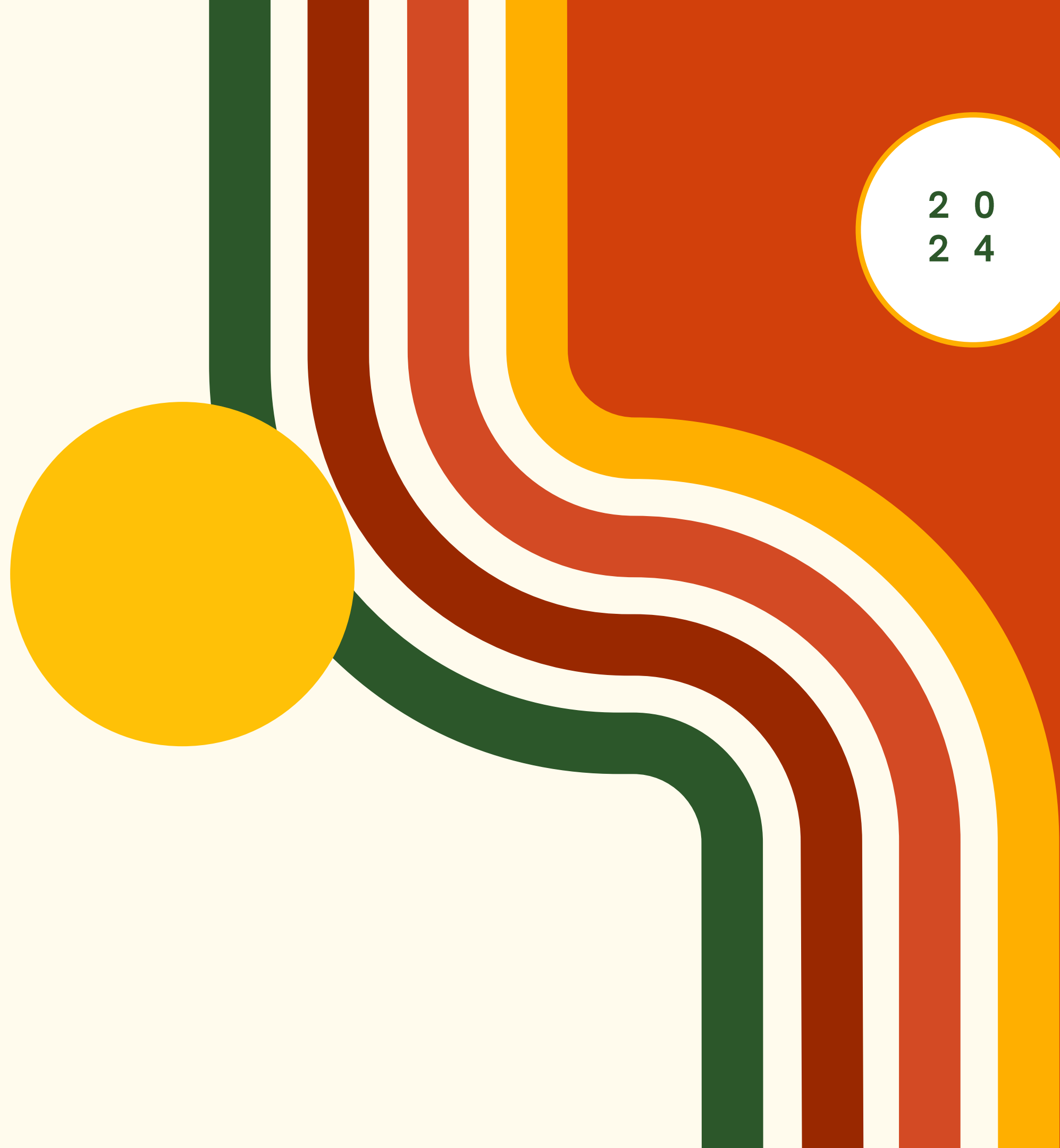
# Setting The Stage for Staffing Needs

*For Students With Disabilities*

A Director's Guide

**Presented By:**

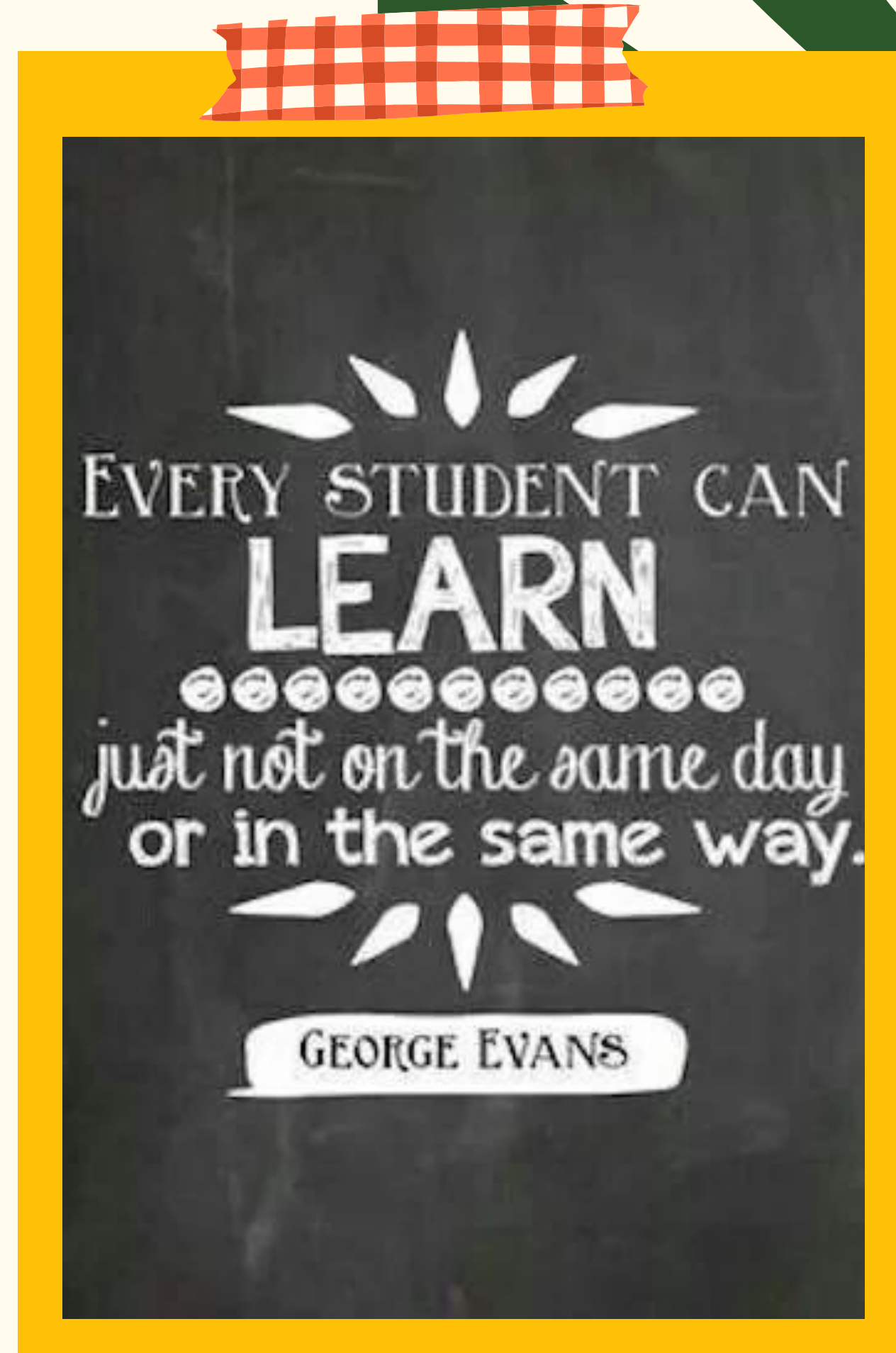
Mandy Rowell-Harper



TODAY'S

# Learning Goal

- \*Gain a director's perspective on scheduling
- \*Add to your skills set to accomplish your vision
- \*Understand your role in scheduling
- \*Choose guiding information in scheduling
- \*How to choose information that can be used
- \*Identify scheduling conflicts
- \*Discuss Moving Forward: Samples of Schedules



# Implementation

## Phase I

Establish your knowledge base which will drive your vision.

## Phase II

Data and documentation to consider (QBE, FTE, Caseloads).

## Phase III

Determining the number of staff needed.



SHORT  
BRIEF

# District Overview

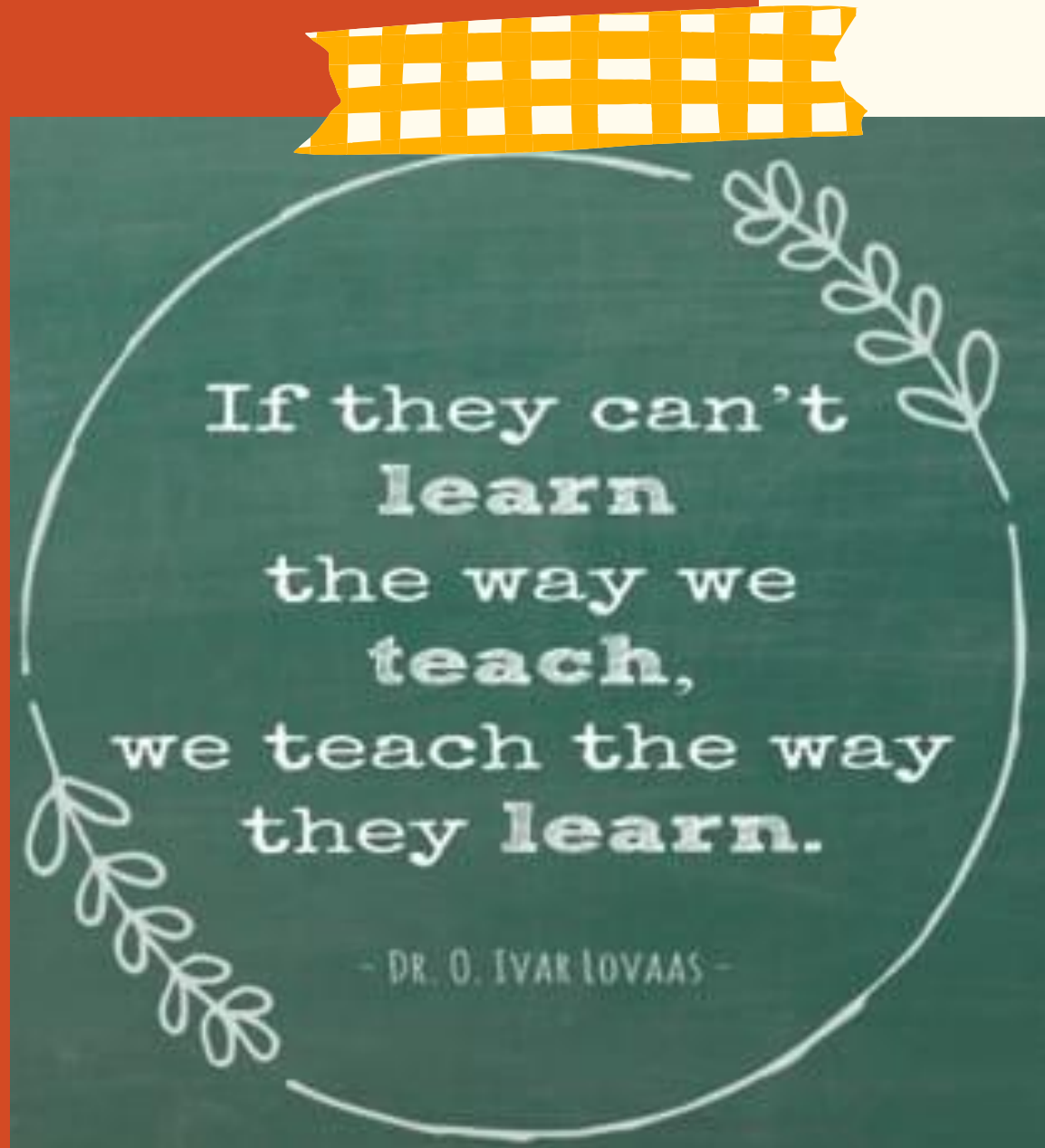
Districts vary in their need of direction in scheduling.

**District Sizes may determine varying roles of guidance from you.**

- ✦ Determine your vision for students with disabilities as this will...
- ✦ Guide you in your recommendations for schedules.

**Leading: Know your program guiding questions based on your vision:  
Overall how is your district doing?**

- ✦ Is it necessary for you to keep **caseloads** low?(even if waiver)?
- ✦ What are your **GAA percentages**?
- ✦ What are your **LRE percentages**?
- ✦ How is your **academic performance** for SWDs? Reading levels? **Graduation Rate**?
- ✦ How are your processes/procedures?





# Why are these questions important?

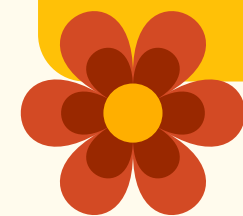
## ◆◆◆ Results

### Compliance



- Implementation of IDEA
- Processes and procedures
- Continuum of Services
- Scheduling: Procedures and training

### Curriculum



- Learning priority
- Reading intervention
- High leverage practices
- Math Intervention
- Behavior
- Common Planning Times

### Communication



- Open discussions
- Learn your team
- Know your leads
- Build rapport



# Compliance Procedures & Process

## Guided Points & Questions

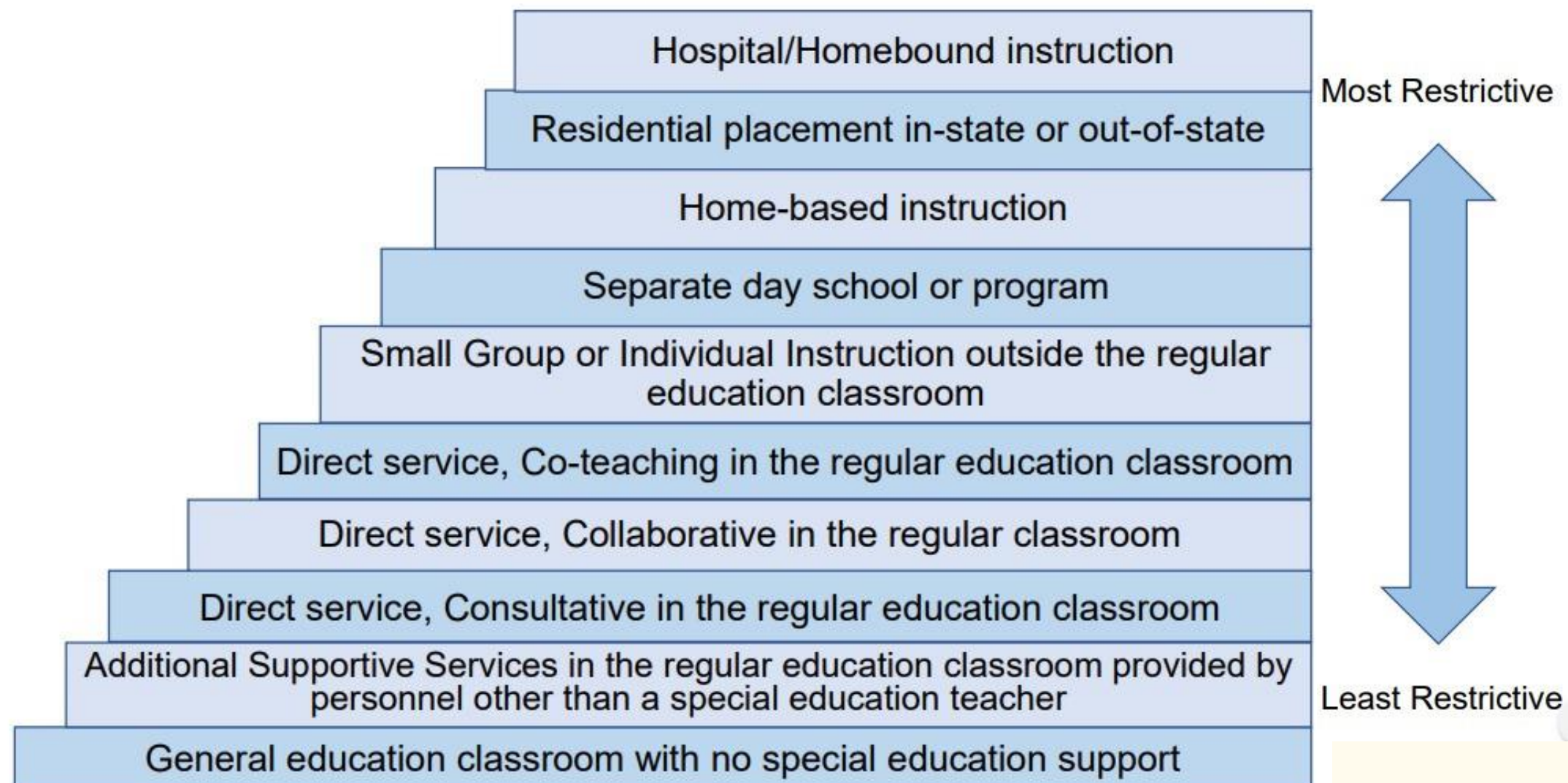
- A well informed teams contributes in the decision making progress (or an informed LEA rep).
- Check on your GAA percentages
- Do you have continuum services offered (**pre-k through 12th**)?

- ✦ How does the IEP team decide who needs small group? Who qualifies for small group/resource?
- ✦ Who trains and communicates to staff to determine additional small group needs (GAA)?
- ✦ Who are the students (categorical placement) and how to you determine their needs? What lead representative helps guide this process?
- ✦ Why does this matter: Continuum of Services



# What is Least Restrictive Environment (LRE)?

## Continuum of Services



- IDEA requires that children with disabilities, to the maximum extent appropriate, are educated with children who are not disabled.

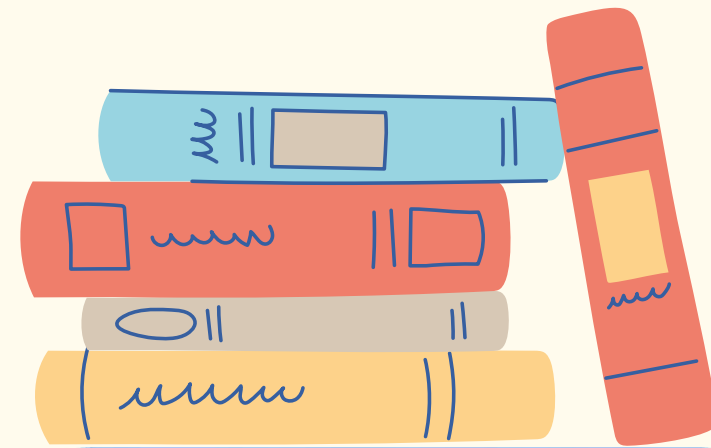
[•LRE School Calculator](#)

# How are Services for Students Determined?... *By the IEP Team*



What are the Student's Deficits?

- Auditory Processing



What does the student need in [content]

- Specialized Instruction?
- Supplemental Services?



Where can service be provided based on this need?

- General Ed Setting
- Separate Setting
- Why?



# Services Based on Unique Learning Needs

The obligation of the IEP team is to determine what type of service (on the continuum, remembering LRE) is appropriate based on the students individual learning needs NOT because of staff availability or staff convenience.

**We provide the services and allow the funding weights to work for us.**



# Curriculum



## SWD

### Academic Performance

- ✿ Are interventions in reading and math meeting expectations?

### Small Group Instruction & Focus

- ✿ Who are these students and how do you determine if they should be in a small group?
- ✿ What curriculum do you need to focus on if you need additional small group/resource?

### Guided Points & Questions

- ✦ Check your reading levels.
  - ✦ Are the bottom? If so, why?
  - ✦ The Science of Reading
- ✦ The students' reading levels may signify the need for an additional small group-further confirmation.
- ✦ Look at categorical placement to determine if modification work is needed (resource/small group).

# Communication



## For Example

- ✦ A school has not fully implemented resources in the **master schedule**.
- ✦ Director reminds the coordinator and administrator that continuum of services must be provided (also a procedure).
- ✦ Coaching and guidance of the schedule: lead by pointing out what's going well to admin and reminding them of strengths of their implementation.

## Expectations

- \* Regularly review procedures from your special education model.
  - ✿ Document the review.
- \* Ensure procedures are followed as they are trained.

## Open Lines of Communication

- \* Who is the staff or coordinator's person for questions?
- \* Open discussion (issues in scheduling); Are your leads communicating and trouble shooting with you regarding scheduling conflicts?

## Rapport

- \* Know the strengths and weaknesses (and personalities) of you people.

# Phase II

# Data & Documentation To Consider

## Samples of Master Schedules

Kindergarten Master Schedule 2022-23

Kindergarten	7:15 - 7:45	7:45 - 8:00	8:00 - 9:20	9:20 - 9:50	9:50 - 10:40	10:40 - 11:15	11:15 - 11:45	11:45 - 12:15	12:15 - 12:55	12:55 - 1:10	1:10 - 1:55	1:55 - 2:30
Kindergarten	Homeroom	SEL Instruction	Core	Core	Core	Lunch	Independent Reading	Core	Core	Recess	Exploratories and Planning	WIN

	Homeroom (Breakfast/Attendance/Rtl Morning Labs)	Healthy Hornets	Reading and ELA	Saxon Phonics	Math	Lunch	Independent Reading	Writing	Science and Social Studies	Recess	Exploratories and Planning	WIN
<b>Rideout/Walker</b> CoTeaching HR							11:30 - 12:20: MaxScholar (Walker)					
<b>M.A. Tanner</b>	Homeroom (Breakfast/Attendance/Rtl Morning Labs)	Healthy Hornets	Reading and ELA	Saxon Phonics	Math	Lunch	Independent Reading	Writing	Science and Social Studies	Recess	Exploratories and Planning	WIN
<b>M.G. Tanner</b>	Homeroom (Breakfast/Attendance/Rtl Morning Labs)	Healthy Hornets	Reading and ELA	Saxon Phonics	Math	Lunch	Independent Reading	Writing	Science and Social Studies	Recess	Exploratories and Planning	WIN
<b>Wester</b>	Homeroom (Breakfast/Attendance/Rtl Morning Labs)	Healthy Hornets	Reading and ELA	Saxon Phonics	Math	Lunch	Independent Reading	Writing	Science and Social Studies	Recess	Exploratories and Planning	WIN
<b>York</b>	Homeroom (Breakfast/Attendance/Rtl Morning Labs)	Healthy Hornets	Reading and ELA	Saxon Phonics	Math	Lunch	Independent Reading	Writing	Science and Social Studies	Recess	Exploratories and Planning	WIN

\* WIN - What I Need - During this time, students can work independently on what they need (Reflex Math, missing assignments, etc.). The teacher can also use this time to pull small groups for reteaching or enrichment.

\*\* K-2 SpEd students will need to receive both MaxScholar and Saxon Phonics

RUSKIN Elementary Schedule 2023-2024

		RUSKIN Elementary Schedule 2023-2024									updated 5-9-23
<b>Kindergarten</b>	7:50 - 8:50	8:50-9:20	9:20-9:40	9:40-10:25	10:25-10:50	10:50-11:10	11:15-12:15	12:15-12:45	12:45-1:25	1:25-2:15PM	
Maxwell	Phonics	Reading	ELA/Writing	WIN	LUNCH	Recess	Math	Ind. Reading	PE/ART/Lab	SC/SS	
McClellan	Phonics	Reading	ELA/Writing	WIN	LUNCH	Recess	Math	Ind. Reading	PE/ART/Lab	SC/SS	
*Smith	Phonics	Reading	ELA/Writing	WIN	LUNCH	Recess	Math	Ind. Reading	PE/ART/Lab	SC/SS	
<b>1st Grade</b>	7:50 - 8:50	8:50-9:30	9:30-10:00	10:00-10:25	10:25-11:10	11:10 - 11:35	11:35 - 11:50	12:00 - 12:40	12:40-1:40	1:40-2:15	
Lucas	Phonics	Reading	ELA/Writing	Ind. Reading	WIN	LUNCH	Recess	PE/ART/Lab	Math	SC/SS	
*Williamson	Phonics	Reading	ELA/Writing	Ind. Reading	WIN	LUNCH	Recess	PE/ART/Lab	Math	SC/SS	
NEW	Phonics	Reading	ELA/Writing	Ind. Reading	WIN	LUNCH	Recess	PE/ART/Lab	Math	SC/SS	
<b>2nd Grade</b>	7:50 - 8:50	8:50-9:45	9:45-10:15	10:15-10:45	10:45-11:10	11:10-11:25	11:30-12:30	12:30-1:15	1:15-1:30	1:30-2:10	
Hostetter	Phonics	Reading	ELA/Writing	SC/SS	Lunch	RECESS	MATH	WIN	Ind. Reading	PE/ART/Lab	
Musgrove	Phonics	Reading	ELA/Writing	SC/SS	Lunch	RECESS	MATH	WIN	Ind. Reading	PE/ART/Lab	
* Wyatt	Phonics	Reading	ELA/Writing	SC/SS	Lunch	RECESS	MATH	WIN	Ind. Reading	PE/ART/Lab	
<b>3rd Grade</b>	7:50 - 9:00	9:00-9:30	9:30-10:10	10:15-11:30	11:30-11:55	11:55- 12:10	12:10- 12:50	12:50- 1:15	1:15- 2:15		
*Lee	Reading/ELA	Writing	PE/ART/Lab	Math	Lunch	Recess	SC/SS	Ind. Reading	WIN		
*Nettles	Reading/ELA	Writing	PE/ART/Lab	Math	Lunch	Recess	SC/SS	Ind. Reading	WIN		
Wilson	Reading/ELA	Writing	PE/ART/Lab	Math	Lunch	Recess	SC/SS	Ind. Reading	WIN		
<b>4th Grade</b>	7:50-9:00	9:00-9:30	9:30-9:50	9:50-10:20	10:20-11:00	11:00-12:15	12:15-12:40	12:40-12:55	1:00-2:15		
*Lucas	Reading/ELA	Writing	Ind. Reading	SC/SS	PE/ART/Lab	Math	LUNCH	Recess	WIN		
* Ray	Reading/ELA	Writing	Ind. Reading	SC/SS	PE/ART/Lab	Math	LUNCH	Recess	WIN		
Sapp	Reading/ELA	Writing	Ind. Reading	SC/SS	PE/ART/Lab	Math	LUNCH	Recess	WIN		
<b>5th Grade</b>	7:50-8:45	8:45-9:25	9:30-10:20	10:20-10:50	10:50- 11:15	11:15-12:30	12:30- 12:55	12:55 - 1:10	1:15- 2:15		
Durrance	SCIENCE/SS	PE/ART/Lab	Reading/ELA	Writing	Ind. Reading	MATH	LUNCH	Recess	WIN		
Hodges	SCIENCE/SS	PE/ART/Lab	Reading/ELA	Writing	Ind. Reading	MATH	LUNCH	Recess	WIN		
*Harrell	SCIENCE/SS	PE/ART/Lab	Reading/ELA	Writing	Ind. Reading	MATH	LUNCH	Recess	WIN		



# Phase II

# Data & Documentation To Consider

## Shared Understanding Class Size for Funding

### Funding Group

### Class Size Rule for Funding:

Code: IEC 160-5-1-.08

#### Resource Delivery

- Instruction for students with disabilities outside the regular classroom for **3 or fewer segments** of the instructional day;
  - This rule is silent on class size for inclusion,
  - **DOE guidance: follow this rule for inside the regular classroom also**

*(note – this is the class size rule for funding, not the special education LRE rule)*

#### Self-Contained Delivery

- Instruction for students with disabilities in one area of exceptionality for **4 or more segments** of the instructional day

Resource and self contained are NOT locations



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gadoe.org](http://gadoe.org)

Class Group/ Exception Program	Funding Class Size	Maximum Individual Class Size		Exception to Maximum 2 Segments Per Day Per Teacher With Paraprofessional
		*	**	
1. Group I				
(i) S/L-SC	8	11	15	+1
(ii) LD-SC	8	12	16	+1
2. Group II				
(i) MID-SC	6.5	10	13	+1
(ii) MID-R	6.5	10	13	+1
3. Group III				
(i) SID-SC	5	NA	7	+1
(ii) D/HH-SC	5	6	8	+1
(iii) S/L-R	5	7	NA	NA
(iv) BD-R	5	7	10	+1
(v) LD-R	5	8	10	+1
(vi) BD-SC	5	8	11	+1
(vii) MOID-SC	5	NA	11	+1
(viii) OI-SC	5	NA	11	0
4. Group IV				
(i) D/HH-R	3	3	4	+1
(ii) VI-R	3	3	4	+1
(iii) OI-R	3	4	5	+1
(iv) VI(DB)-SC	3	NA	6	+1
(v) PID-SC	3	NA	6	0
5. Group V	8	NA	NA	NA

NOTE: Each paraprofessional is equivalent to 1/3 teacher and affects individual class size proportionately. Various teacher/paraprofessional models shall be averaged independently.



Georgia Department of Education

# Phase II

# Data & Documentation To Consider

**Individual Student Considerations**

## FTE Categories and Weights

The *number of segments* a student is served in an area of special education and the *type of disability* the student has determines the **level of funding** for special education.

TABLE 2: Special Education Funding Level Chart

PROGRAM CODE	CATEGORY/PROGRAM	NUMBER OF SEGMENTS			
		Level I	Level II	Level III	Level IV
P	Mild Intellectual Disability		1 - 6		
Q	Moderate Intellectual Disability			1 - 6	
R	Severe Intellectual Disability			1 - 6	
S	Profound Intellectual Disability				1 - 6
T	Emotional & Behavioral Disorder			1 - 6	
U	Specific Learning Disability	4 - 6		1 - 3	
V	Orthopedic Impairment			4 - 6	1 - 3
W	Hard of Hearing			4 - 6	1 - 3
X	Deaf			4 - 6	1 - 3
Y	Other Health Impairment			4 - 6	1 - 3
Z	Visual Impairment				1 - 6
1	Blind				1 - 6
2	Deaf and Blind				1 - 6
3	Speech-Language Impairment	4 - 6		1 - 3	

TABLE 3: Funding Weights for Special Education Levels

PROGRAM CODE	CATEGORY/PROGRAM	FY2024 WEIGHT
	Level I	2.4651
	Level II	2.9035
	Level III	3.6913
	Level IV	5.9696
	Level V (Inclusion)	2.5225
4	Georgia Networks for Educational and Therapeutic Support (GNETS)**	N/A**

# Phase II

# Data & Documentation To Consider

Individual Student Considerations

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6 Instructional Segments = 1 FTE

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S	Profound Intellectual Disability				1 - 6
T	Emotional & Behavioral Disorder			1 - 6	
U	Specific Learning Disability	4 - 6		1 - 3	
V	Orthopedic Impairment			4 - 6	1 - 3
W	Hard of Hearing			4 - 6	1 - 3
X	Deaf			4 - 6	1 - 3
Y	Other Health Impairment			4 - 6	1 - 3
Z	Visual Impairment				1 - 6
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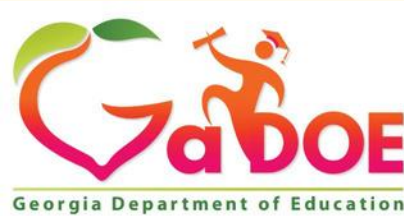
# Phase II

# Data & Documentation To Consider

Individual Student Considerations

## FY24 FTE Weights and Categories

FY24 FTE Weights and Categories						
Primary Area and Codes	1 Segment	2 Segments	3 Segments	4 Segments	5 Segments	6 Segments
<b>Level 1</b>						
S/L - SC (3)						
SLD - SC (U)	2.4001			\$4,967.09	\$6,208.87	\$7,450.64
<b>Level 2</b>						
MID (P)	2.9035	\$1,462.61	\$2,925.23	\$4,387.84	\$5,850.46	\$7,313.07
<b>Level 3</b>						
MOID (Q)						
SID (R)						
FBD (T)						
SLD - R (L)	3.6913	\$1,859.46	\$3,718.92	\$5,578.38	\$7,437.85	\$9,297.31
OI - SC (V)						
HH - SC (W)						
Deaf - SC (X)						
OHI - SC (Y)						
S/L - R (3)	3.6913	\$1,859.46	\$3,718.92	\$5,578.38	\$7,437.85	\$9,297.31
<b>Level 4</b>						
PID (S)						
OI - R (V)						
HH - R (W)						
Deaf - R (X)						
OHI - R (Y)						
VI (Z)						
Deaf/Blind (2)	5.9696	\$3,007.14	\$6,014.27	\$9,021.41	\$12,028.55	\$15,035.68
<b>Level 5</b>						
Inclusion Codes 4 - 8	2.5225	\$1,270.69	\$2,541.38	\$3,812.07	\$5,082.75	\$6,353.44
Base Funding (D)						
Weight = 1.0000		\$503.74	\$1,007.48	\$1,511.23	\$2,014.97	\$2,518.71
6 segments = 1 FTE						\$3,022.45





# Phase II

# Data & Documentation To Consider

## Individual Student Considerations

## Case Manager Projections

School: _____				Instructional Services By Segment:																									
Department Chair: _____				General Ed =				GE				Para Support =				PS													
				Collaborative=				CB				Co-Taught =				CT													
				Resource =				R				Self-Contained =				SC													
Student No.	Student's Name	Proj School Year	Proj Grade 24/25	English/Language Arts						Math						Science						Social Studies						Other	
				GE	PS	CB	CT	R	SC	GE	PS	CB	CT	R	SC	GE	PS	CB	CT	R	SC	GE	PS	CB	CT	R	SC	R	SC
1	Chanda		4				1				1				1					1					1	Reading			
2	Serena		4				1				1				1					1					1	Reading			
3	Whitney		4	1			1			0			1		1					1									
4	Deon		4				1					1			1					1									
5	Peyton		4				1					1			1					1									
6	Dansby		4				1					1			1					1				1	Social Sk				
7	Ozzie		4				1			1					1					1				1	Social sk				
8	Marcell		4					1		1					1					1									
9	Brady		4				1			1					1					1									
10	Tom		4				1					1			1					1									
11	Simone		4					1				1			1					1				1	Reading				
12	Aly		4				1					1			1					1									
13	Alex		4				1					1			1					1									
14	Roger		4				1					1			1					1									
15	Michael		4				1					1			1					1									
16	Ashton		4	1								1			1					1									
17	Nastia		4				1					1			1					1									
18	Wilma		4	1								1			1					1									
19	Megan		4					1				1			1					1									
20	Andre		4					1				1			1					1									
21	Mario		4				1					1			1					1									
Total number of Segments				3	0	0	15	4	0	3	0	0	14	4	0	6	15	0	0	0	0	6	15	0	0	0	0	5	0

- ◆ Completed by each case manager
- ◆ Combine to have one grade level on each form



# Phase II Data & Documentation To Consider

## Individual Student Considerations

School: Elementary (Total teacher/para segments needed by adding instructional segments and dividing for class size, to determine teacher and para allocation numbers.)

5 <sup>th</sup> grade	CoT	SmGrp	Supp Inst	**Notes	4 <sup>th</sup> grade	CoT	SmGrp	Supp Inst	**Notes
ELA	10 (1)	3 (1)		Comb w/ Rdg	ELA	5 (1)	2 (1)		
Math	10 (1)	3(1)			Math	7 (1)	3 (1)		
Reading	0	2 **			Reading	4 (1)	2 **		w/ ELA
Soc St			10 (1)		Soc St			6 (1)	
Science			10 (1)		Science			6 (1)	
Total Seg	2				Total Seg	3			
Total Seg		2			Total Seg		2		
Total Seg			2		Total Seg			2	

3 <sup>rd</sup> grade	CoT	SmGrp	Supp Inst	Notes	2 <sup>nd</sup> grade	CoT	SmGrp	Supp Inst	Notes
ELA	8(1)	7(1)			ELA	9(1)	2**		Comb w/ Rdg
Math	10(1)	5(1)			Math	5(1)	6(1)		
Reading	0				Reading		4**		
Soc St			12(1)		Soc St			11(1)	
Science			12(1)		Science			11(1)	
Total Seg	2				Total Seg	2			
Total Seg		2			Total Seg		2		
Total Seg			2		Total Seg			2	

1 <sup>st</sup> grade	CoT	SmGrp	Supp Inst	Notes	Kinder.	CoT	SmGrp	Supp Inst	Notes
ELA	6(1)				ELA				
Math	6(1)				Math		5(1)		
Reading		4(1)			Reading		5(1)		
Soc St					Soc St				
Science					Science				
Total Seg	2				Total Seg	0			
Total Seg		1			Total Seg		2		
Total Seg			0		Total Seg			0	

Teacher CoT Segments	Teacher Small Group Segments	Total Number of Teacher Segments	# of Teachers Needed (Based on a 5-segment teaching day)	Notes
11	11	22	4.5	Combine 4 <sup>th</sup> and 5 <sup>th</sup> Gr Math SmGrp

Para Supportive Instruction Segments	# of Paras Needed (Based on a 6-segment SI day)	Other	Notes
8	1.5		Can 1 para logistically cover these segments in a full academic day?

## Case Manager Projections Summary

- Information from Case Manager projections
- Gives a big picture of student needs
- Aids in providing a starting point with the number of teacher and para segments needed

# Phase II

## Data & Documentation To Consider



**\*\*This information is for FTE count day only**

Student: _____	Date of Birth: _____	Grade: _____
School: _____	Case Manager: _____	

<b>ACS:</b> Y or N End Date if no longer eligible: _____
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Primary Area:	Secondary Area:
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**Individual Student Considerations**  
 Reviewed September & February

- ◆ Each School
- ◆ Every Student
- ◆ Also confirms caseload

Service or Related Service	Hours Per Week or # of Segments
<b>Self-Contained</b> (.8 course) (Four or more segments is considered self-contained)	
<b>Resource</b> (.8 course)	
<b>Co-Teaching</b> (.9 course and 9 Inclusion)	
<b>Supportive Instruction</b> (Para, Interpreter, Job Coach) (4 inclusion on a regular ed course .0)	
<b>Speech Therapy</b> (Schedule)	
<b>Occupation Therapy</b> (7 Inclusion)	
<b>Physical Therapy</b> (7 Inclusion)	
<b>School Health Nurse</b> (7 Inclusion)	
<b>Orientation &amp; Mobility Trng</b>	
<b>Adaptive PE</b> (scheduled as a .8 course)	
<b>Interpreter</b> (5 inclusion)	
<b>Psychological/ Counseling Services</b> (7 Inclusion) (Override on FTE Heads Up in IC)	
<b>Hearing Impaired Services</b> (Schedule)	
<b>Visually Impaired Services</b> (Schedule)	

<b>Consultative</b>	Y or N	<b>Teacher Providing Consultative Services:</b>
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<b>Supplemental Speech</b>	Y or N
<b>Special Transportation</b>	Y or N
<b>Itinerant Teacher</b>	Y or N

## Helpful Hints For Highschool

### Highschool

- ◆ For high school, it is suggested to keep co-teaching at a minimum of two segments to maximize funding (ensure individualized student support. )
- ◆ High School only schedules four classes. Therefore, the high and low weights are reported twice.
  - ◆ Example: A SWD is scheduled in three co-teaching classes (Math, ELA, and Science). You will automatically report four co-teaching because it will pull one of the co-teaching segments twice.

### OHI

- ◆ If a student is OHI and has three co-teaching segments (now reporting 4 segments) goes from a level 4 category to a level 3 category. The funding difference in numbers:
  - ◆ Reporting three segments of co-teaching at a level four funding earns: \$8,546.11 VS Reporting four segments of OHI earns: \$7,021.46
  - ◆ That is a \$1,524.65 loss if you schedule over two segments of co-teaching at the high school.
  - ◆ If you schedule 4 co-teaching (reporting 5 segments) classes for an OHI SWD then your funding will go back up to \$8,776.83

### SLD

- ◆ Reporting three or more segments of SLD goes from level three funding to level one. The number difference for this is:
  - ◆ Reporting three co-teaching for a SWD who is SLD earns \$5,266.10
  - ◆ Reporting four co-teaching for a SWD who is SLD earns \$4,132.10
  - ◆ That is a \$1,134 loss.
  - ◆ If you report 5 segments of SLD, the funding will go back up to \$5,841.40



# Data & Documentation To Consider

School System: 748 - Ware County Intermediate  
 THE BASIC UNIT COST IS DEFINED TO BE THE AMOUNT OF \$2,789.66

Earnings (\$)								Earned Positions - Grades K-12				Earned Positions									
DIRECT COST	INSTRUCTIONAL	FTE	SALARY	OPERATING	QBE EARNINGS	LESS LOCAL 5 MILLS	STATE FUNDS	Teacher	Subj. Spec	Couns.	Tech. Spec	Supt.	Asst Supt	Prin.	Asst Prin.	Secty. Acnt.	VT/SW Psych.	Sp Ed Ldr	Media Center		
Kindergarten Pgm		31	1,853,43	24,227	1,877,662	178,092	1,699,570	20.6		0.6	0.2										
Kindergarten Early Intrv Pgm		0	5	9,534	956,913	90,761	866,152	7		9	8										
Primary Grade(1-3) Pgm		12	947,379	73,701	4,173,843	395,880	3,777,963	11.0	2.4	0.2	0.1										
Primary Grd Early Intrv(1-3) Pgm		2	4,100,14	21,905	1,843,452	174,847	1,668,605	9	9	7	1										
Upper Elementary Grd(4-5) Pgm		8	1,821,54	13,520	1,385,038	131,368	1,253,670	7	4	1	8										
UppElem Grd Early Intrv(4-5)		5	1,637,87	66,618	3,972,146	376,749	3,595,397	8	0	7	3										
Middle Grade(6-8) Pgm		44	8	99,287	3,100,790	294,103	2,806,687	19.5	0.5	1.0	0.4										
Middle School(6-8) Pgm		9	1,371,51	109,29	1,412,934	134,014	1,278,920	2	6	0	1										
High School Gen Educ(9-12)		19	8	1	19,056	1,807	17,249	17.4	0.0	0.4	0.1										
CTAE(9-12) PGM		2	0	498	438,371	41,579	396,792	5	0	3	7										
Students with Disab Cat I		0	3,905,52	4,991	4,398,026	417,143	3,980,883	0.00	2.7	0.0	0.0										
Students with Disab Cat II		94	8	59,831	3,482,614	330,318	3,152,296	47.3	4	0	0										
Students with Disab Cat III		6	3,001,50	58,715	2,192,491	207,953	1,984,538	0		2.1	0.8										
Students with Disab Cat IV		87	3	95,466	2,914,794	276,462	2,638,332	38.0		0	6										
Students with Disab Cat V		4	1,303,64	46,615	821,690	77,936	743,754	0		0.3	0.7										
Gifted Student Category VI		33	3	9,076	286,745	27,197	259,548	16.6		4	9										
Remedial Education Pgm		3	18,558	3,873	237,942	22,568	215,374	5		0.7	0.3										
Alternate Education Pgm		2	433,380	1,264	4,296	407	3,889	0.25		2	0										
Eng.Spkr.s of Other Lang.(ESOL)		38	4,338,19		53,327	5,058	48,269	5.85		0.0	0.0										
Special Direct INSTRUC.		5,73	38,453,97	730,03	35,241,62	3,342,59	31,899,03	438.95	7.8	10.1	9.2										
Special Direct INSTRUC.		4,3	33,423,89	1	7	0	7	50	3	7	0.0										
Cent. Admin		13	1,250,17	0	1,250,17	118,57	1,131,597	46.3			3	1.0	4.0			1.00	1.0	2.3	2.3		
School Admin		9	3,997,02	39,557	3	6	1,531,586	3			0.2	0	0	9.0	9.1	11.1	0	2	2		
Facility M & O		22	5,652,51	1,708,73	1,692,07	160,49	1,546,662	28.2			7			0	3	0					
Sub Total (INDIRECT COST)		6	9,388,159	2	6	0	4,209,845	5			0.1	1.0	4.0	9.0	9.1	12.1	1.0	2.3	2.3		
MEDIA CENTER PGM.		46	9	1,748,28	1,708,73	162,07	727,265	38.5			3	0	0	0	3	0	0	2	2		
20 DAYS ADDITIONAL INSTRUCTION		2	723,774	9	2	0	201,149	0			0.2								5		
STAFF & PROFESSIONAL DEV		15	322,237	79,699	4,650,98	441,13	148,569	10.5			1										
PRINCIPAL STAFF & PROF. DEV		8	236,678		1	6	2,719	3			0.4										
MIDTERM HOLD HARMLESS		55			803,473	76,208	257,752	3.67			2										
Amended Formula Adjustment		22			222,227	21,078	0	3.14			0.1										
Charter System Adjustment					164,137	15,568	0				4										
QBE FORMULA EARNINGS			38,302,66	2,558,01	41,370,21	3,923,87	37,446,336	439.4			0.0			7.83	10.17	5.20	1.00	4.00	9.00		
CATEGORICAL GRANTS		6	9	0	284,761	4	27,009				5										
Pupil Transportation Pgm (Includes 50 Drivers and bus replacement funds of 0)					875,28		875,28				0.0										
Sparsity - Regular					6		6				0										
Nursing Services					120,133		120,133														
TOTAL EARNINGS FOR QUALITY BASIC EDUCATION					42,365,62		38,441,755														
Education Equalization Funding Grant					9		10,498,025														
TOTAL STATE FUNDING ON THIS ALLOTMENT SHEET					10,498,02		48,939,780														
Charter Commission Admin - State					5		0														
Military Counselors					52,863,65		0														
One-time Supplement					4		1,385,807														
State Commission Charter Supplement					0		0														
TOTAL FUNDING ON THIS ALLOTMENT SHEET					52,863,65		50,325,587														

**District Considerations**

**QBE Allotment**

Supt.	Asst Supt	Prin.	Asst Prin.	Secty. Acnt.	VT/SW Psych.	Sp Ed Ldr	Media Center
1.0	4.0			1.00	1.0	2.3	5.8
0	0	9.0	9.1	11.1	0	2	0
1.0	4.0	9.0	9.1	12.1	1.0	2.3	5.8
0	0	0	3	0	0	2	0
0	0	0	3	0	0	2	0
7.83	10.17	5.20	1.00	4.00	9.00	9.13	12.10
2.32	2.32	5.80					9.8

- NOTES:
1. Expenditure controls as set forth in O.C.G.A. Section 20-2-167 are reinstated, subject to each district's approved flexibility contract.
  2. Health Insurance for Certificated Personnel is funded on a per member per month amount(PM/PM) of \$945.00, for an annual funding amount of \$11,340 in QBE under appropriation in FY 2022 (HB 81).
  3. Teacher Retirement is funded at 19.81% in QBE in FY 2022 (HB 81).

Total T&E 14,618,50 includes 10,082,50 and 4,536,00  
 0 T&E 0 HI 0



# Data & Documentation To Consider

## District Considerations

2/29/24, 3:09 PM

Georgia Department of Education

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3 FTE Counts - This report lists each of the FTE Program Categories, the total number of segments reported, and the total number of FTE's for each of the three latest FTE collections. The student detail report also includes BIRTH DATE, PRESENT PRIOR 10 DAYS, PROGRAM CODE and INCLUSION CODES, STATUS, and numbers of ESOL segments. NOTE: The number of FTE's for a PROGRAM CODE is calculated by dividing the number of segments reported for the PROGRAM CODE by six. For example, if 7,075 'D' Segments were reported, this would equate to 1,179 FTE's (7075/6 = 1179).

FTE Category	FTE Code	October 2023 2024-1		March 2023 2023-3		October 2022 2023-1	
		Segments	FTE	Segments	FTE	Segments	FTE
Kindergarten	A	1,540	258	1,708	285	1,678	279
Kindergarten EIP	E	884	147	792	133	840	142
Grades 1 to 3	B	4,311	719	4,660	778	4,613	769
Primary Grades 1-3 EIP	F	2,022	339	1,762	294	1,821	304
Grades 4 to 5	C	2,420	404	2,661	444	2,637	440
Grades 4-5 EIP	G	1,422	238	1,316	220	1,282	214
Middle School 6 to 8	H	5,230	871	5,146	858	5,403	901
Grades 9 to 12	D	4,853	809	4,324	721	4,884	814
Special Education Level 1		30	5	5	1	5	1
Special Education Level 2		276	46	221	37	221	39
Special Education Level 3		1,926	323	1,725	289	1,685	280
Special Education Level 4		839	141	867	145	878	147
Special Education Level 5		1,340	224	1,280	214	1,345	225
GNETS Program	4	160	27	225	38	202	34
Gifted	I	3,139	523	2,900	483	2,797	467
Remedial Education	J	1,084	181	1,498	250	1,165	194
Vocational High School Lab	K	1,931	322	2,073	346	1,894	316
Dual Enrollment - General Education	6(D)	365	61	292	49	364	61
Dual Enrollment - Vocational	7(K)	39	7	54	9	26	4
Study Hall	N	0	0	0	0	0	0
Other (Non-State Funded)	O	59	10	25	5	28	5
ESOL		140	24	112	21	109	18
<b>System Total for Ware County</b>			<b>5,679</b>		<b>5,620</b>		<b>5,654</b>

**FTE Comparison & Funding Report**



# Phase III

## Decision Making; Determining the Number of Staff Needed

### To Help Get Student/Teacher Percentages

Ware Co Elementary 23-					
Special Education Coordinator	24	1			
Number of Co-Teachers		5			
Number of Inclusion Paras		3	Hatcher replaced Hale in November		
Number of Self-Contained Teachers		2			
Number of Self-Contained Paras		4			
Speech Therapist Open Position (SpEd Para & SLP)		0	Kameryn (K-5)	Bennett (SC)	
		1	SLP		

9.2%

Grade	Co-Teachers	Inclusion Para Support	Number of Inclusion SpEd	Number of Self-Contained	Self-Contained Teachers	Self-Contained Paras	
Kindergarten	Kayla	Amy		3 (2 additional students go in part time; one of these students will start full time next month)			
1st Grade	Kayla	Amy		3	2	4	
2nd Grade	Tristan	Amy		2			
3rd Grade	Tristan	Caycee /Paige		5			
4th Grade	Rene	Caycee /Paige		1			
5th Grade	Keyla /Rene G	Caycee /Paige		4			
Sunday/Resource	Melissa						
Total	5	3	4618 (not included the 2 part time in Kindergarten)				
			Total SpEd				
		Speech only: 21 (includes one homeschool student)	85 (1 HLC student not included)				
		*Robertson serves as a co-teacher for one segment. (ESSER Teacher and certified SpEd.)					
	Wishlist:						
	Resource teacher	Someone to work with resource students only. We currently have 17 students that would benefit from This is the amount of resource. We have only been able to provide it to 2nd students per grade level that and 3rd during academic segments with our current staff would benefit from resource numbers. I pull our 4th graders during guided math to K-2; 1st- 1; 2nd- 4; 3rd- 3; help with modifying assignments, but they are still in co-4th-4; 5th-3 teaching for all academics.					
	Paraprofessional	We could really use a floater. We have 2 Kindergarten students with physical disabilities in co-teaching. They require a significant amount of additional support for transitions and restroom needs. Both students have equipment that needs to travel with them (stroller, reverse walkers, arm crutches, wheelchair) to lunch, PE, recess, and fire drills. We have 3 students with physical disabilities right now that need support in the restroom, but one is in 5th grade. We also have two full self-contained classrooms with students that need to visit the sensory room throughout the day. We also have some students with autism in the co-teaching setting that would benefit from the sensory room as well. We are currently pulling from as much as we can to try and meet all of these needs. Sometimes our teachers have to use their planning to provide personal care services in the restroom, help with transitions, provide sensory breaks, and take co-teaching students to the special transportation bus. Administration also helps with transitions for the kindergarten students.					

W Elementary 23-					
Special Education Coordinator	24	1			
Number of Co-Teachers		5			
Number of Resource Teacher (s)		1			
Number of Inclusion Paras		4			
Number of Self-Contained Teachers		3			
Number of Self-Contained Paras		6			
Speech Therapist Hearing Impaired Teacher		2			
Open Position		1 Co-Teacher (4th)			

9.33%

Grade	Co-Teachers	Inclusion Para Support	Number of Inclusion SpEd	Number of Self-Contained	Self-Contained Teachers	Self-Contained Paras
Kindergarten	Sarah		1	8	3	
1st Grade	Marie		9	7		
2nd Grade	Raine		10	2		
3rd Grade	Alyssa	Mary	11	2		
4th Grade	OPEN	David	15	3		
5th Grade	Hannah	Madelyn	10	5		
Resource	Erin		1 2nd grader, 4- 3rd graders, 4- 4th graders	0		
Total	5	3	5	2		
			6	Total SpEd 123	7	

Wishlis  
 Sondag Readers, Reading Comprehension Intervention Program/Math Intervention Program, Additional Behavior Training and support



# Phase III

## Decision Making; Determining the Number of Staff Needed

School	Students	Teachers	Percentage	Paras
1. [unclear]	241	15	16.07%	6
2. [unclear]	109	8	13.63%	6
3. [unclear]	62	5	12.4%	7 (incl. s/c)
4. [unclear]	127	12	10.58%	6
5. [unclear]	56	6	9.33%	6
6. [unclear]	46	5	9.2%	3
7. [unclear]	35	4	8.75%	4
8. [unclear]	52	6	8.66%	4
9. [unclear]	29	5	5.8%	2

### Student & Teacher Percentages

#### Inclusion Classes

A designated number of these students will receive resource delivery; instruction for students with disabilities outside the regular classroom for 3 or fewer segments of the instructional day (resource & self contained are not locations).





# Phase III

## Decision Making; Determining the Number of Staff Needed



To Help Maintain Caseload Max & Determine Staff Need

### Self Contained Delivery

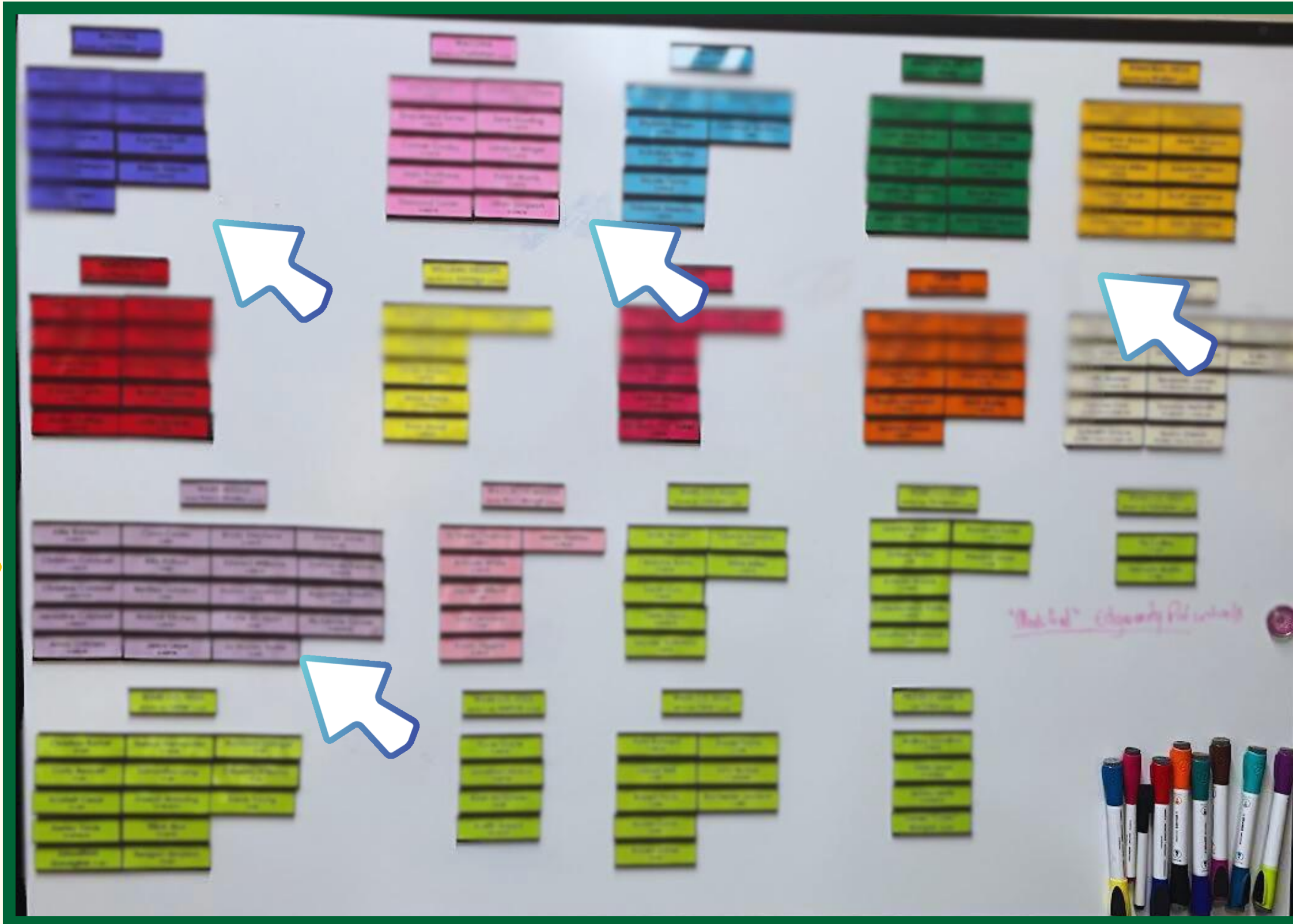
Instruction for students with disabilities in one area of exceptionality for 4 or more segments of the instructional day.



# Phase III

## Decision Making; Determining the Number of Staff Needed

1.



### Recommendation for Hire

2.

1. Based on the caseload at the kindergarten level we will add a kindergarten small group. Also considering what is projected for referrals and move ins.
2. Based on the caseload at the middle school level we will add a middle school small group.



# Questions? or Comments.



Ware County School District

# Setting The Stage for Staffing Needs

*For Students With Disabilities*

A Director's Guide

**Presented By:**  
Mandy Rowell-Harper



# Review



## Compliance



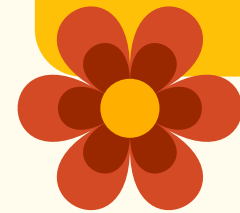
### Implementation of IDEA

Processes and procedures

Continuum of Services

Scheduling: Procedures and training

## Curriculum



### Learning priority

Reading intervention

High leverage practices

Math Intervention

Behavior

Common Planning Times

## Communication



### Open discussions

Learn your team

Know your leads

Build rapport

## Phase I

Establish your knowledge base which will drive your vision.

## Phase II

Data and documentation to consider (QBE, FTE, Caseloads).

## Phase III

Determining the number of staff needed.