Understanding Student Record:
Student Record Events

Special Education Services and Supports
Georgia Department of Education
What is Student Record (SR)?

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

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

System  School  Student
Enrollment  Program  Special Education

Student Record Errors and Warnings look for consistency between these files.
Who Reports the Student Record?

• The school **where an event takes place** is responsible for reporting the special education event.

• If a student attends multiple schools during the school year, **all schools report special education events if they occur at that school.**

• Student Demographic and Enrollment data are required to be reported by the school responsible for reporting these data.
Who Reports the Student Record? (continued)

• School in GO-IEP extract is based on the school which owned the GTID at the time of the event.

• School in GO-IEP extract is editable by a system admin.
Student Record Resources

Data Collections and Reporting

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

FY2022 Student Record Resources (gadoe.org)
The Data Collections webpage on the GaDOE website includes a section for the current year Student Record Resources. Links are available to resources such as:

- Student Record Data Element Detail
- Special Education Guidelines
- Student Record Transmission Dates
- Data Collections FAQs
- GNETS FAQ
- Place of Birth Codes
- Language Codes
- A Student record Checklist
Accessing Student Record (SR)

You must have a GaDOE portal account and be provisioned to access the Student Record Application. Select Data Collection, Student Record, the current year and your district.
## Student Record Resources in the GaDOE portal

File Layout files are available in the GaDOE portal application and include:
- Address File Layout
- Enrollment Level File Layout
- Program Level File Layout
- School Level File Layout
- Special Education Level File Layout
- Student Level File Layout
- Student Safety File Layout
- System Level File Layout

Other documentation that can be obtained in the Student Record application in the GaDOE portal include:
- Student Record Updates
- ARP ESSER Q & A
- Data Cleansing Errors files

### Student Record Transmission Cycles

<table>
<thead>
<tr>
<th>Transmission Cycles</th>
<th>Current Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Record For 2022</td>
<td>• Address Level File Layout</td>
</tr>
<tr>
<td>Student Record For 2021</td>
<td>• Enrollment Level File Layout</td>
</tr>
<tr>
<td>Student Record For 2020</td>
<td>• Program Level File Layout</td>
</tr>
<tr>
<td>Student Record For 2019</td>
<td>• School Level File Layout</td>
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<td>Student Record For 2018</td>
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<tr>
<td>Student Record For 2017</td>
<td>• Student Level File Layout</td>
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<tr>
<td>Student Record For 2016</td>
<td>• Student Safety File Layout</td>
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<tr>
<td>Student Record For 2015</td>
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</tr>
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<td>Student Record For 2014</td>
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<tr>
<td>Student Record For 2013</td>
<td>• ARP ESSER Q&amp;A</td>
</tr>
<tr>
<td>Student Record For 2012</td>
<td>• Student File Layout_Data Cleansing Errors</td>
</tr>
<tr>
<td></td>
<td>• Enrollment File Layout_Data Cleansing Errors</td>
</tr>
<tr>
<td></td>
<td>• Special ED File Layout_Data Cleansing Errors</td>
</tr>
<tr>
<td></td>
<td>• Data Cleansing List of Errors to Resolve</td>
</tr>
</tbody>
</table>
Student Record Signoff Deadline

The official STATE deadline is:

June 15, 2022

SR signoff is one of the data elements included when calculating Timely and Accurate Data
Understanding Special Education Events

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

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

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

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

EVENT ‘03’
• Initial Evaluation – date evaluation was completed

EVENT '04'
• Initial Eligibility Determination – date of the meeting

EVENT '05'
• Initial IEP/BCW Transition Meeting – date of the meeting
Special Education Events

EVENT '06'
- Initiation of Special Education Services; date services begin in GA

EVENT '07'
- IEP Annual Review; date of the meeting

EVENT '08'
- Reevaluation; report the date the reevaluation process is complete
EVENT ‘08’ Completion of the Reevaluation

The date is reported when:

- A team determines during a review of existing data (reevaluation data review) that no evaluations are needed for ANY reason (the reevaluation process is thus completed so the date of the reevaluation data review is the completion of reevaluation)

- **OR** after a review of existing data concludes that evaluation is needed for eligibility purposes, the new eligibility meeting is held (the reevaluation process is thus completed with the new eligibility, so the date of the new eligibility is the completion of reevaluation)

- **OR** after a review of existing data concludes that evaluation is needed for IEP purposes, the IEP meeting is held that addresses the last evaluation report (the reevaluation process is thus completed with the IEP addressing the last evaluation report completed so the date of that IEP meeting is the completion of reevaluation)
Additional Notes about Reevaluation

• Formal assessments should not be completed prior to the Reevaluation Data Review.

• The IEP that reviews the results of evaluation would not be dated the same as the Reevaluation Data Review that requested the evaluation.

• A dismissal from special education should NEVER be done through a Reevaluation Data Review.
Special Education Events 2

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

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

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

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

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

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

• ‘10’: Exit code when parent revokes consent for special education services; reflects the last date of services

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

• Event ‘10’ requires Prior Witten Notice
Provision of Prior Written Notice

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

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

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

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

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

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

• Sources for the parents to contact to understand provision of procedural safeguards

• A description of other factors that are relevant

• Must be in understandable language and in the native language of the parent
Special Education Events continued

EVENT ‘11’

• Student not Eligible at Initial Eligibility – date of the initial eligibility meeting determining not eligible

EVENT ‘12’

• Parent Refused Initial Provision of Sp Ed and related services – date parent refused consent

EVENT ‘13’

• Student Was Incorrectly Reported as SWD
  • LEA is required to submit documentation
When to Report EXIT EVENT ‘13’

• Students reported incorrectly as a student with a disability in a prior year should be
  • Reported with a Special Education EXIT EVENT ‘13’ in FTE1 or SR
    ➢ Event ‘13’ date must be later than any Event reported incorrectly
    ➢ Event ‘13’ date must be during the current school year
  • Reported with R (Regular) type student code

• **NOTE: REMOVE the PRIMARY AREA CODE in the SIS immediately, do not report PRIMARY AREA in SR**
Special Education Events

EVENT ‘14’

• Initial Parental Consent for Provision of Sp Ed and Related Services in GA

EVENT ‘15’

• Reevaluation Waiver – date that the Parent and LEA agree that neither reevaluation or data review is required to continue eligibility

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
EVENT ‘14’ Consent for the Initial Provision of Sp Ed and Related Services

- Not a new process; now reporting this as an event
- Report the date your district or prior GA district receives the consent for services
- For transfer students never served in special education in GA
  - If you have in your possession, the consent for services from another state, report the date the parent signed the consent if the received date is unavailable.
  - If you do not receive a consent for services from a prior state, report the date you receive it from the parent.
- If the event is outside of enrollment for your district, the event will be rejected. Recover the event using the Rejection/Recovery tool.
EVENT ‘15’ Waiver of Reevaluation

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

   OR

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

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

• First step is the Review of Existing Data. In Georgia, we use the Reevaluation Data Review to document this.

• Review of Existing Data involves a discussion of the data already available and then a decision is made regarding whether evaluation is needed for any reason.

• If the decision is that no new information is needed, the date of the Reevaluation Data Review should be reported in SR as EVENT ‘08’ and NOT EVENT '15'. This is NOT a waiver (although historically it may have incorrectly been called a waiver).
Waiver of Reevaluation

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

You **must have** a full eligibility report that meets Georgia Eligibility requirements in your local file in order to waive the reevaluation process.
Reporting Initial Events

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

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

OR...A student was:

- Reported as SWD in Prior Year
- Returned to General Education as no longer eligible
  - EVENT ‘09’ was reported
- Re-referred to Special Education
  - Report Initial Consent EVENT ‘02’
  - Report Initial Evaluation EVENT ‘03’
  - Report Initial Eligibility EVENT ’04’
  - Report Initial IEP EVENT ‘05’ (if determined to be eligible)
  - Report Consent for Initiation of Services, EVENT ‘14’
  - Report Initiation of Services EVENT ‘06’ (if parent consents)
    - EVENT ‘06’ date is when services are initiated
Reporting Initial Events 3

OR...A student was:

• reported as SWD in Prior Year

• returned to General Education because parent revoked consent
  – EVENT ‘10’ was reported

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

OR...A student was:

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

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

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

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

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

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

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

EVENT ‘12’: Parent refused to provide consent for initial services

- Consent for evaluation received (report EVENT ‘02’)
- Evaluation completed (report EVENT ‘03’)
- Student made eligible (report EVENT ‘04’)
- Student has an IEP (report EVENT ‘05’)
- Parent does not give consent (do not report EVENT ‘14’)
- Student does not receive services (do not report EVENT ‘06’)


If the parents change their mind (soon after OR a long time after refusal):

- Convene a new Initial IEP meeting.
- Report another EVENT ‘05’, an EVENT ‘14’ when consent is obtained and an EVENT ‘06’ when services are initiated

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

Student’s Special Education History if parent grants consent after a refusal:

Parent/Student Present at Conference

• Student Present at IEP Meeting
  - ‘Y’ or ‘N’ for EVENT ‘05’ and EVENT ‘07’
  - Can be reported for all students
  - Required for 9th - 12th grade or 16 years or older

• Parent Present at IEP Meeting
  - ‘Y’ or ‘N’ for EVENT ‘05’ and EVENT ‘07’

• Captured for all EVENTS ’05’ and ‘07’ in GO-IEP by looking at who is checked as attending on the last page of IEP
Understanding Student Record: Special Education in Other Student Record Files
### Student Record (SR):
Cumulative Data for a School Year

<table>
<thead>
<tr>
<th>System</th>
<th>School</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>Program</td>
<td>Special Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Address</td>
</tr>
</tbody>
</table>

Student Record Errors and Warnings look for consistency between these files.
SR Cumulative Data
System Level Record Data

- Information compiled at the district office for the entire system
SR Cumulative Data
School Level Record Data

- Information compiled at the school level
- One record is transmitted for each school in the school system
A student may have multiple Enrollment Records submitted if the student entered and withdrew more than once during the school year.

Preschool community served students should have an enrollment in a school in the school system that begins at the time their special education services start.

Withdrawal codes, including codes that designate drop out and graduated, are reported in this file.

- Verify the accuracy of this
- Often reported in error for students who participate in the graduation ceremony but not actually leaving school. They should not be reported with a withdrawal code.
SR Cumulative Data
Student Address Level Record Data

• Includes demographic data elements for where the student currently resides, including the street address, city, state and zip code
• Student cannot have more than one Address record per school
• Report the last known address for the student while enrolled at that school
SR Cumulative Data: Student Level Record Data

- Data compiled at the student level

- One record is transmitted from a school for
  - each student enrolled at that school
  - at any time during the school year
  - regardless of the number of times the student enrolled or withdrew from the school
SR Cumulative Data: Student Level Record Data

Data in the Student Level Record includes:

- Demographic data elements
- Data elements that describe a student’s participation in special programs (Special Education, Gifted, Title 1 supported, ESOL)
- Graduated students with diploma type code

Data are not time sensitive

- If the student participated in the program at any time during the school year, that participation should be reported
- Report the participation even if the student is no longer in the program at the end of the school year
Reporting Primary Area

- Primary area is **not** included in the Student Record Special Education file.
- It is reported in the **Student Level File** extracted from the system’s Student Information System (SIS).
- Primary Area should ONLY be reported once services have started (Special Education EVENT ‘06’).

Primary Area in Student Record indicates that the student is **or was** a student with a disability in your LEA during the **current school year**.
### Reporting Primary Area

<table>
<thead>
<tr>
<th>Eligibility</th>
<th>Primary Area Code</th>
<th>Eligibility</th>
<th>Primary Area Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild Intellectual Disability</td>
<td>P</td>
<td>Other Health Impairment</td>
<td>Y</td>
</tr>
<tr>
<td>Moderate Intellectual Disability</td>
<td>Q</td>
<td>Visual Impairment</td>
<td>Z</td>
</tr>
<tr>
<td>Severe Intellectual Disability</td>
<td>R</td>
<td>Blind</td>
<td>1</td>
</tr>
<tr>
<td>Profound Intellectual Disability</td>
<td>S</td>
<td>Deaf and Blind</td>
<td>2</td>
</tr>
<tr>
<td>Emotional Behavioral Disorder</td>
<td>T</td>
<td>Speech/Language Impairment</td>
<td>3</td>
</tr>
<tr>
<td>Specific Learning Disability</td>
<td>U</td>
<td>Autism</td>
<td>6</td>
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<tr>
<td>Orthopedic Impairment</td>
<td>V</td>
<td>Traumatic Brain Injury</td>
<td>7</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>W</td>
<td>Significant Developmental Delay</td>
<td>8</td>
</tr>
<tr>
<td>Deaf</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discipline- When does a student become a SWD?

• For disciplinary reasons, a student should be treated as a SWD as of the date of the EVENT ‘02’ (initial consent for evaluation) and continuing through the date of the EVENT ‘05’ (Initial IEP date).

• If found eligible, the student will continue to be treated as a SWD unless there is a subsequent
  • EVENT ‘12’ Parental Refusal of Consent for Special Education Services,
  • EVENT ‘09’ Dismissal from Special Education, or
  • EVENT ‘10’ Parental Revocation of Consent for Provision of Services

• This will need to be monitored within your LEA
Reporting - When does a student become a SWD?

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

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

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

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

- **Report** the **PRIMARY AREA CODE** for the entire school year.

- Even if EVENT 09 or EVENT 10 are reported in the current school year, report the primary area.

- If EVENT 09 or EVENT 10 are reported from a previous school year (date is in a previous school year, rejected and recovered), the primary area **WOULD NOT** be reported.

**REMOVE the PRIMARY AREA CODE in the SIS after Student Record sign off.**
Other Student Level Data for SWD

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

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

Extended School Year (ESY)

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

**Code Description:**

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

Remember current fiscal year is July of the prior year to July of the current year. Example: FY22 would be July 2021 to June 2022. That means if a student received ESY July 2021 but did not June 2022 they would still be marked Y.
Other Student Level Data for SWD

Alternate Math Sequence

IMPORTANT!
Report this in the year the student participates in alternate math sequence, not the year the decision is made.

- Indicates whether Student with Disability (SWD) student is taking the alternate course sequence for completing high school math requirements (Y/N flag).
- Reported for SWD students in grades 10-12 only. All other students should have blank.
  - If blank and student is SWD in Grade Level 10-12, then this data element will default to ‘N’.
  - Report ACS students with “N” as it is assumed without completing the rubric that the student is not expected to master the skills in the advanced math courses.
FY2022 Student Record Layout, Edits for Alternate Math Sequence

- E183 - Must equal one of the following: ‘Y’ - SWD student is taking the alternate course sequence for completing high school math requirements. ‘N’ - SWD student is not taking the alternate course sequence. Blank is allowed

- E188 - Student reported with a PRIMARY AREA and in GRADE LEVEL ‘10’ - ‘12’, but ALTERNATE MATH SEQUENCE is not ‘Y’ or ‘N’.

- E189 - Student does not have a PRIMARY AREA, or student is not in GRADE LEVEL ‘10’ - ‘12’. ALTERNATE MATH SEQUENCE must be blank.

- E1895 - ALTERNATE MATH SEQUENCE was ‘Y’ in the prior year Student Record collection, ALTERNATE MATH SEQUENCE must be ‘Y’.
160-5-1-.15 AWARDING UNITS OF CREDIT AND ACCEPTANCE OF TRANSFER CREDIT AND/OR GRADES

- The link below will take you to the complete rule:

(e) Awarding Units of Credit for Mathematics Courses for Students Receiving Special Education Services Under the Individuals with Disabilities Education Act (IDEA).

“...local boards of education shall award units of credit for mathematics courses that will satisfy the mathematics course requirements in State Board of Education Rule 160-4-2-.48 to a student receiving special education services...if the student meets the following:
IEP Documentation of Math Weakness Must be Prior to 9th Grade

Prior to the student entering the ninth grade, the student’s Individualized Education Program (IEP) Team has to identify that the student has a disability that affects mathematics achievement.

Possible evidence:
- Mathematics Milestones scores
- IEP goals designed to provide access to the standards
- Present levels of performance documentation
- Psychological assessment data
- Eligibility report documentation

The Alternate Math sequence decision is not made or reported prior to 10th grade. This documentation must be in the student’s file prior to 9th grade to justify participation in the alternate math sequence. There is no method to bypass this.
The IEP Team Shall Document…

• The student’s disability has precluded the student from achieving grade-level proficiency
• The student’s progress to date in response to appropriate instruction, including special education and related services designed to address the student’s individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not successfully master the standards in Mathematics III, GPS Advanced Algebra, or CCGPS Advanced Algebra
• The determination of the student’s progress has been based on multiple measurements
Additional Requirements

Local boards of education shall inform parents and students that students who do not complete Advanced Algebra or Algebra II may not meet the mathematics admission requirements for entry into a University System of Georgia institution or other post-secondary institution without additional coursework.
**Other Student Level Data for SWD**

**Alternate Content Standards (ACS) (formerly GAA)**

- Y or N flag
- Student has a significant cognitive disability and is instructed using ALTERNATE CONTENT STANDARDS (ACS). The student is eligible for ALTERNATE CONTENT STANDARDS (ACS) and when appropriate based on grade, this student is assessed using ALTERNATE CONTENT STANDARDS (ACS).
- Used to determine if teachers are appropriately certified
- Y if the student is participating in ACS and will participate in the alternate assessment regardless of whether the alternate assessment occurs during the current school year
- ACS= Y must have at least one course record XX.8
- If ACS status has changed from prior reporting, then also report
  - Date student became eligible for GAA OR
  - Date student identified no longer eligible for GAA
Preschool

- Preschool Program codes are reported for all Pre-K students in the Student Level Record.
<table>
<thead>
<tr>
<th>Pre-K Program Code</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Early Head Start</td>
<td>Federally funded program for age eligible children birth – 3</td>
</tr>
<tr>
<td>02</td>
<td>Head Start 3</td>
<td>Children must be 3 by September 1 of current school year and meet current Head Start eligibility requirements.</td>
</tr>
<tr>
<td>03</td>
<td>Head Start 4</td>
<td>Children must be 4 by September 1 of current school year and meet current Head Start eligibility requirements.</td>
</tr>
<tr>
<td>04</td>
<td>Head Start 5</td>
<td>Children must be 5 by September 1 of current school year and meet current Head Start eligibility requirements.</td>
</tr>
<tr>
<td>05</td>
<td>Georgia Lottery Funded Pre-K</td>
<td>Children must be 4 by September 1 of current year and are enrolled in a lottery funded Georgia Pre-K classroom</td>
</tr>
<tr>
<td>06</td>
<td>Title 1 Funded Pre-K</td>
<td>Children must be 4 by September 1 of current year and are not enrolled in Head Start or Georgia Pre-K. Title 1 classes are locally funded through Title 1 funds</td>
</tr>
<tr>
<td>07</td>
<td>Special Education 3-year olds</td>
<td>Use this code for 3 year olds (as of September 1st) or 2 year olds in a special education preschool program, not served in any other program listed above</td>
</tr>
<tr>
<td>08</td>
<td>Special Education 4-year olds</td>
<td>Use this code for 4 year olds (as of September 1st) in a special education preschool program, not served in any other program listed above</td>
</tr>
<tr>
<td>09</td>
<td>Blended Head Start/GA Pre-K</td>
<td>Classes are blended with Georgia’s Pre-K Program and are required to meet eligibility for Head Start and follow both the Head Start and Georgia’s Pre-K Requirements.</td>
</tr>
<tr>
<td>10</td>
<td>Other Pre-K Program</td>
<td>n/a</td>
</tr>
<tr>
<td>99</td>
<td>None</td>
<td>n/a</td>
</tr>
<tr>
<td>Blank/ null</td>
<td>for non Pre-K students only</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Pre-K Program

Note: When the student is served part of the day in one program and part of the day in special education, choose the code that represents the non-special education portion.

Example: If the student is part day Georgia Pre-K and part day special education, then choose '05' Georgia Pre-K for any child attending the lottery funded program, regardless of whether they are receiving special education services.
Pre-K Enrollment

• Pre-K served in the community, private preschool or home should be
  • Served under an IEP
  • Reported with an enrollment record

• Pre-K special education students served in a private school (*must meet the definition of a school*) and the parent has rejected the offer of FAPE
  • Served under a Services Plan- should be rare
  • **Not** reported with an enrollment record unless enrolled for at least one day this year
Other Student Level Data

Environment (Residential Environment, not Special Education Environment)

'1' - Resides in an institution for neglected youth (RTF and/or SB618 facility) and attends school at the facility

'2' - Resides in an institution for delinquent youth (RTF and/or SB618 facility) and attends school at the facility

'3' - Is homeless

'4' - Is a homeless unaccompanied youth

'6' - Resides in a publicly funded residential center and attends school in the LEA

'7' - Resides in a privately funded residential center and attends school in the LEA
618 Facilities: Residential Treatment Facilities (RTF)

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

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

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

- Student lives in a *public* facility and attends school in your LEA
  - Report Environment Code ‘6’
- Student lives in a *private* facility and attends school in your LEA
  - Report Environment Code ‘7’
Environment

• The residential ENVIRONMENT codes assist in LEA data calculations for LRE and Significant Disproportionality for Placement

• SWDs reported with any residential ENVIRONMENT code should also be reported with the appropriate Special Education Environment Codes
SR Cumulative Data
Program Level Record Data

Georgia Network for Educational and Therapeutic Supports (GNETS)

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

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

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

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

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

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

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

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

- GNETS – Center Based Code ‘02A’ is defined as a separate program that operates as a standalone and does not afford students the opportunity to access age appropriate non-disabled peers during the school day

- GNETS – School Based Code ‘02B’ is defined as a program that allows students access to non-disabled peers during the school day
Two School Codes are reported for students served by GNETS

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

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

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

Enter the GNETS program code in the alternative school code field

• GNETS program code is validated against facilities database
• E413 – edit: Where PROGRAM TYPE = ‘02’, program SCHOOL CODE entered not valid for a GNETS program
• Ensure that your GNETS facility is reported to the DOE in your facilities report
• GNETS programs are tied to specific districts and you will get an error if your students are reported at a GNETS not tied to your LEA
Should students be reported with a GNETS program code even if the students attend a GNETS program located in another district?

Yes, districts must use the GNETS program code for the program even if the programs serve a region and are located in another school district.
How is the frequency of GNETS services determined?

The ‘Number of Daily GNETS Segments’ (Element ID PGM015) identifies the highest number of daily segments (1-6) a student received in a GNETS program during the school year. Accuracy is critical because this information is used to determine the funding each GNETS program receives.
How is duration of enrollment in a GNETS program determined?

The duration of services for a student enrolled in a GNETS program is calculated using the ‘Beginning Date’ (Element ID PGM009) and ‘Ending Date’ (Element ID PGM0010)

• For students with continuous enrollment ‘Beginning Date’ would be the first day of school and ‘Ending Date’ would be the last day of school.

• If a student enters and exits a GNETS program multiple times during the school year a new Program Level Record must be created for each entry.
Is there a resource for GNETS coding questions?

Yes. The GNETS FY21 FAQ can be located at Georgia Network for Educational and Therapeutic Support (GNETS) (gadoe.org)
Continuation of Services Information

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Primary Area by EL, Hispanic, Race and Gender</th>
<th>EL</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Indian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Asian</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Black</td>
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<td>0</td>
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<tr>
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<td>White</td>
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<tr>
<td>Female</td>
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<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

- Data is presented as percentages for each category.
SR DIS090 Continuation of Services (COS) Report

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

<table>
<thead>
<tr>
<th>School ID</th>
<th>School Name</th>
<th>GTID</th>
<th>Student Name</th>
<th>Continuation of Services</th>
<th>Action Code</th>
<th>Number of Days</th>
<th>Primary Area</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>3</td>
<td>T - Emotional / Behavioral Disorder</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
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<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
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</tr>
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<td>30-Out-of-School Suspension</td>
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</tr>
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<td>N</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td>N</td>
<td>30-Out-of-School Suspension</td>
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<td>N</td>
<td>30-Out-of-School Suspension</td>
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<td></td>
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<td>N</td>
<td>30-Out-of-School Suspension</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
SR DIS091 Suspensions with the same date and days

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

<table>
<thead>
<tr>
<th>School</th>
<th>GIDD</th>
<th>Student Name</th>
<th>Incident Date</th>
<th>Number of Days</th>
<th>Total Records</th>
<th>Total Days</th>
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<tbody>
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<td>00112220</td>
<td>1.1.1</td>
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<td>3</td>
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</tr>
<tr>
<td>10012219</td>
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<td>4</td>
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<td>2</td>
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</tr>
</tbody>
</table>
SR DIS092 Possible duplicated safety records

- shows records possibly duplicated

<table>
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<tr>
<th>School ID</th>
<th>Name</th>
<th>GND</th>
<th>Student Name</th>
<th>Incident Date</th>
<th>Action Code</th>
<th>Auxiliary Code</th>
<th>Total* Records</th>
<th>Total** Days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>02210J00</td>
<td>50</td>
<td>0012</td>
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<td>3</td>
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<td>6</td>
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<td>0012</td>
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<td>6</td>
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<td>3</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>30</td>
<td>0012</td>
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<td>2</td>
</tr>
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<td></td>
<td>12210J05</td>
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<td>6</td>
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<td></td>
<td>08240J05</td>
<td>50</td>
<td>0012</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
SR DIS095 OSS Greater than 10 Days w/out Services

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

<table>
<thead>
<tr>
<th>School Name</th>
<th>Unduplicated Student Count Per Discipline Action</th>
<th>Total Action Records</th>
<th>Total* Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>All Schools</td>
<td>14</td>
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<td>0</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
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<td>0</td>
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<tr>
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<td>9</td>
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<td></td>
<td>1</td>
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</tr>
<tr>
<td>System Totals</td>
<td>101</td>
<td>90</td>
<td>0</td>
</tr>
</tbody>
</table>

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

By clicking on the highlighted number, a table of student names, days of OSS, etc. is provided, as shown below.
Student Record Reports- Tips

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

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

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

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

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

To download the full report in Excel.

To generate the extract to be imported into the Ga DOE portal for the Special Ed SR file.
GO-IEP users should check these Reports throughout the year
GO-IEP SR Extract
Sort for all EVENT '06' events and ensure that the consent for services (Event '14') has been added to the timelines page for each EVENT '06' on the SR Extract in GO-IEP.

Timelines Report
Verify the Completion of the Evaluation date (date showing was entered in GO-IEP on the timelines page)

Meetings
- Ensure meetings are being completed in a timely manner
- The events can’t be reported (and won’t be included in the SR extract) until they have been finalized.

FTE Submission Report
- Check for the students who are not publicly enrolled and keep this up to date.
- Continue to upload the extract into the SIS to make sure the Primary area is always current

Student Status Reports
Make sure all students entering with SWD history have a case within GO-IEP AND have been included in your SIS as a SWD
Reporting Events for Transfer Students

Special Education Services and Supports
Georgia Department of Education
SWD Transfers into Your District

You may obtain information about transfer students from these sources:

- Student Record
  - Individual Student Record
  - Special Education History by GTID
  - E872 in Student Record
- E799 in FTE1 of FTE3
- State Longitudinal Data System
  - Student Profile
- GUIDE
- GO-IEP (Georgia Online IEP)
  - Student Status Dashboard Report
  - Dates previously reported will show inside the override
- Documents may be created in GO previously
- Documents may be loaded on the Documents Tab in GO
SR Student Level Record E872

Look for this error in your Error Report

- E872: Student reported with **PRIMARY AREA** and no exit event **last** school year, but student not reported with **PRIMARY AREA** this school year

- Students listed in this report were reported as SWD in a previous LEA
  - Determine if student has exited special education, has an eligibility, IEP, or received services in previous LEA
FTE Error E799

Look at FTE Error Report E799

- Should be the first report looked at regularly by Sp Ed – find and serve these students prior to FTE in order to benefit the student & allow LEA to report for FTE Sp Ed funding

- Special Education student reported in SR and did not exit program, but REPORT TYPE = ‘R’ in FTE

- Students reported with this error were reported as a SWD the previous year in SR
  - Determine if student has exited special education, has an eligibility, IEP, received services in previous LEA
GUIDE

Who has access to GUIDE?

• Organization Roles of
  • Special Education Directors
  • Special Education Staff

• Application Roles
  • GUIDE – District Other Users

Look at these reports:

• Claimed in Date – Includes Primary Area (The Student Status Reports in GO-IEP use information from GUIDE)
• Special Education History
Reporting Events for Students Transferring Within Georgia
Scenario: Student transfers to your district and was reported exited in the previous district but didn’t really exit Special Education (has a current IEP and Eligibility)

Current district attempts to report an annual IEP review (EVENT ‘07’) and finds that a previous LEA reported EVENT ‘09’ (exiting the student from special education).

• After consultation with the previous LEA
  • you are certain that the student is still eligible under IDEA
  • You have verified that the EVENT ‘09’ was reported in error by the previous district
Scenario: Student transfers to your district and was reported exited in the previous district but didn’t really exit Special Education (has a current IEP and Eligibility)

Current district attempts to report an annual IEP review (EVENT ‘07’) and finds that a previous LEA reported EVENT ’10’ (exiting the student from special education due to parent revocation).

• After consultation with the previous LEA and the parent, you have verified that the EVENT ‘10’ was reported in error by the previous district

You will get an error in SR – request relief; relief will be granted with adequate explanation
Scenario: Student transfers to your district with overdue GA eligibility and IEP

Process: *Follow the Reevaluation Process*

- Convene a Reevaluation Data Review meeting, review information and data, determine whether any additional evaluations are needed, and obtain consent to reevaluate if additional evaluations are needed
  - Report EVENT ‘08’ – Reevaluation, **only if the review of the data indicates no additional evaluation is needed**
- Convene an IEP meeting and develop an IEP
  - Report EVENT CODE ‘07’ – IEP Annual Review
- After evaluation, if evaluation was conducted, convene a reevaluation eligibility meeting; Report EVENT ‘08’
  - You may also reconvene the IEP team for annual review – EVENT ’07’ (or you may amend the IEP)
Scenario: Student enrolls in your district with GA Special Education events, but has been in a private or home school not receiving service

Process: *Follow the Reevaluation Process*

- Convene a Reevaluation Data Review meeting, review information and data, determine whether any additional evaluations are needed, and obtain consent to reevaluate if additional evaluations are needed
  - Report EVENT ‘08’ – Reevaluation, **only if the review of the data indicates no additional evaluation is needed**
- Convene an IEP meeting and develop an IEP
  - Report EVENT CODE ‘07’ – IEP Annual Review
- After evaluation, if evaluation was conducted, convene a reevaluation eligibility meeting; Report EVENT ‘08’
  - You may also reconvene the IEP team for annual review – EVENT ‘07’ (or you may amend the IEP)
Scenario: Student enrolls in your district with GA events, but has been in a private or home school not receiving service (cont.)

- If you reevaluated the student, convened an eligibility meeting and
  - The student is not eligible
Scenario: Student enrolls with overdue GA eligibility and IEP (not exited) and parent does not want services

Student’s SR history looks like this:

EVENT ‘02’
EVENT ‘03’
EVENT ‘04’
EVENT ‘05’
EVENT ‘06’
EVENT ‘07’ (over 1 year old)
EVENT ‘08’ (over 3 years old)

Convene a meeting to discuss with the parent the implications of revocation of services; provide PWN

Parent must provide revocation in writing

• Report EVENT ‘10’
  • Parent Revocation of Services
Scenario: Student enrolls, and parent informs LEA that the student is a SWD, no paperwork

 Attempt to contact the previous district immediately
 Look in SLDS for information regarding SWD status
 Look at SR history for SWD status

This may be a case by case situation based on the information/history you discover. Contact the GADOE for guidance.
Reporting Events for Students Transferring from Out of State
Eligibility does not Expire

• The law requires that a SWD be reevaluated every 3 years
  • Read and understand the Reevaluation Process in Georgia’s Implementation Manual

• Implications: When a student moves in from out of state with an eligibility under IDEA, services must be provided
  • The LEA must determine if reevaluation is required based on many factors including the last date of evaluation/reevaluation
Common Error for SR Reporting for out of state transfer: Student moves from another state in the US with no prior GA SR history and the IEP and/or eligibility is reported as an annual review (EVENT ’07’) and reevaluation (EVENT ’08’)  

• If the student has not been previously served in GA, dates from a prior state (most current) that are being accepted should be entered as initial events* (EVENT ‘04’ and EVENT ‘05’).  
• Remember that you must also report the EVENT ‘14’ for these students.  
• The EVENT ‘06’ event would be the date first served in GA.  

*Do not report EVENT ‘02’ and EVENT ‘03’
Scenario 1: Student Enrolls with Eligibility and Current IEP

Your LEA will use the out of state eligibility* and IEP

In Student Record Report:

• EVENT ‘04’ date from out of state – most recent eligibility date
  • This event will be rejected as it “occurred outside of enrollment in your district”
  • Recover the event into the student’s Special Education history in SR (Rejection/recovery)
• EVENT ‘05’ date from out of state – most recent IEP date
  • This event will be rejected.
  • Recover the event into the student’s Special Education history in SR (Rejection/recovery) as “Event occurred prior to enrollment in Georgia”

*Rdetermine the date of the student’s most recent evaluation, consider reevaluation
Scenario 1 continued

Your LEA will use the out of state eligibility* and IEP

• Report an EVENT ‘14’
  • Use either:
    • Date your LEA obtains consent
    • Or Date of consent from previous state (if you receive that signed form)
• Report an EVENT ‘06’ date for the day you initiate services in GA

Your SR dates may be out of order.

* determine the date of the student’s most recent evaluation, consider reevaluation
Scenario 2: Student Enrolls with Eligibility and IEP Current

Your LEA will use the eligibility* but you want to develop your own IEP

In Student Record:

• Report EVENT ‘04’ from out of state
  • This event will be rejected as it “occurred outside of enrollment in your district”
  • Recover the event into the student’s Special Education History in SR (Rejection/recovery)

• Convene an IEP meeting
  • Report this meeting date as EVENT ‘05’ – Initial IEP
  • **The IEP must be convened immediately** (if it will not be convened immediately, use the previous scenario as you would be providing comparable services with the IEP from the previous district until you develop your own, as therefore the IEP from the previous district is the initial GA IEP)
  • If the LEA begins services prior to convening an IEP, the LEA has accepted the IEP from the previous state and the date from the previous state should be reported

* determine the date of the student’s most recent evaluation, consider reevaluation
Scenario 2: continued

Your LEA will use the eligibility* but you want to develop your own IEP

• Report EVENT ‘14’
  • Date your LEA obtains consent
  • Date of consent from previous state

• Report EVENT ‘06’ the date you initiate services in GA

* determine the date of the student’s most recent evaluation, consider reevaluation
Scenario: Student Enrolls with Overdue Eligibility and an IEP

No Record of Student Exiting Special Education

• Do you have to serve the student? YES!
• Plan to convene a Reevaluation Data Review meeting, review data and information in the eligibility, obtain consent to evaluate if necessary: See the Reevaluation Process in Georgia’s Implementation Manual

Continued
Scenario: Student Enrolls with Overdue Eligibility and an IEP

• REPORT EVENT ‘04’ (date of most recent eligibility from out of state)
  • This event will be rejected.
  • Recover the event into the student’s Special Education history in SR (Rejection/recovery) as “Event occurred prior to enrollment in Georgia”

• EVENT ‘05’ date from out of state – most recent IEP date
  • This event will be rejected.
  • Recover the event into the student’s Special Education history in SR (Rejection/recovery) as “Event occurred prior to enrollment in Georgia”

• Report EVENT ‘06’ (First day of services in Georgia)

• Report EVENT ‘14’
  • Date your LEA obtains consent
  • Date of consent from previous state
Scenario: Student Enrolls with Overdue Eligibility and an IEP (continued)

• After the reevaluation, if requested, re-convene a reevaluation eligibility meeting
  • Report EVENT ‘08’, Reevaluation (reevaluation process has been completed)

• Reconvene an IEP meeting if necessary, based on new information
  • Report EVENT ‘07’, Annual Review IEP
  • If the Initial Georgia IEP is just amended after the reevaluation, do not report EVENT ‘07’
Scenario: Student Enrolls with Overdue Eligibility and IEP (continued)

…if the outcome in the data review is that an evaluation is needed, but the parent refuses to provide consent to administer additional assessments as part of the reevaluation process,

- the LEA may decide to discontinue the provision of special education services and supports to the child,
- if the LEA believes based on a review of existing evaluation data, that the child does not continue to have a disability or does not continue to need special education and related services

The team should meet to complete the new eligibility using all the existing data available (informal and prior formal evaluation information). If the data is insufficient to determine eligibility, the student will not be eligible.
Scenario: Student Enrolls with Overdue Eligibility and no IEP

No Record of Student Exiting Special Education

• Do you have to serve the student? YES!
• Convene a Reevaluation Data Review meeting, review data and information in the eligibility, obtain consent to evaluate if necessary: See the Reevaluation Process in Georgia’s Implementation Manual
Scenario: Student Enrolls with Overdue Eligibility and no IEP (continued)

...if the outcome in the data review is that an evaluation is needed, but the parent refuses to provide consent to administer additional assessments as part of the reevaluation process,

- the LEA may decide to discontinue the provision of special education services and supports to the child,
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The team should meet to complete the new eligibility using all the existing data available (informal and prior formal evaluation information). If the data is insufficient to determine eligibility, the student will not be eligible.
Scenario: Student Enrolls with Overdue Eligibility and no IEP

• After the reevaluation, if requested, re-convene a reevaluation eligibility meeting
  • Report EVENT ‘08’, Reevaluation (reevaluation process has been completed)

• Reconvene an IEP meeting if necessary, based on new information
  • Report EVENT ‘07’, Annual Review IEP
  • If the Initial Georgia IEP is just amended after the reevaluation, do not report EVENT ‘07’
Scenario: Student Enrolls with Overdue Eligibility and no IEP

- REPORT EVENT ‘04’ (date of most recent eligibility from out of state)
  - This event will be rejected.
  - Recover the event into the student’s Special Education history in SR (Rejection/recovery) as “Event occurred prior to enrollment in Georgia”
- Convene an IEP meeting immediately, develop and implement the IEP
  - The IEP must be convened immediately
  - Report EVENT ‘05’ (Initial IEP in Georgia)
  - Report EVENT ‘14’ (Consent for Initiation of Services)
    - EITHER date your LEA obtains consent
    - OR date of consent from previous state
  - Report EVENT ‘06’ (First day of services in Georgia)
Scenario: Student enrolls with only an IEP that you will use, at least temporarily and no Eligibility or Reevaluation documentation

Attempt to contact the previous district/state immediately

• Using information received via phone call verifying SWD status and services
  • Convene a reevaluation data review meeting, based on any information you may have, and obtain consent for evaluation
    • Report EVENT ‘04’ as the date of this meeting
    • Report Primary Area code according to what you believe it to be based on information from out of state
  • EVENT ‘05’ date from out of state – most recent IEP date
    • This event will be rejected.
    • Recover the event into the student’s Special Education history in SR (Rejection/recovery) as “Event occurred prior to enrollment in Georgia”
  • Report EVENT ‘06’ (First day of services in Georgia)
  • Report EVENT ‘14’
    • Date your LEA obtains consent
    • Date of consent from previous state

In GO-IEP this is a temporary transfer reevaluation data review. It is recommended to NOT add IEP as an additional purpose to the temporary transfer data review. Instead use the separate link to also START Initial IEP or AR. They can be held the same day, but DO NOT hold the IEP BEFORE holding the temporary transfer data review meeting. Remember these meetings need to be held quickly!
Scenario: Student enrolls with only an IEP that you will use, at least temporarily and no Eligibility or Reevaluation documentation (continued)

Although this is not an initial evaluation:

• Complete reevaluation within 60 days
• Complete the eligibility within a reasonable time thereafter
  • Report EVENT ‘08’

If necessary, convene an IEP review to reflect updated information from the reevaluation.

• Report EVENT ‘07’
• IEP may be amended, if you amend the IEP, do not report EVENT ‘07’
Scenario: Student enrolls, and parent informs the LEA that the student is a SWD, no paperwork

Attempt to contact the previous district/state immediately

• Using information received via phone call verifying SWD status and services
  • Convene a reevaluation data review meeting, based on any information you may have, and obtain consent for evaluation
    • Report EVENT ‘04’ as the date of this meeting
    • Report Primary Area code according to what you believe it to be based on information from out of state
  • Convene an IEP meeting, develop and implement an IEP
    • Report EVENT ‘05’
  • Obtain Consent, report EVENT ‘14’
  • Initiate services: Report EVENT ‘06’

In GO-IEP this is a temporary transfer reevaluation data review. It is recommended to NOT add IEP as an additional purpose to the temporary transfer data review. Instead use the separate link to also START Initial IEP or AR. They can be held the same day, but DO NOT hold the IEP BEFORE holding the temporary transfer data review meeting. Remember these meetings need to be held quickly!
Scenario: Student enrolls, and parent informs the LEA that the student is a SWD, no paperwork (continued)

Although this is not an initial evaluation:

• Complete reevaluation within 60 days
• Complete the eligibility within a reasonable time thereafter
  • Report EVENT ‘08’

If necessary, convene an IEP review to reflect updated information from the reevaluation.

• Report EVENT ‘07’
• IEP may be amended, if you amend the IEP, do not report EVENT ‘07’
Scenario: Student has never attended school or never received IDEA services

Example: student enrolls from another country with obvious disability; clear to school staff that the student cannot attend regular classes

• Convene a 504 meeting, if appropriate:
  • Use information available (from parent) to determine 504 eligibility and create a 504 plan
  • Provide appropriate services under the 504 plan
• Obtain Consent to Evaluate from parent (report EVENT ‘02’)
• Evaluate the child (report EVENT ‘03’) and determine IDEA eligibility (report EVENT ‘04’)
• Convene an IEP meeting (report EVENT ‘05’) and offer FAPE
• Obtain Consent for Provision of Services (report EVENT ‘14’ if parent consents; EVENT ‘12’ if parent does not consent)
• Initiate services (report EVENT ‘06’) if parent consents
Questions & Contact Information

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