	QUESTIONS	ANSWERS
1.	Some of our virtual teachers (who are physically at a school) are teaching students who are enrolled in different schools. For example, Teacher Smith might be teaching math virtually to students enrolled at 4 different middle schools during her first period class. Those students' schedules reflect classes taking place at alternate school sites. Would I need to somehow adjust the teacher's CPI record to account for her time teaching students enrolled at other locations (as well as her primary/base site where she is physically sitting)?	Teacher assignment records in CPI are submitted by school so yes, the teacher would have 4 'C' records. You would also need to approximate how much of the teacher's day is spent teaching each of those groups of students.
2.	Is there anything the state data team can think of that we should consider if we have teachers who are serving across multiple schools due to having students in multiple schools for online learning.?	Teacher assignment records in CPI are submitted by school so yes, the teacher would have 4 'C' records. You would also need to approximate how much of the teacher's day is spent teaching each of those groups of students.
3.	Since schools are not being penalized for students choosing online learning, will we get errors for schedules in SC not matching FTE segments? Our online students are tied to their virtual teacher in our schedules, but we can override segments to report FTE as it would be in a traditional setting. Do we have to reschedule online students to match the FTE segments?	Districts need to schedule students for the services that should have been provide in a class room setting. Example: If you mark a students FTE segment as EIP, ESOL, SpEd. or Gifted, then in SC we would expect to see a delivery model whether it's on online class or regular class.
4.	Question about virtual learning - If we are using computer based instruction for virtual and are using a .9 course number do we need to add an additional teacher? The document says no but will that still cause errors?	Yes, if you have a xx.9 **COURSE NUMBER**, that .9 means that a Special Ed teacher is providing service to a SWD. You must report the Special Ed teacher as the additional teacher. (That is in the ONLINE-Distance Learning doc posted online in the Facilitated Instruction column.)
5.	Does the SPL need to go into Gen Ed classroom every day to use Inclusion Code 3? What if they only go twice a week for?	No, the SLP doesn't have to go into the classroom (or serve the student online) every day in order to use INCLUSION CODE 3. See the Reporting Delivery Models document in the SC documentation section for DM requirements.

6.	So instead of using a **PROGRAM CODE** = '3' with **INCLUSION CODE** = '9' for Speech inclusion; we would now use **INCLUSION CODE** = '3' with the regular class **PROGRAM CODE**?	See the Reporting Delivery Models document in the SC documentation section for DM requirements. Using **INCLUSION CODE =** '9' means that an additional teacher is required and will be tested in In-Field for certification. If you were to report an SLP with **INCLUSION CODE** = '9', the **ADDITIONAL TEACHER CODE** would be required, and if you entered the SLP in the **ADDITIONAL TEACHER CODE** field, they are not certified (through the Professional Standards Commission). Instead they have a degree and professional license. Please follow the Reporting Delivery Models document carefully.
7.	For students that are homeschooled but reported for the Federal Child Find, what additional information is required as compared to actively enrolled students?	See the FTE General Information document, p. 6, for more details. For SWD students on a Service Plan or not served (homeschooled or in private school), you need to report general demographic information (like name, gender, date of birth, and GTID), and eligibility information like **PRIMARY AREA**.
8.	The FY21 Pre-ID Data Element Detail appendix still lists all of the EOC courses. Will this course list be updated before Pre-ID window opens tomorrow to reflect only applicable courses for 4 EOCs?	Assessment was waiting for approval on the EOC course numbers due to a new law reducing testing. The Pre-ID Data Element Detail has been updated and reposted with the new EOC course numbers. There are now only 13 variations of 4 base EOC courses.
9.	For FTE, do we code ESOL the same way and we can claim all the ESOL as if they were in the building	Districts need to schedule students for the services that should have been provied in a class room setting. Example: If you mark a students FTE segment as EIP, ESOL, Sp.Ed. or Gifted, then in SC we would expect to see a delivery model whether it's on online class or regular class.
10.	If a student is found eligible for speech as a related service - do we use inclusion code 3?	Depends on how the student is being served.

11.	We are not providing para support for our virtual learners. Can we still claim para funding for FTE since it is in the IEP? If the student were to return face-to-face, we will provide para support.	Districts need to schedule students for the services that should have been provied in a class room setting. Example: If you mark a students FTE segment as EIP, ESOL, Sp.Ed. or Gifted, then in SC we would expect to see a delivery model whether it's on online class or regular class.
12.	Is there a maximum class size on a section that have online students (even with a wavier)	The current class size board rule can be waived in SWSS districts. Make sure your district has specified class size considerations.
13.	Student Class Question: Now that Dual Enrollment awarded bonus points are removed when reporting final grades and credits what happens to a student that made a grade below a 70 before bonus points. Example the dual enrollment grade is 68 and the school awards 5 bonus points to all dual enrollment grades. The student now has a final grade of 73 and 1 credit in the Dual Enrollment course but when the course is uploaded for Student Class the final grade is now below 70.	This is relievable based on the comment explaining why.
14.	Is there a way to confirm students being home schooled?	The districts can verify this in SLDS
15.	If a student is being quarantined for 14 days but is continuing to complete work, how should we code their attendance? Present or Absent?	For questions related to Attendance please refer to the following: https://www.gadoe.org/Technology-Services/Data-Collections/Documents/FTE%20Resources/FY2021/FTE%20Attendance%20Guidance.pdf Please also refer to the Hospital/Homebound Services Program Overview (https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Hospital-Homebound-Services.aspx).

16.	Can you show again where to find the information / guidance for taking attendance for remote learners? Thanks	For questions related to Attendance please refer to the Student Attendance FAQ from the GaDOE Policy Office: https://www.gadoe.org/Technology-Services/Data-Collections/Documents/FTE%20Resources/FY2021/FTE%20Attendance%20Guidance.pdf
17.	For child find, are we to report only students that we evaluate, find eligbile and who do not enroll this year? Or are we suppose to go back in time to find these students from last year, 5 years ago, etc?	Yes, once a SWD is found to be eligible, that student is reported until he/she graduates HS or ages out. This is not a new requirement of IDEA. What's new are the checks in Data Collections to make sure that these students are not under-reported. This data will likely not be perfect in FY21 but will get more accurate from now on.
18.	Will EIP Coding follow the same for virtual as spEd just discussed? Do we still code them as receiving EIP services?	Yes, districts need to schedule students for the services that should have been provide in a class room setting. Example: If you mark a students FTE segment as EIP, ESOL, Sped. or Gifted, then in SC we would expect to see a delivery model whether it's on online class or regular class.
19.	If you have online classes and use all 4s for that "teacher", can you add a general teacher who may not be certified in that area as an additional teacher? (So they can enter the grades in Powerschool)	Please review the documentation posted online for using additional teachers. Example: If a student is Special Ed and you put in an additional teacher, then you would want to make sure that additional teacher is certified. This can effect In-Field/Out-Of Field. If the teacher is delivering content in the class, then enter them as an additional teacher. If the teacher is not delivering content, only putting grades in a gradebook, then don't enter them as an additional teacher.

20.	So, If a district is all virtual with no face to face instruction at this time and not sending teachers to homes for hospital Homebound. How does that look?	If the district is all virtual, then the students are scheduled as if they are receiving all the services they would if they were face-to-face, every record in SC is marked **ONLINE** = 'Y' (talk to your vendor about doing that for all classes), and the FTE segments reflect the 'normal' schedule which includes all the services. The hospital / homebound criteria are: Students receiving hospital/homebound services for the minimum three hours per week during any part of the ten school days preceding the day of the count. The student should be reported with the six (6) **PROGRAM CODES** corresponding to the normally scheduled in-school classes.
21.	ESOL - does the same thing apply to ESOL for funding? We would claim funding for what it would be if they were in the building?	Yes, districts need to schedule students for the services that should have been provied in a class room setting. Example: If you mark a students FTE segment as EIP, ESOL, Sp.Ed. or Gifted, then in SC we would expect to see a delivery model whether it's on online class or regular class.
22	Another issue is a parent may claim to be living in one district and move before FTE. We still have to count them b/c that is how they are reported wtih their letter of intent, but they really should be in the other district's count.	The rule of reporting is - report eligible students that are not receiving any services (**IEP SERVICE** = 'N') in their district of residence; report eligible SWD students served on a SP (Service Plan) in the district where they are served. If a SWD is being served on a Service Plan in District A and District A, and the parent, decides to continue serving that student (possibly because the district has already allocated proportionate share funds to serve the student) but he has moved to District B, then District A would continue to report the student for Child Find.