



FY2010

Special Education Leadership

Federal Child Count and Course Numbers

Georgia Department of Education
Divisions for Special Education Services and Supports
1870 Twin Towers East
Atlanta, Georgia 30334

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Report Cards, Diplomas and Transcripts for Students with Disabilities



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Office of Civil Rights
October 17, 2008
Dear Colleague Letter:

Report Cards and Transcripts for Students
with Disabilities

Stephanie Monroe,
Assistant Secretary for Civil Rights

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Dear Colleague:

I am writing to you to address some issues concerning report cards and transcripts for students with disabilities attending public elementary and secondary schools. Through this letter and the enclosed Questions and Answers document, I am clarifying how federal laws apply to statements on report cards and transcripts when these statements identify students as students with disabilities.

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Selected Responses from
Questions and Answers
document

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Question 1

What federal laws can help address questions about what information about disability may appear on report cards and transcripts for students with disabilities attending public elementary and secondary schools?

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Answer:

Disclosures of personally identifiable student information, including disability status, are **subject to the protections of FERPA and IDEA**. Generally, these statutes require consent prior to disclosures of personally identifiable information contained in education records unless a specific exception applies.

Both student report cards and student transcripts are considered “education records” under FERPA and IDEA.

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Question 2

May a report card for a student with a disability identify special education or other related services or resources being provided for that student or otherwise indicate that the student has a disability? For instance, may the report card refer to an IEP or a plan providing for services under Section 504?

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Answer

Yes. Report cards are provided to parents to indicate their child's progress or level of achievement in specific classes, course content, or curriculum. Consistent with this purpose, it would be permissible under Section 504 and Title II for a report card to indicate that a student is receiving special education or related services, as long as the report card informs parents about their child's progress or level of achievement in specific classes, course content, or curriculum.

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However, the mere designation that a student has an IEP or is receiving a related service, without any meaningful explanation of the student's progress, such as a grade or other evaluative standard established by an LEA and/or SEA, would be inconsistent with IDEA's periodic reporting requirements, as well as with Section 504 and Title II.

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Question7

May a transcript for a student with a disability indicate that the student has a disability, has been enrolled in a special education program, or has received special education or related services?

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Answer

No. A student's transcript generally is intended to inform postsecondary institutions or prospective employers of a student's academic credentials and achievements. Information that a student has a disability, or has received special education or related services due to having a disability, does not constitute information about the student's academic credentials and achievements. Therefore, it would be a violation of Section 504 and Title II for a student's transcript to indicate that a student has received special education or a related service or that the student has a disability.

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Question 8

May a transcript for a student with a disability indicate, either through specific notations or the use of asterisks or other symbols, that the student took classes with a modified or alternate education curriculum?

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Answer

In general, yes.

While a transcript may not disclose that a student has a disability or has received special education or related services due to having a disability, a transcript may indicate that a student took classes with a modified or alternate education curriculum.

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Question 9

May special notations, including asterisks or other symbols, appear on a transcript for a student with a disability who received accommodations in general education curriculum classes?

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Answer

In general, no. Because the use of accommodations generally does not reflect a student's academic credentials and achievement, but does identify the student as having a disability, it would be a violation of Section 504 and Title II for a student's transcript to indicate that the student received accommodations in any classes.

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Question 10

May a transcript for a student with a disability indicate that a student received a certificate of attendance or similar document rather than a regular diploma?

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Answer

A transcript for a student with a disability may indicate receipt of a certificate of attendance or a similar document, rather than a regular diploma, under certain circumstances. These circumstances are where this does not disclose that a student has received special education or related services, does not otherwise specifically disclose that a student has a disability (con't)

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Answer 10 continued

(for example, because certificates of attendance are available to both students with disabilities and students without disabilities), is not used for the purpose of identifying programs for students with disabilities, and is consistent with the purpose of a student transcript -- to inform postsecondary institutions and prospective employers of a student's academic credentials and achievements.

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Class Size FAQ

What are the guidelines for assigning course numbers to special education students?

The special education guidelines for using course numbers are as follows:

- 1. XX.0 - Student is in general education class but not required by IEP, or student is in general education class with inclusion services (codes 4-8)
- 2. XX.8 - Student is in pullout class and taught by a special education teacher
- 3. XX.9 - Student is in general education class and a certified special education teacher is working with student (i.e. collaborative, co-teaching, or consultative => inclusion code 9).
- 4. 90.X - Student is in special education class and does not earn credit. The 90.X courses are valid only for students that entered 9th grade prior to FY09.

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Proposed Board Rule Changes

160-4-2-.03 LIST OF STATE-FUNDED K-8 SUBJECTS AND 9-12 COURSES FOR STUDENTS ENTERING NINTH GRADE PRIOR TO 2008.

- XX.8 8 = GENERAL EDUCATION COURSE IN A SPECIAL EDUCATION SETTING
- An 8 as the first numerical digit to the right of the decimal indicates that students are students whose IEP has placed them in a general education course but in a special education setting and are being taught by a certified special education teacher. Students in these classes are earning Carnegie unit credit.

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Proposed Board Rule Changes

160-4-2-.03 LIST OF STATE-FUNDED K-8 SUBJECTS AND 9-12 COURSES FOR STUDENTS ENTERING NINTH GRADE PRIOR TO 2008.

- XX.9 9 = GENERAL EDUCATION COURSE IN A GENERAL EDUCATION SETTING WITH SPECIAL EDUCATION SUPPORT
- A 9 as the first numerical digit to the right of the decimal indicates the students are students whose IEP has placed them in a general education course in a general education setting but with a specified amount and model of special education support listed on the IEP. Students are taught by a certified general education teacher but receive the identified IEP support by the appropriately certified special education personnel. Students in these classes are earning Carnegie unit credit.

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Proposed Board Rule Changes

160-4-2-.03 LIST OF STATE-FUNDED K-8 SUBJECTS AND 9-12 COURSES FOR STUDENTS ENTERING NINTH GRADE PRIOR TO 2008.

- Note: In accordance with guidance issued by the United States Department of Education, Office for Civil rights on October 17, 2008, transcripts may not contain information disclosing students' disabilities. Therefore, course numbers that identify students as students with disabilities must not be printed on transcripts. The .8 or .9 nor the 90 prefix should not appear on transcripts for students.

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Federal Child Count



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FY2011
No FTE 2
Data collected with FTE1

- Federal Reporting Requirement:
- The count is to be taken on a state-designated date between October 1 and December 1 (inclusive). States must use the same count date each year.

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- Child Count and Environment Due to Office of Special Education Programs (OSEP)
February 1
- Comprehensive Early Intervening Services (CEIS) – Disproportionality Determinations
- Data elements are already reported by many systems during FTE1

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How Are They Reported?

Segments

- No Change
- Program Codes
- Inclusion Codes

Environment

- No Change
- % of time in general education (with/without special education support)

Hours per Week

- No Change
- Cumulative hours receiving special education services regardless of location

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ALL IEP

The **ALL IEP** code indicates whether or not the student is receiving all of the services that are indicated in his Individual Education Plan (IEP) or Service Plan. If a student is not receiving services during the fall semester due to scheduling, but will receive services in the spring, then code the student as receiving the services in the IEP.

Note: Cycle 2 data look at the services provided over the course of the school year; whereas, Cycles 1 and 3 look at services provided on the count date.

Valid codes are: "Y" = Yes

"N" = No

"S" = Service Plan

| | Environment Code | IEP | Service Plan | All IEP Code Value |
|-----------|------------------|-----|--------------|--------------------|
| Ages 6-21 | 1 to 9 | Yes | No | Y |
| | 0 | No | Yes | S |
| | 0 | No | No | N |
| Ages 3-5 | 1 to 8 | Yes | No | Y |
| | 0 | No | Yes | S |
| | 0 | No | No | N |

Transportation

- FTE 1 and 3 Definition

- TRANSPORTED indicates whether or not a student with a disability is transported during the school day from one instructional setting to another. Each segment reported as TRANSPORTED indicates “round trip” when applicable.
- Reported as Segments

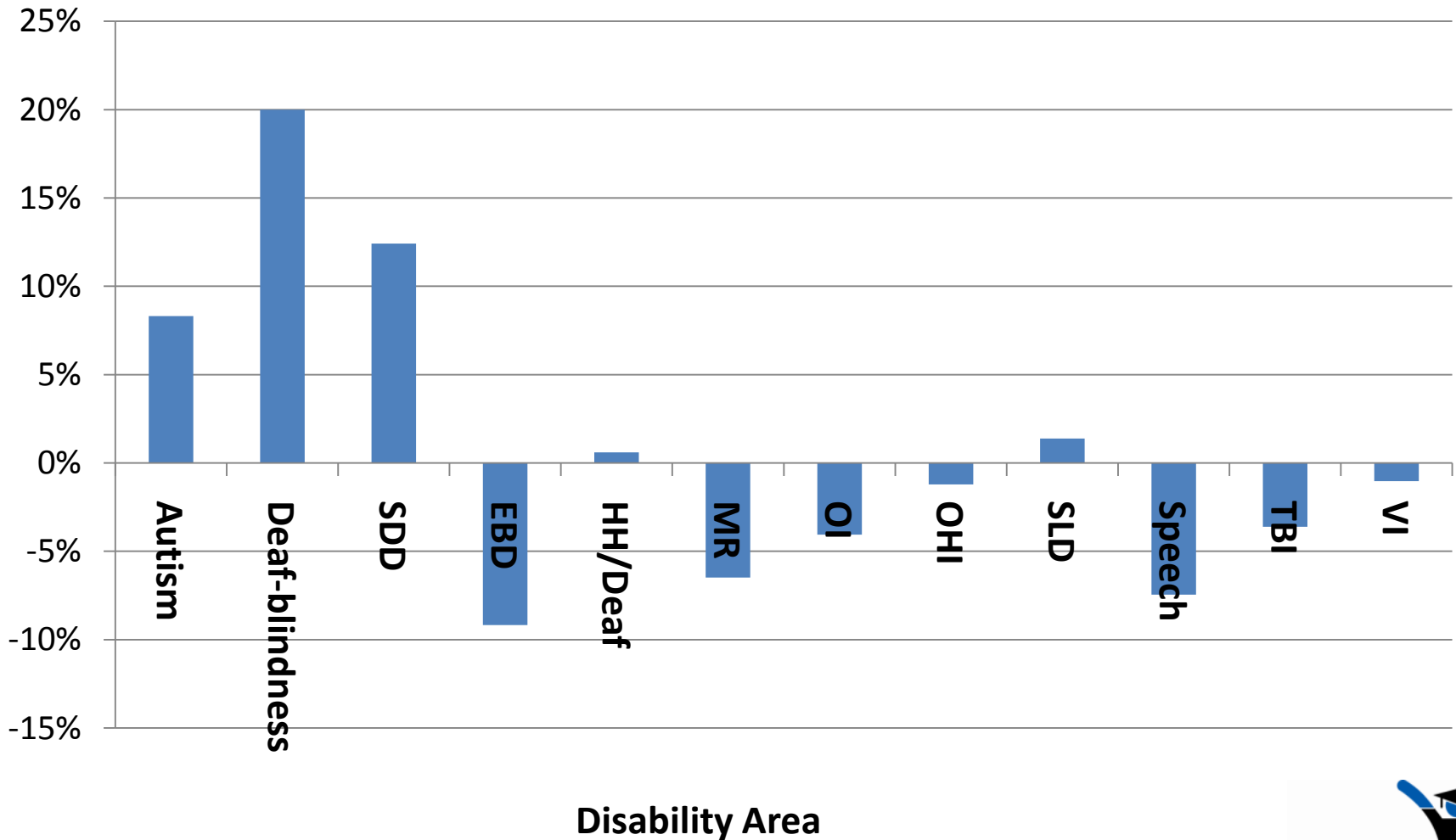
- FTE 2 Definition

- This is transportation which requires one of the following for an individual student: adapted equipment such as power lifts or provision of oxygen, an adapted route which requires transportation beyond the local school system boundaries, or additional staffing such as a bus aide assigned specifically to that individual student. The need for special transportation must be documented in the student’s IEP. Do not include additional routes required by part-day programming within the school system.
- Reported as Hours per Week



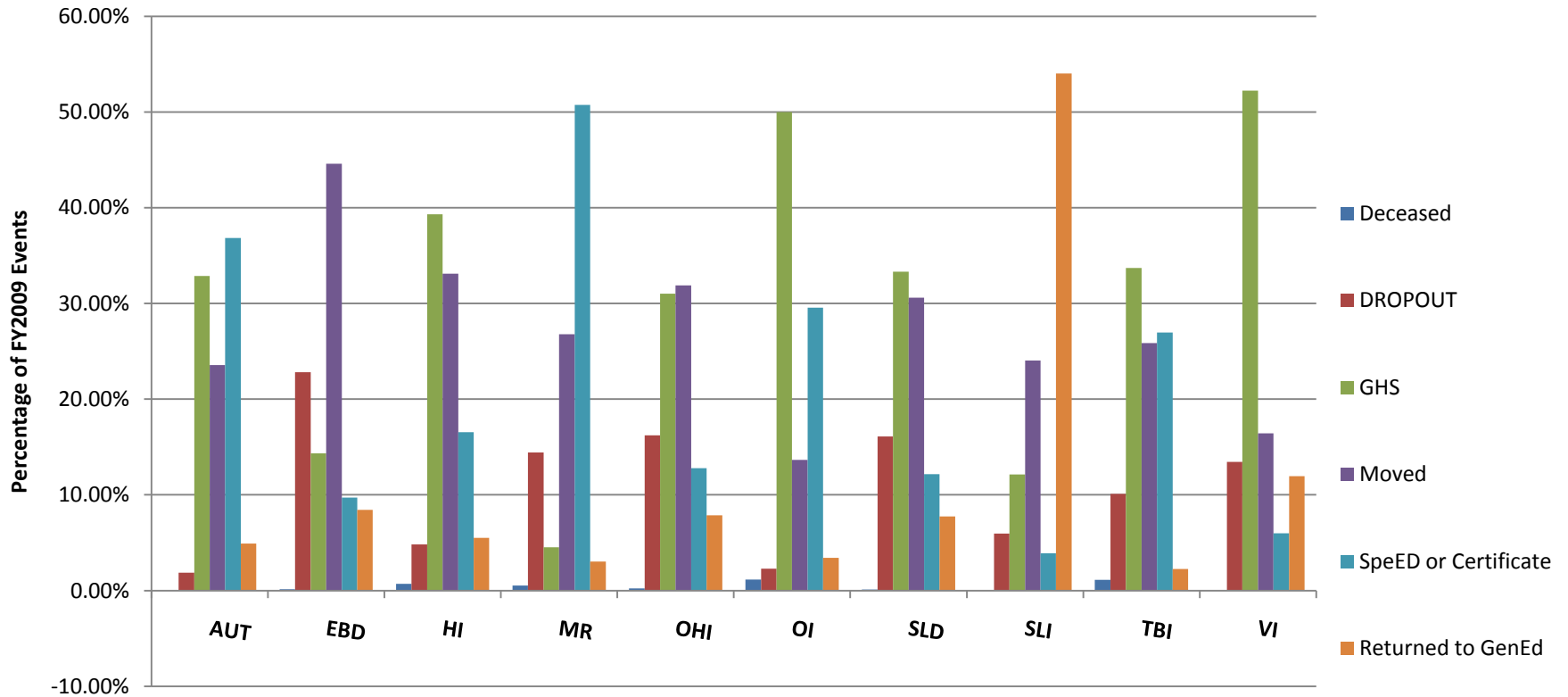
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Percentage Change by Disability Area Federal Child Count FY09 to FY10



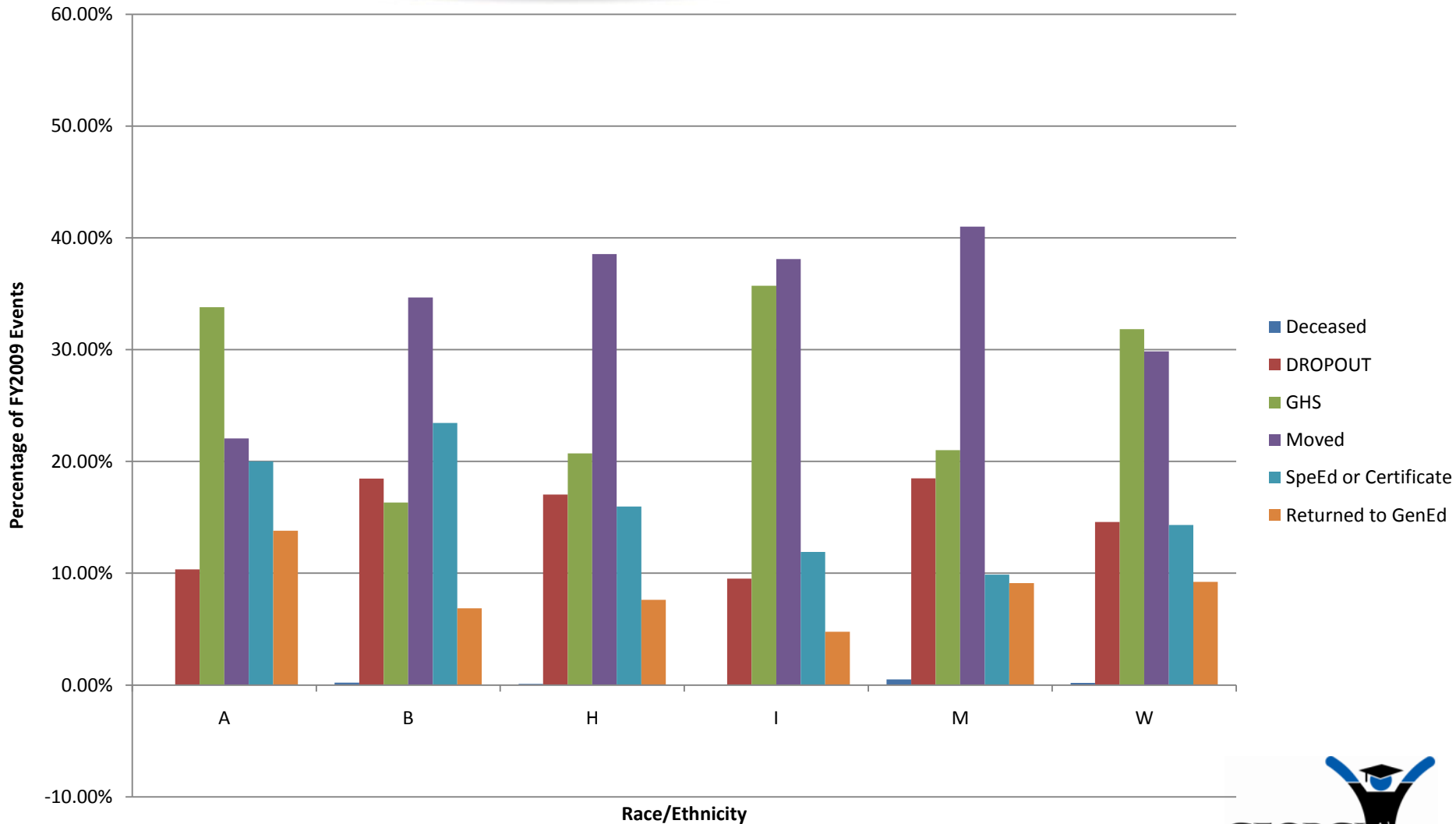
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FY2009 Exit Events By Disability Type For Students Age 14 and Above



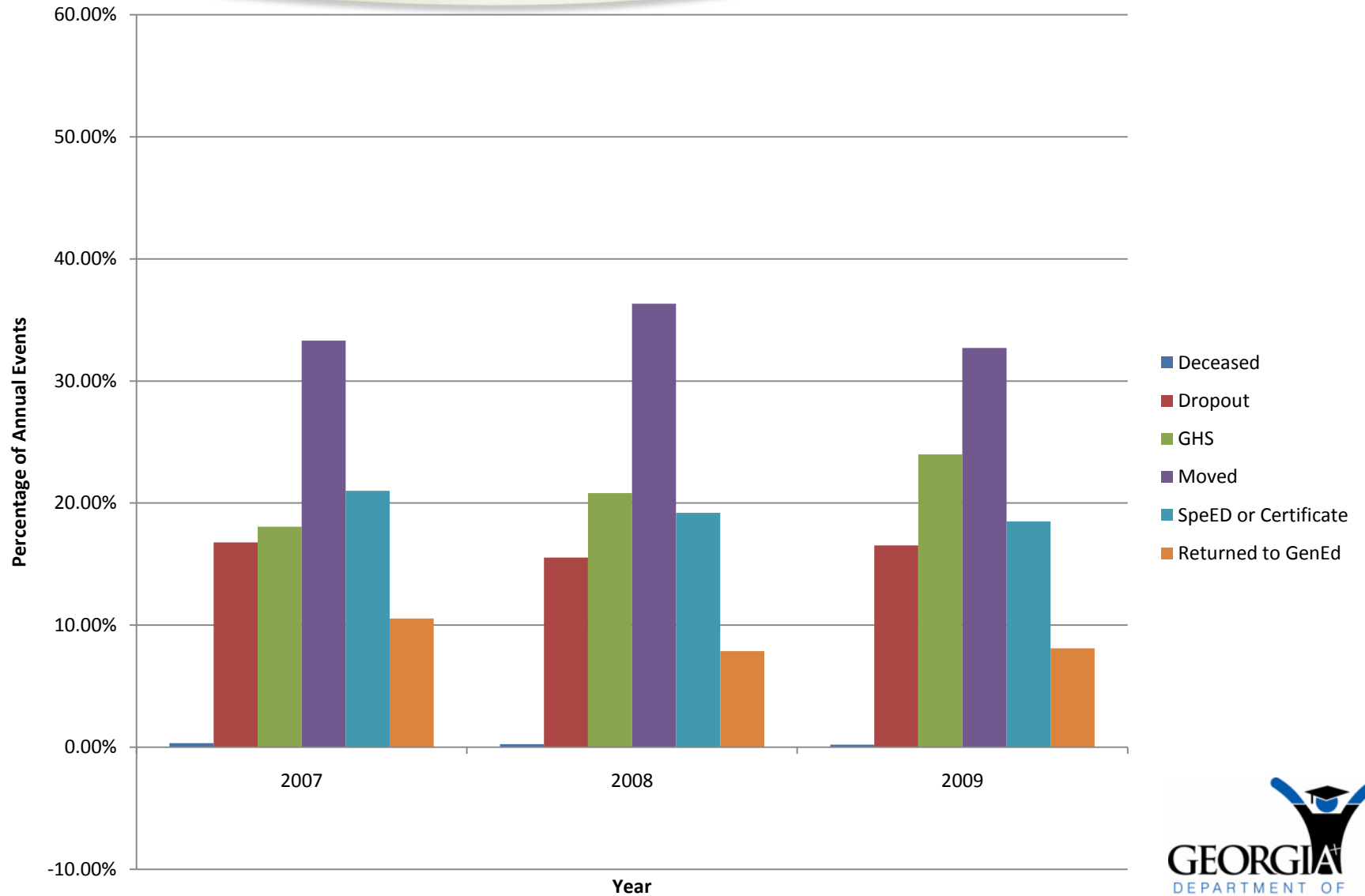
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FY2009 Exit Events By Race/Ethnicity For Students 14 and Above



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Exit Event Data FY2007-FY2009



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