

5. Is there a yearly review done to evaluate the number of Exceptional Ed students in a school to determine if a school earns a full time LTSE? – **Finance – Schueneman** – school allotment earnings are a function of the Finance Department. Exceptional Education provides Finance with a number of data during the year on numbers of students with IEP *The Resource Allocation Methodology Plan (RAMP) clearly outlines the allocation of LTSE's throughout our district. LTSE's are assigned to schools using a weighted formula, looking at five (5) criteria from the previous school year: 1. number of students with disabilities, 2. number of comprehensive evaluations, 3. number of transfer IEP's written, 4. number of compliance cases in the building, and 5. number of self-contained programs. Each criterion is assigned a point value. The total point value is determined by school, and the preliminary LTSE allocation is made. Due to the unique and individualized nature of special education programs and services, other factors may also have to be considered after the preliminary allocation is calculated before final allocations are made.*

10. We have 2 full time LTSE's a 504 person, and an SST/RTI person none of whom are also teachers. For our school, Dunwoody HS, with 400 plus ESOL students, how is there not a dedicated non-teaching position for our ESOL department? Our ESOL department chair is also teaching a full schedule of math classes. *Please be reminded that Department Chairs are not exempt from full schedules as they are paid an additional stipend for this role.* We only have one para dedicated to ESOL. *Paraprofessionals used to support general and ESOL instruction are funded using the school's general allocation. They are not allocated in isolation like those allotted through Special Education.* We need a Lead Teacher of ESOL- equivalent to the LTSE. **Finance – Schueneman – Schools and Leadership- Dillard** - school allotment earnings and staffing decisions with those allotments are the purview of Finance and Schools and Leadership. In theory we would support this concept but defer to Finance and Schools and Leadership for a proper response to this question *The Resource Allocation Methodology Plan (RAMP) would need to be revised to show how this position, once approved and created, would be allocated throughout our district.*

1. If I have a Spanish speaking student who I believe may qualify for gifted if given the chance in their first language, what should I do?

Response: DeKalb County School District embraces the notion that any student who can qualify as eligible for gifted services, should be afforded the opportunity to do so. Thus, we provide our students with multiple pathways to be considered for gifted eligibly – including multiple assessment windows during the school year, and utilizing multiple different instruments (as

approved by the Georgia Department of Education). These multiple instruments include

Measures of Academic Progress (MAP), Cognitive Abilities Test (CogAT), Naglieri Nonverbal

Abilities Test (NNAT) Torrence Test for Creative Thinking (TTCT), Iowa Test of Basic Skills (ITBS), and Renzulli. As of the 2024-2025 school year, we now offer the CogAT in Spanish for students who receive ESOL services and Spanish is their home language. Feel free to work with your school's gifted liaison to discuss the data sets used in the student's identification process for possible next steps.

2. Can LTSE's with two schools and over 100 students on their caseloads be given one day a week to work on catching up with out still having the expectation to be "on call".

Response: It is important to clarify that LTSEs serve as an additional layer of support to the school team to ensure general supervision, compliance requirements and instructional support is provided. LTSEs do not have a caseload. Each student is assigned a case manager (special education teacher) and those teachers are primarily responsible for the development and implementation of each child's Individualized Education Program. While LTSEs may support two schools, guidance provided indicates that the LTSE would typically support each school two and a half days. Meetings and support should be scheduled to allow time to work on compliance related tasks.

3. How many PK3 students are enrolled at Austin ES?

Response: Currently, there are (15) students enrolled in the Pre-K3 class at Austin ES. There are (38) students currently on the waitlist.

4. What is the district doing to support the Exceptional Ed Department, now that they are with out 2-3 Coordinators? One of which is for area 1?

Response: If a vacancy arises and a Coordinator has been promoted within the Department, that Coordinator does not fully transition to the new role until the

vacancy is filled. In the event a Coordinator is promoted or leaves the District, the schools are divided between other District level Coordinators and supported by the Senior Coordinator.

5. Is there a yearly review done to evaluate the number of Exceptional Ed students in a school to determine if a school earns a full time LTSE?

Response: Yes, the Department of Exceptional Education evaluates the need for additional school based staff on a yearly basis in collaboration with the District's HR allotment team.

6. Is the district aware that the Coordinator II for Exec Ed pay rate is less than those they supervise(LTSE)? What can the district do to support them and encourage others to move up the leadership chain without having to incur a pay loss?

Response: It is important to clarify that Coordinator IIs do not currently supervise LTSEs. LTSEs are supervised at the school level by the building principal and supported by the Department of Exceptional Education. A special education Coordinator II salary schedule is scale 129, 246 days. The LTSE salary schedule, 190 workdays is also located on the DCSD website.

7. Why does DCSD allow Exec Ed to hire provisional staff and not GE? There are far more legal battles in Special Ed than GE. Who is responsible for training the teachers show are on a provisional license?

Response: Teachers new to education or to special education have multiple opportunities for training offered through the District. Teachers can participate in the summer New Teacher Orientation sessions offered through the Office of Professional Learning. The Department of Exceptional Education partners with PL and supports this orientation by providing specific training in areas such as Child Find, Specially Designed Instruction, Writing Compliant IEPs and supporting students with behavioral needs. In addition, we also offer monthly sessions during the extended New Teachers Work sessions offered for all new teachers to the District. In addition, the Department has a robust calendar of professional learning opportunities throughout the school year. Special Education Teacher Academy (SETA) is one of those learning opportunities offered to new and veteran teachers. Last, teachers should received 1:1 support and training from the school based LTSE as well.

8. How is gifted being served in Elementary School? Is it pull-out or GET? If pull out what happens for a child who might need IEP services in ELA but their gifted segment is in ELA and they are more advanced in math?

Response: The local school's building administration has the autonomy to determine which delivery models best meet the needs of its gifted population, and align with their staffing capacity. These will vary from school to school. Gifted services are determined by the delivery model implemented at the local school level. The Georgia Department of Education defines these delivery models as: Cluster Grouping- Students are served by a gifted endorsed teacher. Instruction is differentiated by content, process, product and/or assessments. Advanced Content - Students are served by a gifted endorsed teacher. Emphasis is placed on process skills, problem-solving activities, research projects and/or creative/problem solving thinking skills. Resource Model - Students are "pulled out" by a gifted endorsed teacher. Lessons are interdisciplinary, enrichment and extension activities that go beyond the typical student at that grade level. https://lor2.gadoe.org/gadoe/file/1dacad8d-a918-4dcc-afae-4ab1172eda82/1/_2024-2025%20Gifted%20Resource%20Manual_.pdf The District's Gifted Education team remains available to school administrations to assist with selecting the local school's gifted service delivery model, based on local factors (i.e. number of students identified for gifted, teachers with gifted endorsement, school schedule, etc.)

9. If a child doesn't test well, they are under the 75% threshold, do they get another opportunity?

Response: Yes. The district's gifted identification process will now consider all three (Fall 2024, Winter 2025, and Spring 2025) MAP administrations.

10. We have 2 full time LTSE's a 504 person, and an SST/RTI person none of whom are also teachers. For our school, Dunwoody HS, with 400 plus ESOL students, how is there not a dedicated non-teaching position for our ESOL department? Our ESOL department chair is also teaching a full schedule of math classes. We only have one para dedicated to ESOL. We need a Lead Teacher of ESOL- equivalent to the LTSE. ?

Response: The EL Department has assigned EL Coordinators to support each school. The district has also provided additional layers of school support through the roles of Area Coordinators and ESOL Specialists; in collaboration with local school designees, they provide targeted assistance to teachers. Additionally, school administrators have the autonomy to schedule ESOL leads and