Back to Basics: Special Education FTE for Beginners

FY19 Data Collections Conference
August 2018
Classic Center
Athens, GA
Carol Seay Ed.D., Part B Data Manager
Priorities for 2018-2019

• IEP Development and Implementation
• Eligibility Determination Process
• Parent Procedural Safeguards
Today’s Agenda Items

• FTE (State Reporting)
  • General: rule, class size, guidance
  • Reporting
    • Coding
    • Funding
  • Minutes per Week
• Federal Child Count
  • Coding
  • Environments
State Full Time Equivalent (FTE) WHAT?
What is FTE?

• The Quality Basic Education (QBE) Act requires local school systems to report student enrollment in terms of Full-Time Equivalent (FTE) students.

• State funding for the operation of instructional programs are generated from FTE data reported by local school systems.
The full-time equivalent (FTE) program count for each local school system shall be obtained in the following manner:

1. Count the number of one-sixth segments of the school day for which each student is enrolled in each program authorized under Code Section 20-2-161; and

2. Divide the total number of segments counted for each program by six. The result is the full-time equivalent program count for each respective state recognized program.

For the purpose of initially determining the amount of funds to be appropriated to finance each respective program for the ensuing fiscal year, a projection of the second full-time equivalent program count shall be calculated as follows:

1. Divide the first total full-time equivalent count for the current fiscal year by the first total full-time equivalent count for the immediately preceding fiscal year;

2. Multiply the quotient obtained in paragraph (1) of this subsection by the second total full-time equivalent count for the immediately preceding fiscal year. The result shall be the projected second total full-time equivalent count for the current fiscal year;

3. Divide the average of the local school system's two most recent full-time equivalent program counts by the average of the two most recent total full-time equivalent counts; and

4. Multiply the quotient obtained in paragraph (3) of this subsection by the product obtained in paragraph (2) of this subsection. The result shall be the projected second full-time equivalent program count for the current fiscal year.

The average of the first full-time equivalent program count, weighted two parts, and the projected second full-time equivalent program count, weighted one part, shall be used to initially determine the funds needed to finance the program for the ensuing fiscal year.
Accurate FTE Reporting

Funding

- Special Education programming can be expensive
- Accurate FTE data reporting is essential for districts to earn funds

Data

- FTE1 – Data collected is used to inform district compliance indicators
  - Environments
  - Disproportionality – placement and identification
- FTE1 informs Federal Child Count
FTE: General Information

FTE reporting refers to the state funding mechanism based on:

- student **enrollment**
- **educational services** local school systems provide for the students.

**FTE Count Day**

Data collected on the count day can be thought of as a "picture" of the instructional services scheduled to be provided to each student by the local school system on that specific date.
FTE: General Information

FTE Instructional Segment:

- One FTE (Full-Time Equivalent) is equal to **six** “instructional segments”. An instructional **segment** is the service provided to a student during **one-sixth of an academic day**.

One FTE may reflect services provided to six different students.

Refer to Georgia Board of Education Rule 160-5-1-.02 SCHOOL DAY FOR STUDENTS.
FTE: General Information

FTE Funding Program Categories

A funding category is a state-authorized instructional program as listed in the QBE Act.

- Special Education has 5 categories

FTE Program Weight

The program weight is the numerical factor used in determining FTE funding.

- Each of the 5 categories has a different weight.
Federal Child Count

The required Federal Child Count takes place concurrently with FTE in Georgia
• First Tuesday in October

Official publicly reported count of SWD ages 6-21 and ages 3-5

Environments for SWD are reported in the Federal Child Count in October.
State Full Time Equivalent (FTE) WHEN?
## FTE Reporting

<table>
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<tr>
<th>Collection</th>
<th>Cycle</th>
<th>Start Date/Count Date</th>
<th>End Date (Sign off)</th>
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<td>1</td>
<td>Tuesday October 2, 2018</td>
<td>Tuesday October 23, 2018</td>
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<td></td>
<td>(includes Federal Child Count)</td>
<td></td>
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<tr>
<td>FTE</td>
<td>3</td>
<td>Thursday March 7, 2019</td>
<td>Thursday March 28, 2019</td>
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<td>8/22/2018</td>
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</table>
State Full Time Equivalent (FTE)

WHO?
Students Reported in State FTE Count

- **All Students with IEPs**
  - Who are enrolled on the day of the count

- **State School**
  - Reported by state school

- **Home-Based Instruction**
  - Served 3 hours per week for 10 days preceding count
  - Report as served

- **Department of Behavioral Health and Developmental Disabilities**
  - Reported by DBH&DD

- **Hospital/Homebound**
  - Served at least 3 hours per week for 10 days preceding count
  - Report as scheduled in school

- **IEP Placed in Private School**
  - Reported using disability specific program codes
Students Reported in Federal Child Count

Children with IEPs who are enrolled in the LEA
- Includes hospital/homebound
- Includes home based
- Includes ‘IEP placed’ private school students

Children who are eligible for special education services but parentally placed in private school
- Includes students on a service plan (ISP)
- Includes students not on a service plan (no ISP)
State Full Time Equivalent (FTE)

WHY?
Funding

October and March FTE counts earn LEAs state funds for all programs including programs for SWD

Special Education State funds:
- Earned based on **category of eligibility** and corresponding weight
- **Amount of service** the student receives
No FTE Funding

The LEA reports but receives no FTE funding for:

• Students whose GRADE LEVEL is pre-kindergarten (PK)
  • Pre-K special education is not funded by FTE
• Students who are overage (for SWD: over 22)
• Students who are not present for at least 1 day of the 10 days prior to the FTE count day
• Any segment reported with a Program Code = “O”, “4” or “N” (preschool, GNETS, Study Hall)
Class Size Rule for **Funding**, not the Special Education Rule

### Appendix B

**Students with Disabilities**

<table>
<thead>
<tr>
<th>Class Group/Exception Program</th>
<th>Funding Class Size</th>
<th>Maximum Individual Class Size</th>
<th>Exception to Maximum 2 Segments Per Day Per Teacher With Paraprofessional</th>
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<td>1. Group I</td>
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<tr>
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<tr>
<td>(ii) LD-SC</td>
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<td>(ii) MID-R</td>
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<td>3. Group III</td>
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<tr>
<td>(ii) D/HH-SC</td>
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<td>(iii) S/L-R</td>
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<td>(iv) BD-R</td>
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<td>(ii) VI-R</td>
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<tr>
<td>(iii) OI-R</td>
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<td>(iv) VI(DB)-SC</td>
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<td>5. Group V</td>
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**Note:** Each paraprofessional is the equivalent to 1/3 teacher and affects individual class size proportionately. Various teacher/paraprofessional models shall be averaged independently.
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<tr>
<th>Primary Area and codes</th>
<th>1 Segment</th>
<th>2 Segments</th>
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Class Size Rule for Funding:
Code: IEC 160-5-1-.08

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

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

(note – this is the class size rule for funding, not the special education LRE rule)
Resource and Self-contained

• Not locations of service
• “Resource” is no longer used to refer to a classroom placement
  • No longer in the state rule for placement
  • “Resource” is not a placement option
  • “Resource” is used (in the funding rule) to describe the amount of service a student is receiving
• One, two or three segments of service (regardless of the setting) is called “resource”
Resource and Self-contained

• “Self-contained” is not a classroom
  • No longer in the state rule for placement
  • “Self-contained” is not a placement option
  • “Self-contained” is used (in the funding rule) to describe the amount of service a student is receiving
  • Four, five or six segments of service (regardless of the setting) is called “self-contained”

• Please refrain from referring to a child’s setting as “Resource” or “Self-contained”

• The Rule states the option as “Instruction outside the general classroom for individuals or small groups”
<table>
<thead>
<tr>
<th>PROGRAM AREA</th>
<th>DELIVERY</th>
<th>MAXIMUM CLASS SIZE W/O Para</th>
<th>MAXIMUM CLASS SIZE With Para*</th>
<th>CASELOAD</th>
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<td>INTELLECTUAL DISABILITIES</td>
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<td>5</td>
<td>15</td>
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Class Sizes and Caseloads

• Paraprofessionals
  Three paraprofessionals are the maximum number that can be used to increase the maximum class size for any special education class.

• Autism, TBI, OHI and SDD
  The placement of students with these disabilities in program areas will not change class sizes.
Maximum Class Size Flexibility

Special Education Requirements

• District must adhere to the caseload requirements of rule 160-4-7-.14.

• Special education classroom must contain 38 square feet per student.

• District must adhere to the rules for paraprofessionals as part of the class requirements of rule 160-4-7-.14.

• Districts must continue to provide a free appropriate public education to all students eligible for special education services under IDEA.

General Requirements:

• Charter Status or Strategic Waiver Status may impact allowable class sizes

• Each LEA’s Charter or Strategic Waiver has set the class size limits
  • Applicable to special education also unless specified that special education is excluded
State Full Time Equivalent (FTE) HOW?
Guidance Documents

Access FTE Guidance Documents:
- Transmission Dates
- Data Element Detail
- General Information
- Categories and Weights
- Special Education Environment Information
Accessing FTE Guidance

Data Collections and Reporting

Data Collections and Reporting Overview

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
- Georgia Unique Identifier for Education (GUIDE)
- Pre-ID Labels
- Private School
- Student Class
- Student Record
- Teacher Class
- Presentations and Webinars
**Guidance Documents**

**FY2018 FTE Resources**

Full-Time Equivalent (FTE) refers to data collected for Quality Basic Education funding and is based on student enrollment and the education services provided by local school systems to students.

**FY2018 FTE Data Survey**
- FTE Data Survey Instructions
- FTE Data Survey Transmission Dates

**REPORTING DISPLACED STUDENTS**

**FY2019 FTE Resources**
- FTE Transmission Dates
- FTE Coordinators (See FTE Primary Contacts on FTE Main Menu)
- FTE Data Element Detail (Updated 2/23/2018)
- FTE General Information (Updated 2/28/2018)
- FTE Categories and Weights
- GNETS FAQ’s
- Guidelines for Special Education Environments: Ages 5 and Under
- Guidelines for Special Education Environments: Ages 6 - 21
- Special Education Educational Environments Calculator: Ages 5 and under
- Special Education Educational Environments Calculator: Ages 6 - 21
- Understanding FTE and Federal Reporting for Special Education

**Other Resources**
- FTE Checklist (Sample)
- QBE Reports

FY19 will be posted soon
Reporting FTE for SWD

Program Codes and Inclusion Codes
Program Codes

For **most** students the Program Code is the **Primary Disability Code**:

- MID – P
- MOID – Q
- SID – R
- PID – S
- EBD – T
- SLD – U
- OI – V
- HI – W
- Deaf – X
- OHI – Y
- VI – Z
- Blind – 1
- Deaf-Blind – 2
- Speech Language Impaired – 3
- **GNETS - 4**
Program Code Exceptions:

Autism, Traumatic Brain Injury, and Significant Developmental Delay

- Should be coded using the program code that best describes the student's current needs

GNETS

- Segments taught by GNETS teachers are reported with a program code of 4 regardless of disability
Examples

• Student with Autism (no Program Code for AU)
  • Served in a co-teaching general education class with 6 other students who are LD and the student’s IEP goals are academic in nature
    • Report with program code “U”
  • Served in a MOID class
    • Report with program code “Q”
  • Served in a co-teaching general class and IEP goals are social/emotional in nature
    • Report with a program code “T”

Note: these are examples – the LEA determines the appropriate code to use.
Inclusion Codes

Inclusion is when a student receives special education services in regular education classroom.

Inclusion:

- indicates that a student with disabilities has an individualized education program (IEP) that identifies the general education classroom as the least restrictive environment (LRE) for the delivery of special education services for that course

- Additional Supportive Services
- Direct Service (consultative, collaboration, co-teaching)
- An IEP team decision
Understanding Placement and Reporting

(d) School age placements: Code: IDDF (7)
160-4-7-.07 LEAST RESTRICTIVE ENVIRONMENT (LRE)

1. General education classroom with age-appropriate non-disabled peers, if required by the IEP:

(i) Additional supportive services. The child remains in regular classroom with supplementary aids and services provided to the teacher and/or child to implement the IEP.

(ii) Direct services. The child remains in the regular classroom with direct services from special education personnel on a consultative, collaborative, or co-teaching basis.
Additional Supportive Services is specially designed instruction or supplemental aids or services provided by:

- Paraprofessionals
- Interpreters
- Job coaches
- Other assistive personnel
- Other regular education teachers

Segments of special education services through Additional Supportive Services are funded at Level 5.
Inclusion Codes: Additional Supportive Services (Level 5 Funding)

- ‘4’ – Paraprofessional
- ‘5’ – Interpreter
- ‘6’ – Job Coach (Must be used with Program Code K)
- ‘7’ – Assistive/Other Personnel (OT/PT)
- ‘8’ – Certified Teacher (Not Special Education)

All codes ‘4’ – ‘8’ must be used with *general education program code*
Direct Service: Inclusive Instruction

Consultative Services
- Served at least one hour per month
- At least half (≥ 50%) of segment on day of count
- Report a Special Education Program Code and inclusion code ‘9’

Collaborative Services
- <100% of a segment
- At least 50% of segment on day of count
- Report a Special Education Program Code and inclusion code ‘9’

Co-Teaching
- 100% of a segment every time the class meets
- Report a Special Education Program Code and inclusion code ‘9’

Inclusion Code ‘9’ – must be used with a Special Education Program Code
Student A:

- Eligibility: Learning Disability, 4th grade
- Schedule and IEP Placement:

<table>
<thead>
<tr>
<th>Math</th>
<th>Science</th>
<th>Language Arts</th>
<th>Reading</th>
<th>Specials</th>
<th>Social Studies</th>
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What funding Category? 1
Special Ed FTE earnings? $4187.64
Student B:

- Eligibility: Learning Disability, 4th grade
- Schedule:

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<th>Science</th>
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What funding Category? 3
Special Ed FTE earnings? $4699.70
Student C:

- Eligibility: Learning Disability, 6th grade
- Schedule:

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What funding Categories? 3 & 5
Special Ed FTE earnings?
Level 3: $3,133.13 + Level 5: $2,151.62. = $5,284.75

“H” if your district is Middle School Program; “9” if Middle Grades Program
Student D:

- Eligibility: Mild Intellectual Disability, 6th grade
- Schedule:

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What funding Categories? 2 & 5

Special Ed FTE earnings?
Level 2: $3,690.18 + Level 5: $2,151.65 = $6,141.83

“H” if your district is Middle School Program; “9” if Middle Grades Program
Student E:

- Eligibility: Profound Intellectual Disability, 10th grade
- Schedule:

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What funding Categories? 4 & 5
Special Ed FTE earnings?
Level 4: $12,700.03 + Level 5 $1,075.83 = $13,775.86
Student F:

- Eligibility: Emotional Behavior Disorder, 10th grade, served part time in GNETS

- Schedule:

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<th>Reading</th>
<th>Elective</th>
<th>Social Studies</th>
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</tbody>
</table>

What funding Categories? 3 & 5

Special Ed FTE earnings? (no earnings for GNETS segments)
Level 3: $3133.13. + Level 5: $1075.83. = $ 4208.96
Total Service Minutes
Proposed Method of Reporting Service

• Calculate “Total Service Minutes per Week”
• All special education services a student receives during the school day and for extra-curricular activities, except for transportation*
• Services MUST be in the IEP
• Services must be in place during the week of the FTE Count
  • October 1 – 5, 2018

*exceptions to be discussed later
Include…

Special Education Services in the student’s IEP:

• Minutes of special education service in any classroom

• Minutes provided by any staff member (special education teacher, para, interpreter, OT, etc.)

• After school or extra–curricular activities (ex.: interpreter for football practice)

• Other services (related services such as OT, PT, nursing, etc.), not transportation unless student has a 1:1 para, bus monitor, nurse for transportation

• 1:1 para
Do Not Include…

- Students’ service in GNETS
- Special Needs Preschool
- ISP (Individual Service Plan) Students
- Students attending one of the 3 State Schools
- Students whose IEP services are not in effect the week of the October FTE count

Do not report minutes per week of transportation unless the student has a 1:1 para, bus monitor, or nurse on the bus per the IEP
Please note...

• Students receiving services for less than 30 minutes per week would be consultative students served fully in the regular classroom and would not be weighted.

• Methodology is based on number of minutes served during a week regardless of the student’s disability.

• The Federal requirement of Hours per Week is a different data element and will continue to be reported.
Reporting Federal Child Count Data
Students Reported in the Federal Child Count

REPORT TYPE indicates whether the student is a regular (general) education student or a special education student.

Valid codes are:
“R” = Regular/General Education Student
“S” = Special Education Student
All IEP Flag

- Y = Yes
- N = No
- S = Service Plan

If a student, in accordance with the IEP, 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 that are in the IEP.

Best practice might be to have a segment of consult in the IEP.
Students Reported in the Federal Child Count

Every student with REPORT TYPE = “S” and ALL IEP = “Y” (served in a special education program) must:

• have been through due process procedures

• meet the eligibility requirements for the area of disability being reported for special education services, and

• have an Individualized Education Program (IEP)

• be scheduled to receive instruction from a teacher certified to provide the services determined by the IEP
Students Reported in the Federal Child Count

Every student with REPORT TYPE = “S” and ALL IEP = “N” (not served) must:

• have been through due process procedures,
• meet the eligibility requirements for the area of disability being reported for special education services
• NOT have an IEP or ISP
• be reported in FTE with all segment codes = O
• be reported with an Environment Code o (age 6-21) or J (age 3-5)
• Parentally Placed in Private School
• not be reported in Student Record (unless also publicly enrolled in school during the year)

The student may need to be added on state site if your SIS has no method of reporting students who are not publicly enrolled
Students Reported in the Federal Child Count

Every student with REPORT TYPE = “S” and ALL IEP = “S” (served on a Service Plan) must:

• have been through due process procedures
• meet the eligibility requirements for the area of disability being reported for special education services,
• have an Individualized Service Plan (ISP)
• be reported in FTE with all segment codes = O
Students Reported in the Federal Child Count

Every student with \textbf{REPORT TYPE = “S” and ALL IEP = “S”} (served on a Service Plan) must:

• \textit{be reported} with an Environment Code 0 (age 6-21) or J* (age 3-5) Parentally Placed in Private School, and

• \textit{not be reported} in Student Record (unless also publicly enrolled in school during the year)

May need to be added on the state site if your SIS has no method of reporting students who are not publicly enrolled

* Exceptions to reporting “J” will be discussed later and at the “Beyond the Basics FTE session
### Students with All IEP Flag

<table>
<thead>
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<th>Student has IEP or Service Plan?</th>
<th>Report ALL IEP Code Value</th>
<th>Report Environment Code</th>
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<td><strong>Ages 3-5</strong></td>
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<tr>
<td>No, Service Plan</td>
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</tbody>
</table>
Students Reported in the Federal Child Count

All Students with IEPS

- Who are enrolled on the day of the count including community based preschool students

Students who are IEP Placed in Private School

- Funded by district and/or Residential Reintegration Services Grant

Students Parentally Placed Private School

- Who are eligible for Proportionate Share and have
  - An Individual Service Plan (ISP)
    - All IEP = “S”
    - Earn Federal $, not State $

Students who are Parentally Placed Private School

- Who are eligible for Proportionate Share and have
  - No Service Plan
    - All IEP = “N”
    - Do not earn Federal or State $
Reporting Environments
Educational Environments Ages 6-21

• All students are reported with an Environment Code 1 – 0
  • The order of the environment codes does NOT represent a continuum from least to most restrictive environment

• Environment Codes 1, 2, & 3 represent time in the general education classroom
Calculating Time in the Regular Classroom

Determining time in the regular classroom:

• Divide the number of hours the child spends in the regular classroom by
• The total number of hours in the school day (including lunch, recess, study periods)
• The result is multiplied by 100 to get the %
• Time spent outside the regular classroom receiving services unrelated the child’s disability are considered time inside the regular classroom
• Time spent in age-appropriate community based setting with individuals **with and without disabilities** (college campuses, vocational sites) are considered time inside the regular classroom
Environments, Children Ages 6-21

**Environment 1**
- Student is in the regular classroom at least 80% of the school day

**Environment 2**
- Student is in the regular classroom at least 40% but no more than 79% of the school day

**Environment 3**
- Student is in the regular classroom less than 40% of the school day

**Environment 4**
- Public Separate Facility – Special Education greater than 50% of the school day in public separate day school facility (Note: This would include services in a GNETS center for greater than 50% of the school day)

**Environment 5**
- Private Separate Facility – SE greater than 50% of the school day in private separate day school **at public expense**
Environments, Children Ages 6-21

Environment 6
- Public Residential Facility – Special Education services in public residential facility for greater than 50% of the school day; includes State Schools if the student is residential

Environment 7
- Private Residential Facility – Special Education services in private residential facility at public expense for greater than 50% of the school day

Environment 8
- Correctional Facility - Children who receive special education in correctional facilities
  - ‘8’- not valid if student is younger than 12 years of age as of Count Day (E611)

Environment 9
- Hospital/Homebound - Children who receive special education and related services in a homebound/hospital environment; includes Home based

Environment 0
- Students who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources* and who receive or are eligible to receive special education and related services at public expense (ISP or No ISP).*
Environments, Children Ages 3-5

Environment A

- Children who attend a Regular Early Childhood Program **at least 10** hours per week and receive the majority of their special education and related services **in the Regular Early Childhood Program**

Environment B

- Children who attend a Regular Early Childhood Program **at least 10** hours per week and receive the majority of special education and related services **in some other location**

Environment C

- Children who attend a Regular Early Childhood Program **less than 10** hours per week and receive the majority of their special education and related services **in the Regular Early Childhood Program**

Environment D

- Children who attend a Regular Early Childhood Program **less than 10** hours per week and receive the majority of special education and related services **in some other location**
Environments, Children Ages 3-5

Environment E: Special Education Classroom
Environment F: Separate Schools
Environment G: Residential Facilities
Environment H: Home
  • If the child does not attend a regular early childhood program or a special education program, but the child receives some or all of his/her special education services in the home
  • Include children who receive special education both at home and in a service provider location

Environment I: Service Provider Location
  • If the child does not receive any special education services in an early childhood program provided in a separate class, separate school or home
Environments, Children Ages 3-5

- **Environment J**: *Parentally Placed in Private School*; Children who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local education agency under a service plan.

- **New Guidance**: Child who is Parentally Placed in Private school and comes to the LEA or to the provider’s office (not at Private School) for ISP services:
  - **Report Environment I: Service Provider Location**
Questions

Contact
Carol Seay

cseay@doe.k12.ga.us

470-218-3244 (cell)