Reporting Environment Codes in FTE for Students with Disabilities
Learning Targets

• I can accurately report school age environment FTE codes for students with disabilities.
• I can calculate time in the regular classroom for FTE reporting.
• I can accurately report preschool environment FTE codes for students with disabilities.
• I can access resources for FTE environment reporting.
Two Categories for Reporting Environments

School Age Environments

Early Childhood Environments
School Age Environments

• Students receiving services under an IEP or a Services Plan should be reported with the appropriate Environment Code.

• All students in grades K-12 are reported with an Environment Code 1–0
  • The order of the environment codes 1-3 represent a continuum from least to most restrictive environments. The remaining codes do NOT represent a continuum from least to most restrictive environments.

• Environment Codes 1, 2, & 3 represent time in the regular 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 only for environment code reporting. It is written in the IEP as time outside regular education.

School Age Environments

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
School Age Environments

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**

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
School Age Environments

Environment 8 – Correctional Facilities

- **Unduplicated total count** of children who received special education in correctional facilities.
- This data should be a count of **ALL students** receiving special education in short-term detention facilities such as a local jail, DJJ or DOC facilities.
- **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)
- **Short-term detention facility** (community-based or residential such as a local jail). These students should be reported by the **LEA** in which the short-term detention facility such as a local jail is **located**.
- A LEA must have **written procedures** enabling the LEA to be aware of any student with a disability placed in a short-term detention facility within the jurisdiction of the LEA.
Environment 8 – Correctional Facilities

• Department of Juvenile Justice (DJJ)
• The Department of Juvenile Justice should send a request for records on a student placed in their care to the current LEA of the student.
• The LEA should withdraw the student who is placed in a DJJ facility, as withdrawn to another Georgia LEA.
• Department of Juvenile Justice is a LEA in Georgia.
• DJJ will report the environment code for all students with disabilities enrolled in their facilities.
Environment 8 – Correctional Facilities

• Department of Corrections (DOC)
• The Department of Corrections should send a request for records on a student placed in their care to the current LEA of the student.
• The current LEA should withdraw the student as withdrawn to another Georgia LEA.
• The Department of Corrections (DOC) is a LEA in Georgia.
• DOC will report this environment code for all students with disabilities placed in their facilities.
• Additionally, Foothills Charter also serves students incarcerated by DOC. Foothills charter should also report those students with an environment code of Correctional Facility.
School Age Environments

Environment 9

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

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 special education and related services at public expense under a Services Plan.
FTE Guidelines for Special Education Environments

Early Childhood
Preschool Environments

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
Preschool Environments

**Environment E: Special Education Classroom**
- Children who attend a special education program in a classroom with less than 50% nondisabled children.

**Environment F: Separate Schools**
- Children who receive special education services in public or private schools designated for children with disabilities.

**Environment G: Residential Facilities**
- Children who receive special education services in public or privately-owned residential schools or residential medical facilities on an inpatient basis.
Preschool Environments

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
Preschool Environments

• **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 Services Plan.

  • Private schools are likely “Regular Early Childhood Programs
  • Use Codes A, B, C, D, corresponding to the number of hours the student is in the Regular Program and where the services are provided
Checking Environment Data Reports

FT020 Special Education Environment Ages 6 and Above

FT027 Special Education Environment Ages 5 and Under
# How are FTE Special Education Environment Codes Used for Annual Public Reports and Disproportionality Determinations?

<table>
<thead>
<tr>
<th>FTE Sp Ed Environment Codes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Environment</td>
<td>Regular Class- Inside regular class at least 80% of the time</td>
<td>Resource Room- Inside regular class 40%-79% of the time</td>
<td>Separate Class- Inside regular class less than 40% of the time</td>
<td>Public Separate School- more than 50% of the school day in public separate day school facilities</td>
<td>Private Separate School- more than 50% of the school day in private separate day school facilities at public expense</td>
<td>Public Residential- more than 50% of school day in public residential facility</td>
<td>Private Residential- more than 50% of school day in a private residential facility at public expense</td>
<td>Hospital Homebound This includes homeschool students with service plans</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Public Reports</th>
<th>Indicator 5A</th>
<th>Indicator 5B</th>
<th>These five codes are combined for Indicator 5C, Separate Placements</th>
</tr>
</thead>
</table>

| Disproportionality Determinations For Placement | Considered for Dispro | These two codes are combined for Separate Setting for Disproportionality |

Environment Codes “8” and “0” are not used for Annual Public Reports or Disproportionality. They are used in Child Find and IDEA reporting.
Environment Code Data for Placement Disproportionality

- FTE1 Reports: Federal Child Count
- System Level
- School Level
- FT020: School Age Special Ed Environment
  - Environment by race/ethnicity
  - Environment by gender
### FT020 6-21 Environment

<table>
<thead>
<tr>
<th>Primary Area</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EH</td>
<td>RI</td>
<td>RS</td>
</tr>
<tr>
<td>P</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Q</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>R</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>T</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>U</td>
<td>47</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>V</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>X</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Y</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Z</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

**1-Regular Class at least 80%**

**2-Regular Class 40-79%**
Reporting Environment Code in GO-IEP
• The Environment Code is located on the Profile page in GO-IEP
  • It can be edited by system admin.
Assigning rights to edit and then removing rights

• The rights to edit the environment code could be provided to select individuals for a set period of time so they can assist in entering the codes. Then, the rights could be removed to prevent any changes after the codes are verified.

• The code selected on the profile page will import into the SIS when the FTE extract from GO-IEP is imported.
Editing Environment Code in GO-IEP

- Rights to edit can be given to school admin and special education teachers, if desired, from the system admin page. Those rights can be changed at any time.
www.gadoe.org

@georgiadeptofed

youtube.com/georgiadeptofed

For more information contact your GaDOE District Liaison or Linda Castellanos at lcastellanos@doe.k12.ga.us

EDUCATING GEORGIA’S FUTURE