FTE and Federal Report A Quick Look

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SELDA

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Georgia Department of Education

Priorities for 2017-2018

Richard Woods,
Georgia's School Superintendent
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- IEP Development and Implementation
- Eligibility Determination Process
- Parent Procedural Safeguards

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Learning Targets

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1. I can explain the difference between FTE reporting and the Federal Child Count
2. I know how to use the environment calculators for preschool and school age children.
3. I know where to locate FTE resources and helpful FTE reports.
4. I can explain the impact the environment data have on my SPP/APR

What is FTE1? When is FTE1?

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- 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
- October 3, 2017 is Count Day

What is the Federal Child Count? When…?

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- Each year states collect data from school districts that "counts" the number of children eligible for special education services under IDEA
  - Also reported is the environment in which the children receive their special education services
- In Georgia, the FTE1 count and Federal Child Count is done simultaneously
- October 3, 2017

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FTE is Important!

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If you are not checking your FTE,

You may be losing money!

You cannot incidentally report.

You must purposefully report.

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State FTE Reporting

How are they the same?

Federal IDEA Child Count

Report Type = "S" Special Education Student

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How are they different?

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State FTE

- Program Code
- Inclusion Codes
- Segment Based
- Grade Specific
- Count Day
- Program Weight Funding
- Do not report non-Publicly Enrolled

Federal IDEA Child Count

- Primary Area Code
- Environment Based (LRE)
- Age Specific
- School Week – hours per week
- No funding impact
- Report non-Publicly Enrolled
- Disproportionality

FTE

Full Time Equivalent

FTE

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October 3rd and March 1st

- Know each student's schedule
- Know each student's grade
- Know each student's eligibility
- Use codes
- Schedule 6 segments

EARN MONEY!

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Program Codes

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- **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**

You will also need general education program and grade level codes to report FTE

What's Missing?

Program Codes

- Autism
- SDD
- TBI

Use the program code that best corresponds to how the student is served

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Inclusion Codes Supported Instruction & Direct Service – Collaboration and Co-teaching

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- 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 the above must be used with general education program code

- 9 – Special Education Teacher

Use with student's Program Code

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Class Size Rule – Funding, not the Special Education Rule

Appendix B
Students with Disabilities

Class Group/ Exception Program	Funding Class Size	Maximum Individual Class Size *	Maximum Individual Class Size **	Exception to Maximum 2 Segments Per Day Per Teacher with Paraprofessional
1. Group I				
(i) S/L-SC	8	11	15	+1
(ii) LD-SC	8	12	16	+1
2. Group II				
(i) MID-SC	6.5	10	13	+1
(ii) MID-R	6.5	10	13	+1
3. Group III				
(i) SID-SC	5	NA	7	+1
(ii) D/HH-SC	5	6	8	+1
(iii) S/L-R	5	7	NA	NA
(iv) BD-R	5	7	10	+1
(v) LD-R	5	8	10	+1
(vi) BD-SC	5	8	11	+1
(vii) MOID-SC	5	NA	11	+1
(viii) OI-SC	5	NA	11	0
4. Group IV				
(i) D/HH-R	3	3	4	+1
(ii) VI-R	3	3	4	+1
(iii) OI-R	3	4	5	+1
(iv) VI(DB)-SC	3	NA	6	+1
(v) PID-SC	3	NA	6	0
5. Group V	8	NA	NA	NA

NOTE: Each paraprofessional is the equivalent to 1/3 teacher and affects individual class size proportionately. Various teacher/paraprofessional models shall be averaged independently.

Class Size Rule:
Code: IEC 160-5-1-.08

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Self-contained and resource are NOT locations

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

(note – this is the class size rule for funding, not the special education LRE rule)

Self-Contained Delivery

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

Primary Area and codes	1 Segment	2 Segments	3 Segments	4 Segments	5 Segments	6 Segments
Category 1						
S/L-SC (3)						
SLD-SC (U)						
2.3901				$4,049.72	$5,062.15	$6,074.58
Category 2						
MID (P)						
2.8051	$1,188.22	$2,376.44	$3,564.66	$4,752.89	$5,941.11	$7,129.33
Category 3						
MOID (Q)						
SID (R)						
EBD (T)						
SLD-R (U)						
OI-SC (V)						
HH-SC (W)						
Deaf-SC (X)						
OHI-SC (Y)						
S/L- R (3)						
3.5718	$1,512.99	$3,025.98	$4,538.97	$6,051.96	$7,564.95	$9,077.94
Category 4						
PID (S)						
OI-R (V)						
HH-R (W)						
Deaf-R (X)						
OHI-R (Y)						
VI (Z)						
Deaf/Blind (2)						
5.7898	$2,452.52	$4,905.04	$7,357.56	$9,810.08	$12,262.60	$14,715.12
Category 5						
Inclusion Codes 4-8						
2.4583	$1,041.32	$2,082.64	$3,123.96	$4,165.28	$5,206.60	$6,247.92
Base Funding (D)						
Weight = 1.0000	**$423.59**	**$847.19**	**$1,270.78**	**$1,694.37**	**$2,117.97**	**$2,541.56**
6 segments = 1 FTE						

Student A:

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

Math	Science	Reading	Language Arts	Specials	Social Studies
Small Group	Co-teaching	Collaboration	Collaboration	General education	General education
U	U	U	U	C	C
	9	9	9		

What funding Category? 1 Special Ed FTE earnings? **$4,049.**

Student B:

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

Math	Science	Reading	Language Arts	Specials	Social Studies
Small Group	Co-teaching	Collaboration	General education	General education	General education
U	U	U	C	C	C
	9	9			

What funding Category? 3 Special Ed FTE earnings? $4,538.

Student C:

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

Math	Science	Language Arts	Reading	Connections	Social Studies
Co-teaching	Co-teaching	General education w/ para	General education w/ para	General education	General education
U	U	H*	H*	H*	H*
9	9	4	4		

What funding Categories? 3 & 5 Special Ed FTE earnings?

Level 3: $3,025 + Level 5 $2,082. = **$5,107.**

* 'H' if Middle School Program, use '9' if Middle Grades Program

Student D:

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

Math	Science	Language Arts	Reading	Connections	Social Studies
Small Group	General Education w/para	Small Group	Small Group	General education	General education w/para
P	H	P	P	H	H
	4				4

What funding Categories? 2 & 5 Special Ed FTE earnings?

Level 2: $3,564. + Level 5 $2,082. = $5,646.

* 'H' if Middle School Program, use '9' if Middle Grades Program

Student E:

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

Math	Science	Language Arts	Reading	Elective	Social Studies
Small Group	Small Group	Small Group	Small Group	General education w/ para	Small Group
S	S	S	S	D	S
				4	

What funding Categories? 4 & 5 Special Ed FTE earnings?

Level 4: $12,262. + Level 5 $1,041 = **$13,303.**

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Student F:

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- Eligibility: Specific Learning Disability
- 10th grade
- Schedule:

Math	Science	CTAE	English	Elective	Social Studies
Co-teaching	Co-teaching	General education with Job Coach	General education	General education	General education
U	U	K	D	D	D
9	9	6			

What funding Categories? 3 & 5 Special Ed FTE earnings?

Level 3: $3,025. + Level 5 $1041 = **$4066.**

Student G:

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- Eligibility: Emotional Behavior Disordered
- 10th grade
- Schedule:

GNETS	GNETS	GNETS	English	Elective	Social Studies
Small Group	Small Group	Small Group	Small group	General education with para	Small Group
4	4	4	T	D	T
				4	

What funding Categories? 3 & 5 Special Ed FTE earnings?

Level 3: $3,025. + Level 5 $1041 = **$4066.**

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Student H:

- Eligibility: Autism
- 4th grade
- Schedule:

Math	Science	Reading	English	Specials	Social Studies
Small Group	Small Group	Small Group	Small Group	General education w/ para support	Coteaching
P	P	P	P	C	P
				4	9

What funding Categories? 2 & 5 Special Ed FTE earnings?

Level 2: $5,941. + Level 5 $1,041 = **$6,982.**

Total Services Minutes per Week

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Service Minutes per Week

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- Gov. Deal's Education Reform Commission is exploring changes to the QBE funding formulas. The complete report is available at:

https://gov.georgia.gov/education-reform-commission

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Proposed Method of Reporting Service

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- 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 2 – 6, 2017

*exceptions to be discussed later

Calculating Minutes per Week

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Calculating "Total Service Minutes per Week"

- Convert each service on the student's IEP to minutes per week
  - Minutes per day should be multiplied by 5
  - Minutes per week – no change
  - Minutes per month should be divided by 4
  - Minutes per quarter should be divided by 9
  - Minutes per semester should be divided by 18
  - Minutes per year should be divided by 36

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Include…

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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…

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- 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

Examples:

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- A student receiving services for math for 1 hour each day would be reported as **300 minutes per week**
- A student receiving services for all subjects, Math, Language Arts, Reading, Social Studies and Science for a total of 5 hours a day would be reported as receiving **1500 minutes per week**
- A student receiving 1 hour a day of service each for math and reading, 1 hour a week for Speech/Language, 30 minutes a week for OT would be reported as receiving **690 minutes per week**

Examples

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- A student receiving 1 hour a day of service for all 5 content areas in a co-teaching setting (general education classroom) and a 1:1 para for all 6 classes (content areas plus specials) would be reported as receiving **3,300 minutes per week**
- A student in the GNETS program for 3 hours every day, in a co-teaching class (general education) 2 hours a day and a small group special education class 1 hour a day would be reported as receiving **900 minutes per week**

Examples

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- A student receiving 6 hours a day of service in a special education small group class that has a para assigned to the class would be reported as receiving **1800 minutes per week** (no minutes for the para as the para is a program para not assigned to the student)
- A student receiving 5 hours a day of service in a special education classroom and a nurse assigned to the student all day (6 hours) who rides the bus to and from school with the student (45 minute bus ride each way) would be reported as receiving **minutes 3750 per week**

Please note:

- Primary Disability does NOT weigh in to the formula – no Program Code is reported for this data element
- October 2017 data will NOT be used to generate 2018-2019 funding
- 2017-2018 and 2018-2019 funding will be based on the segment count using the QBE formula
- This count is not related to the Federal Hours per Week collection in FTE1 (October)

Service Minutes… and Segments

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- Districts will continue to report Segments for the FTE count in October 2017 and March 2108
- In anticipation of a possible future change we are asking IEP teams to begin writing IEPs reflecting the minutes per week students receive each service
- In October 2017 and March 2018 report both segments (the current reporting) **AND** Total Service Minutes per Week (additional data element)

Please note…

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- 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

Federal Child Count and Environments

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Students Reported in the Federal Child Count

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All Students with IEPS

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

Students Parentally Placed Private School

- Who are eligible for Proportionate Share and have
- A Service Plan
  - All Special Education Service = "S"
- Earn Federal $, not State $

Students who are IEP Placed in Private School

- Funded by district and/or Residential Reintegration Services Grant

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 $

Students with All Special Education Services Flag

	Student has IEP or Service Plan?	Report ALL Special Education Services Code Value	Report Environment Code
Ages 6-21	Yes, IEP No, Service Plan	Y	1-9
	No, IEP Yes, Service Plan	S	0
	No, IEP No, Service Plan	N	0

	Student has IEP or Service Plan?	Report ALL Special Education Services Code Value	Report Environment Code
Ages 3-5	Yes, IEP No, Service Plan	Y	A-I
	No, IEP Yes, Service Plan	S	J
	No, IEP No, Service Plan	N	J

GADOE Technology Services - Student FTE Data Collection System - March 2, 2017 (FTE 2017-3) - [redacted]

.....Please Select Report Level..... | .....Please select Report ..... | GO | Main Menu

FT030 Transmission on 03/09/2017 05:45:02 am - Data Have Errors click here to print

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Full Time Equivalent (FTE 2017-3)

Student FTE Detail
[redacted]

GTID	******2288				
Last Name	[redacted]	First Name	[redacted]	Middle Name	[redacted]
School Name	[redacted]	Student Status	N	Grade Level	KK
Prior 10 Days	Y	Date of Birth(mm/dd/yyyy)	04/20/2011	Gender	F
Ethnic Hispanic	N	Race American-Indian	N	Race Asian	S
Race Black	N	Race Pacific	N	Race White	N
Resident Status Code	1	System of Residency	[redacted]	Regular Environment	
Report Type	S	Primary Area	8	All Special Education Services	Y
English Learner	N	Alternative School	N	Total Service Minutes	955

ESOL-Itinerant	0
ESOL-Non-Itinerant	0

Field Name	Segment 1	Segment 2	Segment 3	Segment 4	Segment 5	Segment 6
Program Code	U	3	U	A	U	A
Transported	N	N	N	N	N	N
Supplemental Speech	N	N	N	N	N	N
Itinerant Teacher	N	N	N	N	N	N
Inclusion	9	N	N	N	4	N
Gifted Delivery Model						
Enrollment Location						

Segment information is not required for withdrawn students.

Edit Student Record

Special Education Environments

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SPECIAL EDUCATION ENVIRONMENT is *not* used to compute any FTE earnings and should not be confused with the resource and self-contained delivery models associated with FTE funding

Environment vs. Segments

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Environment (LRE)

- Special education is a service not a place
- Service location impacts environment

Segments

- Service location does not impact funding
- Earn funds at Program Weight
- Segment count impacts funding

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Special Education Environments

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There are different definitions for environment for students:

- whose DATE OF BIRTH indicates an **age of 6 or above** (school age) as of September 1, and
- students whose DATE OF BIRTH indicates an **age of 5 or under** (preschool and K) as of September 1

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Special Education Environments for Students Age 6 and Older

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- **Environment 1**

  In the regular classroom at least **80%** of the school day

- **Environment 2**

  In the regular classroom at least **40% but no more than 79%** of the school day

- **Environment 3**

  In the regular classroom **less than 40%** of the school day

Calculating Time in the Regular Classroom

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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

Resources for Reporting Environments: 6-21 years

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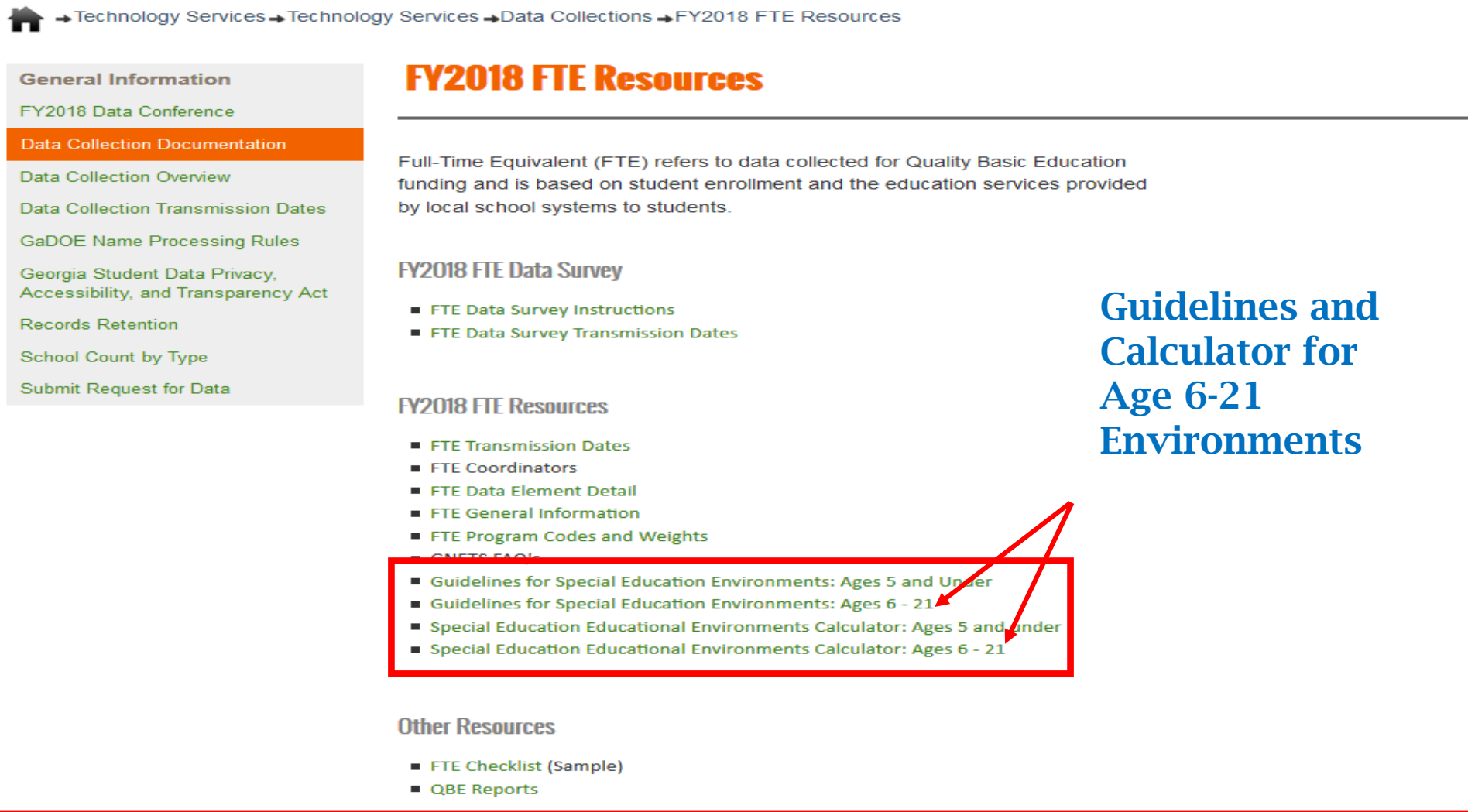

Guidelines and Calculator for Age 6-21 Environments

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Exceptional Students
Educational Environments Calculator
Students Ages 6 -21

Enter TOTAL number of minutes in the school day
(This includes lunch, recess and study periods.)

Teacher:

School:

Student ID	Total Number of minutes per week removed from general education classroom	Percentage of Time in a General Education Setting

Environment 1
Environment 2
Environment 3

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Exceptional Students
Educational Environments Calculator
Students Ages 6 -21

360 Enter TOTAL number of minutes in the school day

(This includes lunch, recess and study periods.)

Teacher:

School:

Student ID	Total Number of minutes per week removed from general education classroom	Percentage of Time in a General Education Setting
	300	83%
	600	67%
	1100	39%

Environment 1
Environment 2
Environment 3

Special Education Environments: Students Age 6 and Older

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- **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

Special Education Environments: Students Age 6 and Older

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- ## 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

Special Education Environments: Students Age 6 and Older

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- **Environment 8**

  Correctional Facility - Children who receive special education in correctional facilities
  - '8'- not valid if student is younger than 10 years of age as of September 1 (E611)

- **Environment 9**

  Hospital/Homebound - Children who receive special education and related services in a homebound/hospital environment

Environment "0"
Students Parentally Placed in Private School

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- 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**).
- Include students whose **parents choose** to **home-school** them, but who **receive or are eligible to receive special education and related services at public expense** (**ISP or No ISP**). .
- Do not include children who are placed in private schools by the local education agency (school system).
- **Not be reported in Student Record** (unless also publicly enrolled in school during the year).

*SB10 is a Georgia specific exception

Resources for Reporting Environments: 3-5 years

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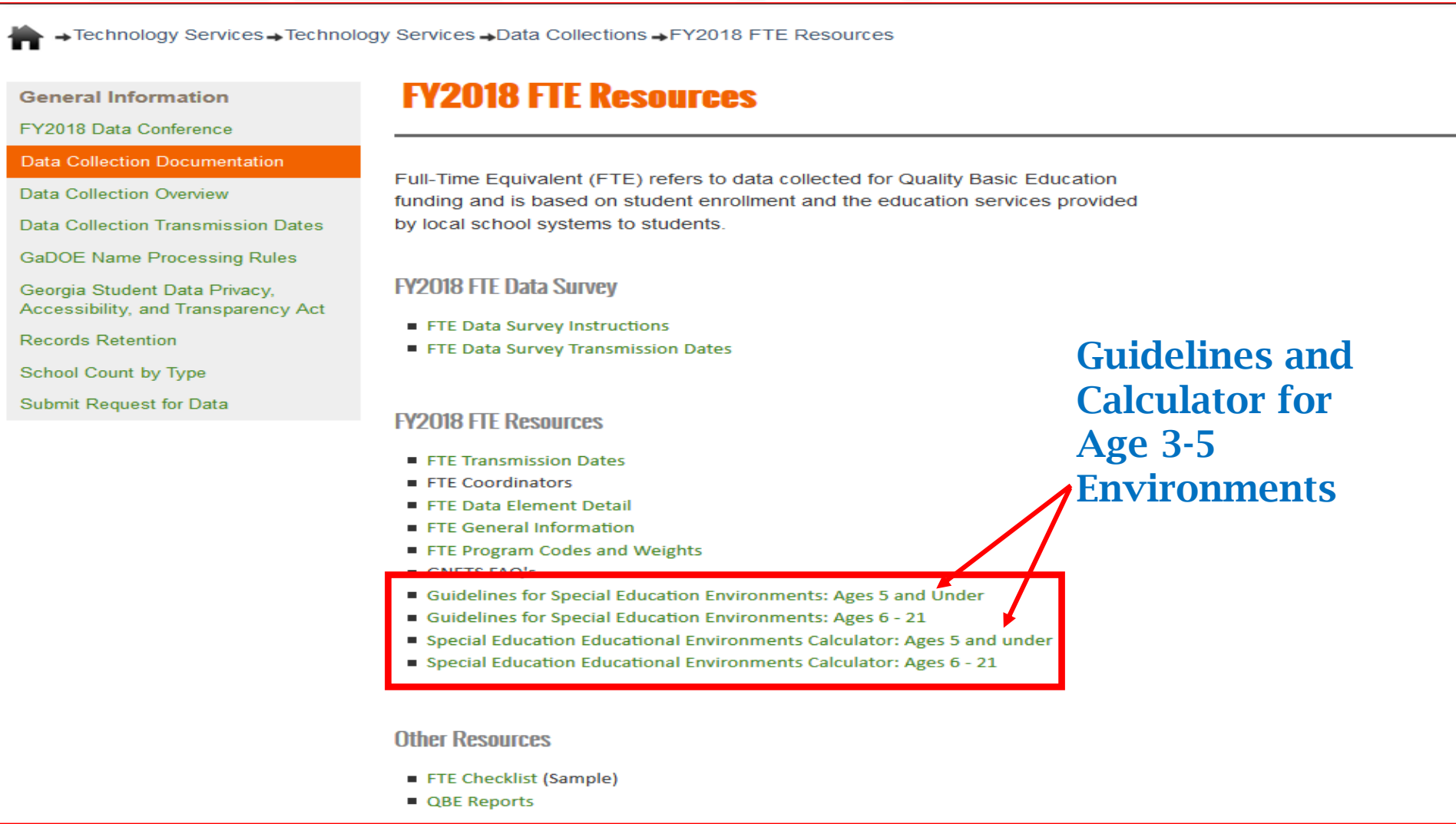

Guidelines and Calculator for Age 3-5 Environments

Students Age 5 and Under Special Education Environment Codes

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For Children who **attend a Regular Early Childhood Program**:

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

Students Age 5 and Under Special Education Environment Codes

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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

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Exceptional Students
Educational Environments Calculator
Children with Disabilities Ages 3-5 **Attending a Regular Education Early Childhood Program**

Student ID	Total Number of Hours per Week in Regular Early Childhood Setting	Total Number of Hours per Week of Special Education Services **Delivered in a Regular Early Childhood Setting***	Total Number of Hours per Week in Special Education Services **Delivered In Other Settings**	Total Number of Hours per Week **	Regular Early Childhood At Least 10 Hours Per Week	Regular Early Childhood Less Than 10 Hours Per Week
				0		
				0		
				0		
				0		
				0		
				0		
				0		
				0		
				0		

No zeros must be at least 1 hour per week in regular early childhood setting

Environment A
Environment B
Environment C
Environment D

*Column C is a subset of Column B
**Column E = Column B + Column D

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Exceptional Students
Educational Environments Calculator

Children with Disabilities Ages 3-5 Attending a Regular Education Early Childhood Program

Student ID	Total Number of Hours per Week in Regular Early Childhood Setting	Total Number of Hours per Week of Special Education Services **Delivered in a Regular Early Childhood Setting***	Total Number of Hours per Week in Special Education Services **Delivered In Other Settings**	Total Number of Hours per Week **	Regular Early Childhood At Least 10 Hours Per Week	Regular Early Childhood Less Than 10 Hours Per Week
	10	10	20	30	Environment B	
	28	10	2	30	Environment A	
	5	5	0	5		Environment C
	5	5	25	30		Environment D
				0		
				0		
				0		
				0		
				0		

Environment A
Environment B
Environment C
Environment D

*Column C is a subset of Column B
**Column E = Column B + Column D

Students Age 5 and Under Special Education Environment Codes

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Children Attending a Special Education Program:

If the child does **not attend** a regular early childhood program or kindergarten, **report the child according to the location of the special education program**. Report the child in one of these environments even if the child also receives special education at home or in a service provider location.

- **Environment E** **Special Education Classroom**
- **Environment F** **Separate Schools**
- **Environment G** **Residential Facilities**

Special education program: A program that includes fewer than 50% nondisabled children.

Students Age 5 and Under: Special Education Environment Codes

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Children NOT Attending a Regular Education Early Childhood Program or Special Education Program

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; a special education program provided in a separate class, separate school, or residential facility; or in the home

Students Age 5 and Under: Special Education Environment Codes

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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 or are eligible to receive special education** and related services at public expense from a local education agency under a service plan (ISP or NO)
- Children who are age 5 and have registered as home school students ***and*** who receive or are eligible to receive special education and related services at public expense from a local education agency under a service plan (ISP or NO)
- Do not include children who are placed in private schools by the local education agency (school system)

LRE on SPP/APR

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		C. Percentage of students with disabilities in grades three through eight who demonstrated proficiency in math	15.90%	15.0%	N
		C. Percentage of students with disabilities in grade high school who demonstrated proficiency in math	11.57%	12.5%	Y
4	Suspension and Expulsion	A. District does not demonstrate significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs			Y
	Suspension and Expulsion by Race and Ethnicity	B. District does not demonstrate (a) significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) non-compliant policies, procedures or practices that contributed to the discrepancy			Y
5	LRE (>=80% regular class)	A. Percent of children with IEPs aged 6 through 21 served: Inside the regular class 80% or more of the day;	65.2%	66.5%	Y
	LRE (<40% regular class)	B. Percent of children with IEPs aged 6 through 21 served: Inside the regular class less than 40% of the day; and	14.3%	21.3%	N
	LRE (Separate Placements)	C. Percent of children with IEPs aged 6 through 21 served: In separate schools, residential facilities, or homebound/hospital placements.	1.7%	3.2%	N
6	Preschool LRE(Regular Early Childhood Program)	A. Percentage of young children aged 3through 5 receiving the majority of special education services in a regular early childhood program.	46.0%	55.0%	Y
	Preschool LRE(Separate Placements)	B. Percentage of young children aged 3through 5 receiving the majority of special education services in separate classes, separate schools or residential facilities.	23.0%	45.0%	N

FTE Reports

Navigating to FTE Reports

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FTE Main Menu Transmission on 10/30/2015 01:00:06 pm - Signed off click here to print

Georgia Department of Education
Full Time Equivalent (FTE 2016-1)

FTE Report Menu

FTE Main Menu

Signed By : **Title : Superintendent**

Date Signed: 10/30/2015 01:00:06 pm

- FTE Survey Data
- FTE Reports Menu
- FTE Transmission Status
- FTE Transmission System

Select System level or specific school

Select the FTE report

GADOE Technology Services - Student FTE Data Collection System - October 6, 2015 (FTE 2016-1) - 633 Cobb County

System Level | FT004-Enrollment in Special Education | GO | Main Menu

Please Select a Report

FTE Report Menu

FT001 – Transmission Verification
FT002 – Enrollment by Grade
FT003 – Enrollment in Special Programs
FT004 – Enrollment in Special Education
FT005 – Student Residence
FT006 – System of Residence Summary
FT008A – Errors and Warnings Summary
FT008B – Errors and Warnings Detail
FT009 – 3 FTE Counts
FT010-A – FTE Comparison Notes
FT010-B – Comparison
FT010-C – FTE Comparison – Other Categories
FT011 – Funded and Non-funded Students
FT012 – Non-funded Student Detail
FT013 – Graduated Students
FT014 – Withdrawals by Gender and Race/Ethnicity
FT015 – Withdrawals by Grade Level
FT016 – Retained Students
FY017 – Special Education Child Count
FT018 – Hours per Week in Primary Area
FT019 – Related Services
FT020 – Special Education Environment ages 6 & Above
FT024 – Gifted Students by Grade
FT025 – Remedial Education Program by Grade
FT026 – ESOL by Segments
FT027 – Special Education Environments Age 5 & Under
FT030 – Student Detail
FT031 – Percentage of Dropouts
FT032 – Duplicate Student IDs
FT033 – Dropouts who are Active in Another System

FTE Report Menu

FT035 – No-shows

FT036 – REP/Block Scheduling Exceptions

FT037 – Compared Birthdate/Gender to Prior Year in SR by GTID

FT039 – Students withE2567 with GTID Claim

FT040 – Duplicate Student ID, Race, Gender and DOB

FT041 – Special Education Exit

FT042 – Special Ed. Enrollment by Race/Ethnicity Ages 6-21

FT043 – Special Ed. Enrollment by Race/Ethnicity Ages 3-5

FT044 – Student Summary Report for Active Students

FT045 – Special Ed. Student Summary Report

FT046 – E062 Duplicate GTIDs within District

FT049 – Students in Central Repository but not in FTE Cycle 1

FT050 – Demographic Comparison Report

FT051 – ELL by Primary Area and Race/Ethnicity

FT053 – Detail Students for W2991

FT055 – Enrollment in Early Intervention

FT054 – English Learner (EL) Student – No longer Monitored

FT055 – Enrollment in Early Intervention

FT056 – SWD Student Count by Primary Are and Service Hours

FT057 – Related Service Hours by Primary Area

FT060 – Gifted Delivery Model

FT061 – English Language Learner

FT062 – Duplicated Demographic (W2675)

FT063 – SB10 Reported (E311)

FT064 – Error Comment Report

FT065 – FTE Compared GTID App (E043 & E133)

FT067 – Middle School with other segments

FT068 – Homeless Enrollment Students

FT069 – Environment – Other than Homeless

FR070 – Students enrolled in MOWR Programs

FT071 – International Exchange Students

FT085 – All Special Education Services by Primary Area

FT086 – SWD Graduated Report

FT087 – Enrollment by Disability

FT091 – Students with Multiple GTIDs per Single Student ID Report

FT100 – System Sign-off

FT999 – All Funded and Non-funded Students

FT1000 – Show All Reports

Learning Targets

1. I can explain the difference between FTE reporting and the Federal Child Count
2. I know how to use the environment calculators for preschool and school age children.
3. I know where to locate FTE resources and helpful FTE reports.
4. I can explain the impact the environment data have on my SPP/APR

Questions

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please always leave a message

Georgia Department of Education