

Reporting Environment Codes in FTE for Students with Disabilities

August 2020

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 –
Indicator 5 of the SPP/APR

Early Childhood Environments –
Indicator 6 of the SPP/APR

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, 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 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. (Exception: Foothills Charter serves some students at DOC)
- 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.**

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 any other location, including special education setting, home or service provider 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 any other location, including special education setting, home or service provider location**

APR Indicator 6: Preschool LRE

Environments A & C are used to calculate your Early Childhood Settings percentage* for Indicator 6 of the APR:

- Services provided ***in the regular early childhood program***
- Note: percentage of time in general education is not measured

Environments B & D

- Services are provided in ***some other location***
- Children in these environments are not included when calculating the Early Childhood Settings percentage for Indicator 6 of the APR

* Early Childhood percentage is the % of preschool children receiving the majority of their services in a regular early childhood program

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 specifically 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

- Child does not attend a regular early childhood program or a special education program, but the child receives special education services in their home or in the home of family member or caregiver.
- *Include children who receive special education both at home and in a service provider location*

Environment I: Service Provider Location

- Children who receive all of their special education and related services from a service provider, **and who do not attend an Early Childhood Program, or a Special Education Early Childhood Program provided in a separate class, separate school, or residential facility, or receive services in their 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

Scenario: Freddie

- Freddie is 5 years old. He attends a preschool classroom 25 hours per week and receives all special education and related services in the preschool classroom.
- *Is this a regular early childhood program? **Yes***
- *Does he attend at least 10 hours per week? **Yes***
- *Where does he receive the majority of his special education services? **In the regular childhood program***
- **Environment? A**

Scenario: Eddie

- Eddie is 5 years old. He attends a Kindergarten classroom 32 hours per week and receives all special education and related services in the Kindergarten classroom.
- *Is this a regular early childhood program?* **Doesn't matter**
- *Does he attend at least 10 hours per week?* **Doesn't matter**
- *Where does he receive the majority of his special education services?* **Doesn't matter**
- *Where does he receive his educational services, special and regular?* **In the regular education Kindergarten classroom**
- **Environment? Use a school age environment code = to the percentage of time in general education, Environment 1 (a School-age Environment)**

Scenario: Jackie

- Jackie attends a community early childhood program 3 days a week for 4 hours each session. Her dad brings her to speech-language services twice a week for an hour each session at the neighborhood school.
- *Does she attend a regular early childhood program?*
Yes
- *How many hours does she attend?* **12 (at least 10 hrs.)**
- *Where does she receive the majority of her special education services?* **Some other location**
- **Environment: B**

Scenario: Jody

- Jody participates in a private mother's day out preschool program. She attends this program 9 hours per week and receives all special education and related services in her mother's day out classroom.
- *Is this a regular early childhood program?* **Yes**
- *Does she attend less than 10 hours per week?* **Yes**
- *Where does she receive the majority of her special education services?* **In the regular childhood program**
- **Environment? C**

Scenario: Faun

- Faun attends a faith-based preschool 2 days during the week for 4 hours a day and receives 30 minutes a week of speech therapy in an office located outside of the classroom.
- *Does she attend a regular early childhood program? **Yes***
- *How many hours does she attend? **8 (less than 10 per week)***
- Where does she receive the majority of her special education services? **Some other location**
- **Environment: D**

Scenario: Trish

- Trish is 5 years old and goes to the neighborhood school 3 days a week for 4 hours a day to receive her special education services in a preschool classroom. She attends a classroom where there are 10 children. Six children have IEPs.
- *Does she attend a regular early childhood program?*
No
- *Is she attending a special education program?* **Yes**
- *Where does she receive special education services?*
Separate Class
- **Environment: E**

Scenario: Althea

- Althea attends a preschool classroom at the regional school for the blind 2 mornings a week for 4 hours each session, where she receives special education services, including working with the mobility and orientation specialist. She does not attend any other program.
- *Does she attend a regular early childhood program?*
No
- *Is she attending a special education program?* **Yes**
- *Where does she receive special education services?*
Separate School
- **Environment: F**

Scenario: Marita

- Marita is a 4-year-old girl who attends a school for children with autism. She resides at the school during the week.
- *Does she attend a regular early childhood program?* **No**
- *Is she attending a special education program?* **Yes**
- *Where does she receive her special education services?* **Residential facility**
- **Environment: G**

Scenario: John

- John receives special education services in his home. He does not attend preschool or childcare.
- *Is this a regular early childhood program?* **No**
- *Is John attending a special education program?* **No**
- *Where does he receive the majority of his special education services?* **In his home**
- **Environment? H**

Scenario: Tina

- Tina is 3 years old. She receives speech therapy 2 times a week for 30 minutes, each session at the neighborhood school. She does not receive any other services or attend any program.
- *Does she attend a regular early childhood program?*
No
- *Does she attend a special education program?* **No**
- *Where does she receive the majority of her special education services?* **In a service provider location or other location not in any other category**
- **Environment: I**

Scenario: Leroy

- Leroy is 4 years old. His parents enrolled him in a preschool class in a private school along with his sister who is in 1st grade. Leroy receives speech services from the LEA where he resides. His parents take him to the SLP's office at the elementary school to receive his services.
- *Does he attend a regular early childhood program?* **Yes**
- *How many hours does he attend?* **30 hours a week**
- *Does he attend a special education program?* **No**
- *Where does he receive the majority of his special education services?* **In a separate location**
- **Environment: B, any other location for students in a regular early childhood program includes home or service provider location**

Scenario: Alex

- Alex is 4 years old. He does not attend any preschool or daycare. He is at home with his mother during the day. Alex receives speech services from the LEA where he resides. His parents take him to the SLP's office at the elementary school to receive his services.
- *Does he attend a regular early childhood program?*
No
- *How many hours does he attend? This question does not apply.*
- *Does he attend a special education program?* **No**
- *Where does he receive the majority of his special education services?* Service Provider location
- **Environment: I, Service Provider location**

Scenario: Katie

- Katie 4 years old. Her parents enrolled her in a preschool class in a private school along with her sister who is in 2nd grade. Katie is eligible for special education under the disability categories of Autism and Speech. She was offered an IEP with 4 hours of special education services daily. Her parents rejected that offer of FAPE. She receives speech and OT services under a Services Plan from the LEA where she resides. The LEA sends the SLP and OT to the private school to provide these services. The SLP and OT pull Katie to another room to provide the services.
- *Does she attend a regular early childhood program? **Yes***
- *How many hours does she attend? **30 hours a week***
- *Does she attend a special education program? **No***
- *Where does she receive the majority of her special education services? **In some other location***
- **Environment: B**

Environment Guidance

Offices & Divisions ▾ Programs & Initiatives ▾ Data & Reporting ▾ Learning & Curriculum ▾ State Board & Policy ▾ Finance & Operations ▾ Contact ▾



→ Technology Services → Technology Services → Data Collections

General Information

Data Collection Documentation

Data Collection Overview

Data Conference

GaDOE Guidelines for Extracting Names

Georgia Student Data Privacy,
Accessibility, and Transparency Act

Records Retention

School Count by Type

FY2021 Data Collections and Reporting

Data Collection Documentation

- Certified/Classified Personnel Information (CPI)
- Data Collection Survey
- End of Pathway Assessment (EOP)
- Free/Reduced Price Meal Eligibility
- Full-Time Equivalent (FTE)
- GUIDE (Georgia Unique Identifier for Education)
- Pre-ID Labels
- Private School
- Student Class
- Student Record
- 'New Coordinator' Documentation
- Presentations, Webinars, and Miscellaneous Documentation
- FY2021 Summary of Transmission Dates

Click Here

Environment Guidance

[Offices & Divisions](#) - [Programs & Initiatives](#) - [Data & Reporting](#) - [Learning & Curriculum](#) - [State Board & Policy](#) - [Finance & Operations](#) - [Contact](#) -

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FY2021 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.

FTE Resources

- [FTE Transmission Dates](#)
- [FTE Data Element Detail](#)
- [FTE General Information](#)
- [FTE Categories and Weights](#)
- [Data Collection FAQs](#) (New document for FY2021)
- [GNETS FAQ's](#)
- [Guidelines for Special Education Environments - Early Childhood](#)
- [Guidelines for Special Education Environments - School Age](#)
- [Environment Calculator for Early Childhood](#)
- [Environment Calculator for School-Age Students](#)

Other Resources





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?

FTE Sp Ed Environment Codes	1	2	3	4	5	6	7	9
Special Education Environment	Regular Class- Inside regular class at least 80% of the time	Resource Room- Inside regular class 40%-79% of the time	Separate Class- Inside regular class less than 40% of the time	Public Separate School- more than 50% of the school day in public separate day school facilities	Private Separate School- more than 50% of the school day in private separate day school facilities at public expense	Public Residential- more than 50% of school day in public residential facility	Private Residential- more than 50% of school day in a private residential facility at public expense	Hospital Homebound This includes homeschool students with service plans
Annual Public Reports	Indicator 5A		Indicator 5B	This five codes are combined for Indicator 5C , Separate Placements				
Disproportionality Determinations For Placement			Considered for Dispro	These two codes are combined for Separate Setting for Disproportionality				

Each of these Indicators are also publicly posted for each LEA. LEA rates are compared to the state target and information is posted on whether the LEA met the state target. Environment Codes “8” and “0” are not used for Annual Public Reports or Disproportionality. They are used in Child Find and IDEA reporting.

How are FTE Special Education Environment Codes Used for Annual Public Reports and Disproportionality Determinations?

- Codes for Preschool Students are used in other ways for reporting. The SPP/APR Indicator 6 addresses settings for Preschool Students.
- Disproportionality in settings is not considered for Preschool children.
- Indicator 6A uses the total of Environments A and C.
- Indicator 5B uses the total of Environments E, F, and G.
- Each of these Indicators are also publicly posted for each LEA. LEA rates are compared to the state target and information is posted on whether the LEA met the state target.

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

Special Ed Environment By Primary Area

Special Ed Environment- 3 years Data

Special Ed Environment By School- 3 years Data

Legend

Primary Area Code	Female								Male								Total							
	Ethnicity-Race								Ethnicity-Race								Ethnicity-Race							
	EH	RI	RS	RB	RP	RW	RM	Total	EH	RI	RS	RB	RP	RW	RM	Total	EH	RI	RS	RB	RP	RW	RM	Total
1-Regular Class at least 80%																								
P	4	0	0	36	0	3	1	44	7	0	0	42	0	1	2	52	11	0	0	78	0	4	3	96
Q	0	0	0	3	0	0	0	3	1	0	0	5	0	0	0	6	1	0	0	8	0	0	0	9
R	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
S	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T	2	0	0	16	0	8	2	28	9	0	0	52	0	9	2	72	11	0	0	68	0	17	4	100
U	47	1	3	148	0	21	4	224	69	0	2	235	0	47	13	366	116	1	5	383	0	68	17	590
V	1	0	0	3	0	0	0	4	0	0	0	1	0	2	0	3	1	0	0	4	0	2	0	7
W	0	0	0	4	0	3	0	7	1	0	0	2	0	1	0	4	1	0	0	6	0	4	0	11
X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Y	4	0	0	33	0	9	1	47	11	0	0	115	0	22	2	150	15	0	0	148	0	31	3	197
Z	1	0	0	0	0	0	1	2	0	0	0	1	0	0	0	1	1	0	0	1	0	0	1	3
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	4	0	1	17	0	10	3	35	13	0	1	47	0	29	8	98	17	0	2	64	0	39	11	133
6	4	0	0	7	0	7	2	20	18	0	2	44	0	29	3	96	22	0	2	51	0	36	5	116
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	8	0	0	26	0	3	2	39	17	0	0	62	0	21	3	103	25	0	0	88	0	24	5	142
	75	1	4	293	0	64	16	453	146	0	5	606	0	161	33	951	221	1	9	899	0	225	49	1,404
2-Regular Class 40-79%																								
P	3	0	0	10	0	2	0	15	2	0	0	11	0	2	0	15	5	0	0	21	0	4	0	30


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.

Environment Code

Age as of FTE count day 10/01/2019 is 2 years, 8 months, and 28 days

Select Environment Code ▼


Update Environment Code 



Environment Code

Age as of FTE count day 10/01/2019 is 7 years, 2 months, and 21 days

1 - Sp Ed and related services inside the general education classroom for at least 80% of the t

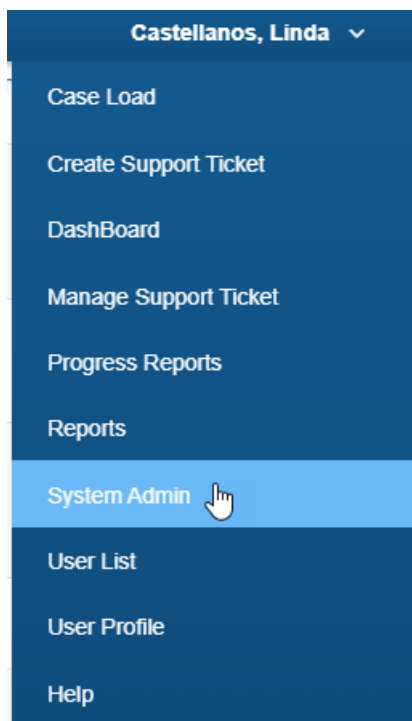
Update Environment Code 

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.

A screenshot of the 'Environment Code Access' settings page. At the top, there is a question: 'Make SchoolAdmin Role Active in Support Ticket Workflow ?' with two radio buttons: 'Yes' and 'No'. The 'No' button is selected. Below this, under the heading 'Environment Code Access', there are two checkboxes: 'School Admin' and 'Special Ed Teachers'. A red arrow points to the 'School Admin' checkbox. At the bottom right of the form, there is a blue button labeled 'Save System Defaults'.

Contact Information

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