

FTE 101

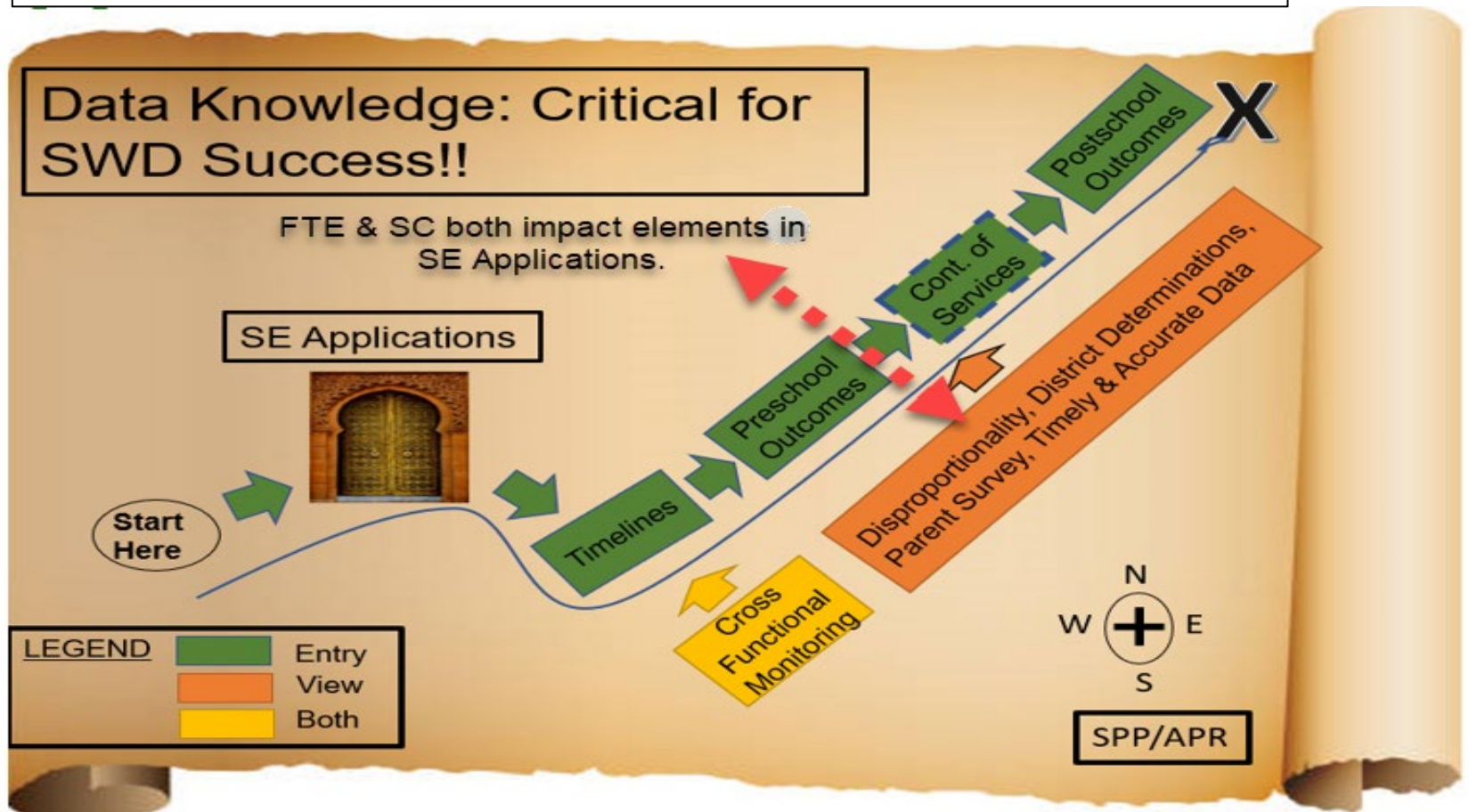
The Data Journey Continues
July 21, 2022

**The journey of thousand
miles begins with a single
step.**

Lao Tzu

Interaction of FTE and SE Applications

FTE impacts Disproportionality, District Determinations, and Timely and Accurate Data in SE Applications.



Learning Targets

- I can define basic FTE terminology such as segment, FTE 1 & 3, funding category, and program weight.
- I can identify which entity (i.e., State Schools, Dept. of Juvenile Justice, Local Education Agency) is responsible for reporting which students.
- I can identify the five categories of FTE funding for students with disabilities and the disability categories associated with these levels of funding.
- I can access resources for general FTE guidance.



FTE Guidance Documents

Counts 1 & 3

Guidance Documents

- Data Collections and Reporting posts numerous helpful links at [Data Collections and Reporting \(gadoe.org\)](https://datacollectionsandreporting.gadoe.org) which includes:
 - Certified/Classified Personnel Information (CPI)
 - Data Collection Survey
 - Full Time Equivalent (FTE)
 - Student Class
 - Student Record
 - FY 2023 Summary of Transmission Dates

Screenshot Guidance Documents

🏠 → Technology Services → Data Collections

CRDC

- Civil Rights Data Collection
- CRDC Preloaded Data
- List of CRDC Data Elements for School Year 2020–21

General Information

- Data Collections Academy
- Data Collections Documentation**
- Data Collections Overview
- GaDOE Guidelines for Extracting Names
- Records Retention
- School Count by Type

Data Collections and Reporting

Data Collection Documentation

- Certified/Classified Personnel Information (CPI)
- Data Collection Survey
- End of Pathway Assessment (EOPA)
- Free/Reduced Price Meal Eligibility
- **Full Time Equivalent (FTE)**
- GUIDE (Georgia Unique Identifier for Education)
- Private School
- Student Class
- Student Record
- New Coordinator Documentation
- Presentations, Webinars, and Miscellaneous Documentation
- FY2023 Summary of Transmission Dates
- Data Collection Team Contacts

Contact Information

Nicholas L. Handville
Chief Data and Privacy Officer
Technology Services
nhandville@doe.k12.ga.us
<https://www.gadoe.org>

Technology Service Desk
Georgia Department of Education
Phone: (800) 869-1011

FTE Resources

- The [FTE Resources \(gadoe.org\)](https://gadoe.org) page contains many helpful items including:
 - FTE Transmission Dates
 - FTE Data Element Detail
 - FTE General Information
 - GNETS FAQ's
 - Community Based PK Student Matrix

FTE Resources Screenshot

Home → Technology Services → Data Collections → FTE Resources

CRDC

- Civil Rights Data Collection
- CRDC Preloaded Data
- List of CRDC Data Elements for School Year 2020–21

General Information

- Data Collections Academy

Data Collections Documentation

- Data Collections Overview
- GaDOE Guidelines for Extracting Names
- Records Retention
- School Count by Type

FTE Resources

- FTE Transmission Dates
- FTE Data Element Detail
- FTE General Information
- FTE Categories and Weights
- Data Collection FAQs
- 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
- Community Based PK Student Matrix

Other Resources

- Student Attendance FAQ from GaDOE Policy Office
- FTE Checklist
- FTE Reports
- QBE Reports
- Language Codes

FY2023 Data Collections Summary of Collection Dates

[FY2023 Summary of Dates.pdf \(gadoe.org\)](#)

Collection	Cycle	Start Date	Initial Transmission Deadline	Duplicate Record Deadline	End Date
		Count Date			
School Calendar	n/a	Wednesday, April 27, 2022	n/a	n/a	Tuesday, May 31, 2022
Student Class (SLDS profile)	1 (A)	Thursday, July 14, 2022	n/a	n/a	Thursday, June 15, 2023
GUIDE	n/a	Thursday, July 7, 2022	n/a	n/a	Thursday, June 29, 2023
Data Collection Survey	1	Tuesday, July 12, 2022	n/a	n/a	Tuesday, August 16, 2022
FTE	1	Tuesday, October 4, 2022	Tuesday, October 11, 2022	Tuesday, October 18, 2022	Tuesday, October 25, 2022
FTE	3	Thursday, March 2, 2023	Thursday, March 9, 2023	Thursday, March 16, 2023	Thursday, March 23, 2023
CPI	1	Tuesday, October 4, 2022	Tuesday, October 11, 2022	Tuesday, October 18, 2022	Tuesday, October 25, 2022
CPI	2	Thursday, March 2, 2023	Thursday, March 9, 2023	Thursday, March 16, 2023	Thursday, March 23, 2023
CPI	3	Tuesday, July 11, 2023	Tuesday, July 18, 2023	n/a	Tuesday, July 25, 2023
Student Class	Oct	Tuesday, October 4, 2022	Tuesday, October 11, 2022	Tuesday, October 18, 2022	Tuesday, October 25, 2022
Student Class	Mar	Thursday, March 2, 2023	Thursday, March 9, 2023	Thursday, March 16, 2023	Thursday, March 23, 2023
Student Class - End of Year	Jun	Tuesday, May 16, 2023	Tuesday, May 23, 2023	n/a	Thursday, June 15, 2023
Free & Reduced Meal	1	Tuesday, November 1, 2022	n/a	n/a	Thursday, November 17, 2022
Private School - Cleanse	1	Thursday, July 7, 2022	n/a	n/a	Wednesday, June 28, 2023
Private School	1	Tuesday, November 1, 2022	n/a	n/a	Thursday, November 17, 2022
Student Record - Data Cleanse	1	Wednesday, September 7, 2022	n/a	n/a	Wednesday, December 14, 2022
Student Record	n/a	Wednesday, February 8, 2023	n/a	n/a	Thursday, June 15, 2023
Student		Wednesday, February 8, 2023	n/a	Wednesday, March 22, 2023	Thursday, June 15, 2023
Enrollment		Wednesday, February 8, 2023	n/a	Wednesday, March 22, 2023	Thursday, June 15, 2023
Special Education		Wednesday, February 8, 2023	n/a	n/a	Thursday, June 15, 2023
Student Safety		Wednesday, February 8, 2023	n/a	n/a	Thursday, June 15, 2023
Program		Wednesday, February 8, 2023	n/a	n/a	Thursday, June 15, 2023
Address		Wednesday, February 8, 2023	n/a	n/a	Thursday, June 15, 2023
System		Wednesday, February 8, 2023	n/a	n/a	Thursday, June 15, 2023
School		Wednesday, February 8, 2023	n/a	n/a	Thursday, June 15, 2023
EOPA	1	after SR sign-off	n/a	n/a	Thursday, June 29, 2023

GUIDE

Great Support for FTE Accuracy



GUIDE – Your partner in accurate FTE!

- What is GUIDE? The Georgia Unique Identifier for Education
- Guide allows you or your SIS personnel to check the SWD status for all students enrolled in your LEA.
 - Provides a Claimed IN Report with Primary Area for SWD.
 - Student Detail allows you to check Current Programs (which lists segments, primary area).

School Year	District Code	District Name	School ID	School Name	Grade Level	Primary Area	Primary Area Description
2022-3		State Schools	1895		03	W	-Hearing Impairment

NOTE: Source data displayed here is current year FTE except Gifted Served. This is a snapshot of services provided on the day of the count. This

GUIDE – Key to FTE Success!

- Special Education History Report is available including primary area, system ID, and Events.

SP. Ed. History Report

The Special Education History report represents whether the student has a Primary Area, the Special Education Events and dates, whether there is current year event data from Student Record, and if there is an FTE Exit Event. If selecting by Claim Date, there are three reports available, All Claimed Students, All SP.ED Records, A list of all claimed SWD students, and a report showing only SWD students with events in other districts.

GTID:

[Download Data](#)

Special Education History by GTID for 3473651796

Claim School ID	GTID	Student Name	Primary Area	System Id and Name	School Id and Name	Event	Event Date	Current Year Event Data?	FTE Event?	
			Z			07-IEP Annual Review	02/01/2022	Y	N	
							08-Reevaluation	02/01/2022	Y	N
							07-IEP Annual Review	02/26/2021	N	N
							07-IEP Annual Review	02/28/2020	N	N
							08-Reevaluation	03/11/2019	N	N
							07-IEP Annual Review	03/11/2019	N	N
							07-IEP Annual Review	03/13/2018	N	N
							08-Reevaluation	03/17/2017	N	N
							07-IEP Annual Review	03/17/2017	N	N
							07-IEP Annual Review	03/22/2016	N	N
							07-IEP Annual Review	03/31/2015	N	N
							04-Initial Eligibility Determination	09/19/2013	N	N
							05-Initial IEP Meeting	09/19/2013	N	N
							02-Parent Consent to Evaluation	09/19/2013	N	N
							03-Initial Evaluation	09/19/2013	N	N
							06-Initiation of IEP Services/Transition Service	09/19/2013	N	N

NOTE: Students included in this report have been placed in Special Education (Special Education Events '06', '07', or '08'). If the Primary Area is missing, then the last district to report this student did not report the student enrolled in Special Education.

NOTE: Students included on this report were last claimed in your district. Students that have been sent in SR as graduated or deceased, as well as students that have aged-out of public education (22 and older) are excluded from the report because their Status in GUIDE is "Inactive".

NOTE: Only students claimed by the district/school after the opening of GUIDE (January 3, 2014) will be included in this report.

Why check GUIDE?

- Parents don't always tell LEAs a student was in Special Education.
- LEAs may “miss” a student and fail to provide services.
- LEAs may “miss” Special Education Events available in Special Education History such as an '09' Sp. Ed. Exit, no longer eligible or '10' Parent Revoked Consent
- LEAs who “miss” these items will get errors through FTE, SC, and SR.

What is FTE?

Why do FTE?



FTE Defined?

- 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.

Official Code of Georgia 20-2-160

(b) 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.

OCGA 20-2-160

- 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**;

OCGA 20-2-160 final

- 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;
- 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
- 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.

Students Reported in the State Count

Students	Comments
All Students with IEPs	Enrolled in the count window
Home Based Instruction	Served 3 hours per week within the 10 days prior to the count
Hospital/Homebound	Served 3 hours per week within the 10 days prior to the count-count as scheduled
State School	Reported by the state school
Parentally Placed in Private Schools	SP= Services Plan Students N= No Services
IEP Placed in Private School	Reported using disability specific service code

FTE Reporting

Collection	Cycle	Start Date/ Count Date	End Date (Sign off)
FTE	1 (includes Federal Child Count)	October 4, 2022 (Tuesday)	October 25, 2022 (Tuesday)
FTE	3	March 2, 2023 (Thursday)	March 23, 2023 (Thursday)

Why do FTE?

- Legally mandated
- Funding
- **Federal Child Count for Special Education**



FTE Data Elements

Counts 1 & 3

FTE Elements FY2023 FTE Data Element Detail

FTE CYCLE	CYCLE 1	CYCLE 3
PURPOSE	STATE FUNDING AND ENROLLMENT	STATE FUNDING
WHO TO REPORT	<u>ALL</u> STUDENTS	<u>ACTIVE</u> STUDENTS
WHEN	OCTOBER	MARCH
DATA ELEMENTS	SYSTEM	SYSTEM
*Data Elements required for this cycle only listed.	FISCAL YEAR	FISCAL YEAR
Listed in the order found on FTE Data File Layout.	REPORT PERIOD	REPORT PERIOD
	SCHOOL	SCHOOL
	GRADE LEVEL	GRADE LEVEL
<u>SAMPLE ONLY</u>	PRIOR TEN DAYS	PRIOR TEN DAYS
	RESIDENT STATUS CODE	RESIDENT STATUS CODE
	SYSTEM OF RESIDENCY	SYSTEM OF RESIDENCY
	PROGRAM CODE (SEGMENTS 1-6)	PROGRAM CODE (SEGMENTS 1-6)

FTE Elements 2 FY2023 FTE Data Element Detail

FTE CYCLE	CYCLE 1	CYCLE 3
*Data Elements required for this cycle only listed.	WITHDRAWAL DATE *	
	LOCATION OF ENROLLMENT (Segments 1-6)	LOCATION OF ENROLLMENT (Segments 1-6)
	WITHDRAWAL CODE*	
<u>SAMPLE ONLY</u>	DIPLOMA TYPE *	
	STUDENT STATUS	STUDENT STATUS
	SCHOOL ENTRY CODE *	
	ALTERNATE CONTENT STANDARDS	ALTERNATE CONTENT STANDARDS
	DATE STUDENT BECAME ELIGIBLE FOR ALTERNATE CONTENT STANDARDS	DATE STUDENT BECAME ELIGIBLE FOR ALTERNATE CONTENT STANDARDS

FTE Elements 3 [FY2023 FTE Data Element Detail](#)

FTE CYCLE	CYCLE 1	CYCLE 3
*Data Elements required for this cycle only listed.	DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR ALTERNATE CONTENT STANDARDS	DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR ALTERNATE CONTENT STANDARDS
<u>SAMPLE ONLY</u>	DEXTER MOSLEY	DEXTER MOSLEY
	SPECIAL EDUCATION SERVICES (Per Disability) *	
	RELATED SPECIAL EDUCATION SERVICES (Per Service Category) *	
	IEP SERVICES	IEP SERVICES
	SPECIAL EDUCATION ENVIRONMENT *	
<u>ONLY EVENT 09 EXIT</u>	EVENT CODE*	
<u>10 REVOKED IN FTE</u>	EVENT DATE*	

Primary Area, Program Funding Codes

Just the Facts



Accurate FTE Reporting

- Funding
 - FTE1 and FTE3 data used for State Funding
 - Special Education programming can be expensive
 - Accurate FTE data reporting is essential for district 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 Instructional Segment

- 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.

FTE Count 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.

Primary Area & Funding Codes

Primary Disability (Area)	Abbreviation	Primary Area Code	Funding Program Code
Mild Intellectual Disability	MID	P	P
Moderate Intellectual Disability	MOID	Q	Q
Severe Intellectual Disability	SID	R	R
Profound Intellectual Disability	PID	S	S
Emotional & Behavioral Disorder	EBD	T	T
Specific Learning Disability	SLD	U	U
Orthopedic Impairment	OI	V	V
Hearing Impairment	HI	W	W
Deaf	--	X	X
Other Health Impairment	OHI	Y	Y

Chart Continued

Primary Disability (Area)	Abbreviation	Primary Area Code	Funding Program Code
Visual Impairment	VI	Z	Z
Blind	--	1	1
Deaf-Blind	DB	2	2
Speech Language Impaired	SI	3	3

Chart Continued – Funding Codes

Primary Disability (Area)	Abbreviation	Primary Area Code	Funding Program Code
Autism	AU	6	*
Traumatic Brain Injury	TBI	7	*
Significant Developmental Delay	SDD	8	*
Georgia Network of Education & Therapeutic Services	GNETS	--	4**

Program Codes (funding)

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 & Possible Options

- Student with Autism (no FTE 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.

Reminder about SDD

- Special Education Rule 160-4-7-.05: Eligibility Determination and Categories of Eligibility
- Initial placement on or before the 7th birthday
- Triennial Reevaluations are still required but the student may remain eligible for continuation of SDD eligibility through the end of the school year in which the child turns nine.
 - Child turns 9 on June 30th: establish categorical eligibility by June 30th before school resumes in August
 - Child turns 9 on July 1st: establish categorical eligibility during the 2022-2023 school year

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

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

FTE Weights and Categories

LEVEL	WEIGHT	CATEGORIES	Funding for 1 FTE
Level 1	2.4194	S/L- SC (3) SLD-SC (U)	7,009.68
Level 2	2.8524	MID (P)	8,264.20
Level 3	3.6352	MOID (Q), SID (R) EBD (T), SLD- R (U) OI- SC (V), HH- SC (W) Deaf- SC (X), OHI- SC (Y) SL-R (3)	10,532.19
Level 4	5.8994	PID-(S), OI-R (V) HH- R (W), Deaf- R (X) OHI- R (Y), VI- (Z) Deaf/Blind (2)	17,092.21
Level 5	2.4793	Inclusion Codes 4-8	7,183.23

FTE Weights and Categories Chart

Chart located at [Data Presentations, Recordings, and Documents \(gadoe.org\)](https://data.gadoe.org)

FY23 FTE Weights and Categories						
Primary Area and Codes	1 Segment	2 Segments	3 Segments	4 Segments	5 Segments	6 Segments
Level 1		↕				
S/L - SC (3)						
SLD - SC (U)	2.4194			\$4,673.12	\$5,841.40	\$7,009.68
Level 2						
MID (P)	2.8524	\$1,377.37	\$2,754.73	\$4,132.10	\$5,509.47	\$6,886.83
Level 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)	3.6352	\$1,755.37	\$3,510.73	\$5,266.10	\$7,021.46	\$8,776.83
Level 4						
PID (S)						
OI - R (V)						
HH - R (W)						
Deaf - R (X)						
OHI - R (Y)						
M (Z)						
Deaf/Blind (2)	5.8994	\$2,848.70	\$5,697.40	\$8,546.11	\$11,394.81	\$14,243.51
Level 5						
Inclusion Codes 4 - 8	2.4793	\$1,197.20	\$2,394.41	\$3,591.61	\$4,788.82	\$5,986.02
Base Funding (D)						
Weight = 1.0000		\$482.88	\$965.76	\$1,448.64	\$1,931.52	\$2,414.40
8 segments = 1 FTE						\$2,897.28

FT009 - 3 FTE Counts Comparison

		March 2022 2022-3		October 2022 2022-1		March 2021 2021-3	
FTE Category	FTE Code	Segments	FTE	Segments	FTE	Segments	FTE
SPED Level 1		216	37	207	34	312	53
SPED Level 2		443	76	415	71	454	80
SPED Level 3		2580	433	2586	432	2556	429
SPED Level 4		942	157	928	157	898	151
SPED Level 5		1043	174	963	161	907	151

Activity – Questions About FT009

- Using the sample, what are some reasons for the drop in Level I funding? Is this a concern?
- Level 3 has the largest number of FTE segments? Why?
- Level 5 has shown an increase, while Level 1 has shown a decrease. How could this be related?



Reporting Services

Program & Inclusion Codes

Understanding Services Options and Reporting

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.

2. Instruction outside the general classroom for individuals or small groups

Additional Supportive Services key points

- The services are provided in the general education classroom.
- The program code for the segment is not a special education program code.
- The segment is coded with a general education program code, such as A for Kindergarten or H for Grades 6-8.
- The Supportive Services code is entered on the general education course in the data field, Inclusion Code, in your Student Information System for services provided to the student.

Supportive Services Codes

- These codes are added to the general classroom codes, in the data field, Inclusion Code, and are funded at Level 5.
- ONLY services provides to the student are coded for FTE funding.
- '3' Speech (as a related service)
- '4' Paraprofessional
- '5' Interpreter
- '6' Job Coach
- '7' Assistive or Other personnel
- '8' Teacher- **Not Special Education**

Direct Services key points

- The services are provided in the general education classroom.
- The program code for the segment is a special education program code (P – Z or 1 – 4) funded based on the category & number of segments served for that disability.
- The course must be coded with a '3' for both the segment code and the inclusion code for a speech pathologist providing services in the general classroom with a general education teacher.
- The course must also be coded with a '9' inclusion code for all other disabilities to indicate a special education teacher is providing direct services in the general classroom with a general education teacher. The inclusion code '9' is not a funded code.

Inclusive Services - Consultative

- There is no minimum amount of time required for consultation in the IEP.
- To receive FTE funding, consultation must be provided according to the IEP and for at least one hour per month with at least half of a segment count day.
- Report a **Special Education Program Code** and **Inclusion Code '9' or '3'**.

Inclusive Services - Collaborative

- <100% of a segment
- At least 50% of segment on day of count
- Report a **Special Education Program Code** and **Inclusion Code '9' or '3'**

Inclusive Services – Co-teaching

- 100% of a segment every time the class meets
- Report a Special Education Program Code and Inclusion Code '9' or '3' depending on who is providing the service.
- Even for a student with Speech as the primary disability, a special education teacher may be providing services.

Individual or Small Group Instruction

- Report Special Education Program Code
- Do not report an inclusion code

Program Codes Activity

- Use your FTE Weights and Categories Chart to address the following about your LEA.
- Legal Implications
- Funding Implications
- Suggestions

Program Codes Activity- Integrity City

- Sara SPED Director is a new special education director and has just been informed of the following practices in her LEA, Integrity City, by the exiting director:
 - “We code all our children with SDD with a program code of P for Mild Intellectual Disabilities, since SDD does not have its own funding program code.”
 - “We do all inclusion at the high school, so all students are coded with 6 special education funding program codes, even if the IEP says 2 segments of SLD or 2 segments of OHI. It is easier to keep up with in our Student Information System.”

Program Codes Activity – Prehistoric Valley

- Redi Set Go is a new special education director and has just been informed of the following practices in his LEA by the exiting director:
 - “Students with intellectual disabilities should receive at least 5 segments of service directly from a special education teacher each day. We don’t use our paraprofessionals to support them in a general classroom.”
 - “We code all of our children with Autism with a program code of Y for Other Health Impaired, since Autism does not have its own funding program code.”

Program Codes Activity – Rock Head

- Ima Confused is a new special education director and has just been informed of the following practices in his LEA by the exiting director:
 - “We always have our co-teachers paired with a paraprofessional in our inclusion segments. So, our teachers only stay in the general classroom half the segment and then swap out with a paraprofessional.”
 - “We do no inclusion with speech. Our SLPs state they simply can’t do it in their schedules.”

No FTE Funding

The LEA must report but receives no FTE funding for:

- In FTE 1 only, students with disabilities who are parentally placed in private school or homeschool
- Students whose GRADE LEVEL is pre-kindergarten (PK)
- Students who are underage or **overage** (only age 5 and in K through age 21 as of Count Day are funded through FTE)
- Students who are not present for at least 1 day of the 10 days prior to the FTE count day. Note that Count Day is NOT 1 day of the 10 Prior days.
- Any segment reported with a Program Code = “O”, “4” or “N” (preschool, GNETS, Study Hall)

Class Size Rule for Funding 160-5-1-.08 (Appendix B)

Class Group/Exception Program	Funding Class Size	Maximum Individual Class Size * No parapro.	Maximum Individual Class Size **parapro.	Exception to Maximum 2 segments per day per teacher w/ para
Group I				
S/L-SC	8	11	15	+1
LD-SC	8	12	16	+1
Group II				
MID-SC	6.5	10	13	+1
MID-R	6.5	10	13	+1

Resource

- In column 1 of this table, the abbreviation “R” refers to the word “Resource”
- Resource is not a service delivery option or a classroom
- “Resource” is no longer used to refer to the type of classroom where services are delivered
 - No longer in the state rule for placement
 - “Resource” is not an option for delivery of services
- This Funding rule **has not been rewritten** to reflect current language in special education
- For this table, Resource refers to 1, 2, or 3 segments of services provided to a student with a disability by a special education teacher on FTE Count Day regardless of the location in which those services are provided.

Self-Contained

- In column 1 of this table, the abbreviation “SC” refers to the word “Self-Contained”
- Not a service delivery option or a classroom
- “Self-Contained” is no longer used to refer to the type of classroom where services are delivered
 - No longer in the state rule for placement
 - Not an option for delivery of services
- “This Funding rule **has not been rewritten** to reflect current language in special education
- For this table, Self-Contained refers to 4, 5, or 6 segments of services provided to a student with a disability by a special education teacher on FTE Count Day regardless of the location in which the services are provided.

Class Size Rule for Funding:

- ✓ Resource Delivery: Instruction for students with disabilities receiving instruction
- ✓ Self-Contained Delivery: Instruction for students with disabilities in one area of exceptionality for 4 or more segments of the instructional day
- This rule is silent on class size for inclusion,
- **DOE guidance: follow this class size rule regardless of the location of the services (in or out of a general education setting)**

Instruction Outside the General Classroom

- Please refrain from referring to a child's setting as "Resource" or "Self-contained"
- Instead of those phrases, Special Education Rules use the phrase

"Instruction outside the general classroom for individuals or small groups"



Schedules and Services

Reporting Examples

Traditional & Block Schedules

Student A

- Eligibility = Specific Learning Disability
- Grade = 4, 6 segment daily schedule
- Funding Level = 1

Subject	Math	Reading	ELA	Science	Soc. Studies	Specials
IEP says:	Co-teaching	Co-teaching	Co-teaching	Co-teaching	Regular Education	Regular Education
Program Code:	U	U	U	U	C	C
Inclusion Code:	9	9	9	9		

Student B

- Eligibility = Specific Learning Disability
- Grade = 4, 6 segment daily schedule
- Funding Level = 3

Subject	Math	Reading	ELA	Science	Soc. Studies	Specials
IEP says:	Small Group	Co-teaching	Co-teaching	Regular Education	Regular Education	Regular Education
Program Code:	U	U	U	C	C	C
Inclusion Code:		9	9			

Student C

- Eligibility = Other Health Impaired
- Grade = 4, 6 segment daily schedule
- Funding Level = 4, 5

Subject	Math	Reading	ELA	Science	Soc. Studies	Specials
IEP says:	Regular Education	Co-teaching	Co-teaching	Additional Support Services (para)	Additional Supportive Services (para)	Regular Education
Program Code:	C	Y	Y	C	C	C
Inclusion Code:		9	9	4	4	

Student D

- Eligibility = Profound Intellectual Disabilities
- Grade = 10, 6 segment daily schedule
- Funding Level = 4

Subject	Math	Reading	ELA	Science	Soc. Studies	Specials
IEP says:	Small Group	Co-teaching	Small Group	Small Group	Small Group	Small Group
Program Code:	S	S	S	S	S	S
Inclusion Code:		9				

Non-Traditional Schedules

Five Segment Day	Seven + Segment Day	Block Schedule	Block Schedule with Skinnies
A. Report first five segments as scheduled.	A. All seven segments state funded, drop segment of your choice.	A. FTE1, first four segments reported as they occur on the day of the count. Segments 5 and 6 are the lowest and highest weights on the day before the count.	A. When counting segments, 90- and 45-minute segments count the same.

Non-Traditional Schedules

Five Segment Day	Seven + Segment Day	Block Schedule	Block Schedule with Skinnies
<p>B. Sixth segment is the program code that occurs most in first five segments.</p>	<p>B. If any segment is not state funded, non-funded must be reported as one of segments.</p>	<p>B. FTE3, first four segments are from the day before the count. Segments 5 and 6 are the lowest and highest weights on the day of the count.</p>	<p>B. Use the guidelines for 5 segment day or 7 segment day as appropriate. Report 6 segments as they occur.</p>

Student E

- Eligibility = Other Health Impaired
- Grade = 10, block schedule – segments 1-4 are from Tuesday, count day
- Funding Level = 4, 5

Subject	Math	Science	PE	Elective	Report Lowest from Mon. (PE)	Report Highest from Mon. Math/Sci.
IEP says:	Co-teaching	Co-teaching	Regular Classroom	Supportive Services (parapro)	Regular Classroom	Co-teaching
Program Code:	Y	Y	D	D	D	Y
Inclusion Code:	9	9		4		9



GNETS Example

Student F

- Eligibility = Emotional and Behavioral Disorders, **served part-time by GNETS**
- Grade = 10
- Funding Category: 5, GNETS is not funded in Levels 1-5.

Subject	Math	Social Studies	English	Science	Elective	CTAE
IEP says:	Co-teaching	Co-teaching	Regular Classroom	Supportive Services (parapro)	Regular Classroom	Co-teaching
Program Code:	4	4	4	D	T	K
Inclusion Code:				4		4



Reporting Speech

Student G

- Eligibility = Speech Language Disability
- Grade = 4, 6 segment daily schedule
- Funding Level = 3

Subject	Math	Reading	ELA	Science	Soc. Studies	Specials
IEP says:	Small Group	Co-teaching	Co-teaching	Regular Education	Regular Education	Regular Education
Program Code:	3	3	3	C	C	C
Inclusion Code:		9 or 3	9 or 3			

Speech: Disability or Related Service

- In the state of GA, speech can be both a disability category and a related service
- Like all other disability services, Speech may be a primary or a secondary disability
- Speech **should not** be written in the IEP or reported for FTE as a related service if the student has a disability of speech. Instead, speech is a special education service like all other disability services.

Supplemental Speech

- Speech Services are sometimes provided during a segment when other special education services are also provided. Sometimes, this can be reported as Supplemental Speech. Sometimes it cannot be reported for FTE at all.
- A district earns an additional 1/3 of the segment amount for SUPPLEMENTAL SPEECH

Supplemental Speech Guidance

- If speech is provided as an additional, or supplemental service during a segment in which a student also receives other special education services, the LEA may report the segment with the Program Code for the other special education services and mark "YES" for SUPPLEMENTAL SPEECH **if**:
 - FTE Program Code is a special education Program Code, which may NOT be 3 for Speech
 - The student is reported with 4, 5, or 6 of the SAME FTE PROGRAM CODE.

Select NO for supplemental speech if there are less than 4 of the same program code, such as U,U,U,T.

Supplemental Speech - continued

If Speech is the only the service provided during that segment,

- report a PROGRAM CODE of "3"
- report "No" for SUPPLEMENTAL SPEECH because speech is not an additional, or supplemental, service for that segment

Supplemental Speech - continued

- Each FTE segment is reported with YES or NO for SUPPLEMENTAL SPEECH
- A student may be reported, as appropriate, with a maximum of 2 segments of SUPPLEMENTAL SPEECH
- Supplemental Speech can be reported for students receiving speech services for either scenario below:
 - Speech-Language Impairment Eligibility
 - Speech as a Related Service

Supplemental Speech Example

If a student was served for 6 segments with a program code of Q for Moderately Intellectually Disabled, that student could be reported for up to 2 segments of supplemental speech if speech is also provided for at least half of 2 of the 6 segments.

Student H

- Eligibility = Moderate Intellectual Disabilities (Primary), Speech/Language (Secondary)
- Grade = 4, 6 segment daily schedule
- Funding Level = 3

Subject	Math	Reading	ELA	Science	Soc. Studies	PE
IEP says:	Small Group	Co-teaching	Co-teaching	Regular Education	Regular Education	Additional Supportive Instruction (para)
Program Code:	Q	Q	Q	Q	Q	D
Inclusion Code:						4
Supplemental Speech:		Y (yes)				

Personnel, Facilities, Equipment, Class Size, and Caseloads



Class Size and Caseloads (Appendix A)

[160-4-7-.14.pdf \(gadoe.org\)](#) sample below

Program Area	Delivery Self-Contained (SC) Resource (R)	Maximum W/O Para	Class Size With Para	CASELOAD
INTELLECTUAL DISABILITIES				
Mild	SC R	10 10	13 13	14 26
Moderate	SC	NA	11	11
Severe	SC	NA	7	7
Profound	SC	NA	6	6
EMOTIONAL AND BEHAVIORAL DISORDERS	SC R	8 7	11 10	12 26
SPECIFIC LEARNING DISABILITIES	SC R	12 8	16 10	16 26

Personnel, Facilities, Equipment, Materials and Class Size Rule 160-4-7-.14

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.

Flexibility

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
 - Caution: Districts must continue to provide a **free appropriate public education** to all students eligible for special education services under IDEA.



Environments

School Age

SPP/APR INDICATOR 5

Indicator 5: Education Environments (School Age) Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day;
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

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

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 (such as EL or Gifted) 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 p. 2

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**

School Age Environments p. 3

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 p. 4

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 the local jail, DJJ or DOC facilities.

School Age Environments p. 5

Environment 8 –Correctional Facilities

- **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 p. 2

- **Department of Corrections (DOC)**
- The Department of Corrections (or a charter serving students at DOC such as Foothills) 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 (or a charter serving students at DOC such as Foothills).
- The Department of Corrections (DOC) is a LEA in Georgia.
- **DOC** (or a charter serving students at DOC such as Foothills) **will report this environment code for all students with disabilities placed in at DOC.**

School Age Environments 9 & 10

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

SPP/APR INDICATOR 6

Indicator 6: Preschool Environments (includes 5-year-olds in Preschool)

Percent of children aged 3 through 5 with IEPs attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

B. Separate special education class, separate school or residential facility.

C. Receiving special education and related services in the home.

(20 U.S.C. 1416(a)(3)(A))

APR Indicator 6: Preschool LRE

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

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

Environments B & D are not included when calculating percentages for Indicator 6.

- services are provided in ***some other location***

Preschool Environments A & B

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**

Preschool Environments C & D

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**

Preschool Environments E, F, G

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 H & I

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**

Environments Resource

- Environment Calculators for School Age and Early Childhood can be located at [Data Presentations, Recordings, and Documents \(gadoe.org\)](https://data.gadoe.org/)



Miscellaneous FTE Items

Multi-system Instructors

Multi-system Instructors

- Instructors who do not work in your district for a full week
- FTE1:
 - Instructor **not working on Tuesday Count Day**
 - Report services provided on Monday (October)
- FTE3:
 - Instructor **not working on Thursday Count Day**
 - Report services provided on Friday (March)

Multi System Instructors Rule

- Applies to:
 - Teachers/therapists who work in more than one LEA
 - Contract teachers/therapists who do not work full time in the LEA
 - Part time teachers/therapists who do not work 5 days a week

Itinerant Teacher Services

- Each FTE segment is reported with YES or NO for Itinerant Teacher
- Definition: *Teacher* travels the majority of one segment on the day of the count AND at least 90 minutes per week
- Itinerant teachers may serve fewer students on count day due to travel time
- ALL services provided by an itinerant teacher should be reported “Y” for itinerant to generate additional funding

Data & GO-IEP Unit Contact Information

Linda Castellanos
Program Manager
Cell: 404-719-8045
lcastellanos@doe.k12.ga.us

SOUTH

Emily Dishman
Cell: 678-326-8087
edishman@doe.k12.ga.us

Dale Rose
Cell: 678-340-0162
drose@doe.k12.ga.us

Dawn Kemp
Part B Data Manager
Cell: 678-340-6738
dkemp@doe.k12.ga.us

NORTH

Phoebie Atkins
Cell: 470-316-8633
patkins@doe.k12.ga.us

Julie Youngblood
Cell: 470-316-8663
jyoungblood@doe.k12.ga.us