

Reporting FTE for Students with Disabilities

FY20 Data Collections Conference

August 2019

Classic Center

Athens, GA

Carol Seay Ed.D., Part B Data Manager

Priorities for 2019-2020

- **STUDENTS FIRST**

- Specially Designed Instruction
- IEP Services and Supports
- Self Determination Skills

- **TEACHERS FIRST**

- Equity
- Efficacy
- Excellence

- **LEADERS FIRST**

- Intentional (Data-driven decision making)
- Inclusive

- **FAMILIES FIRST**

- Engaging and Effective Home-School Partnerships

Today's Agenda Items

- FTE, State Reporting
 - State rules: LRE, Class Size, and Funding
 - Minutes per Week
- Federal Child Count
 - Coding
 - Environments
- Reporting FTE
 - Coding
 - Funding
 - Examples: Traditional, Non-traditional, CTAE, Speech, Virtual
- FTE Reports
- Resolving FTE Errors

FTE: State Reporting



What is FTE?

- The Quality Basic Education (QBE) Act *requires* local school systems to report student enrollment in terms of Full-Time Equivalent (FTE) students
- State funding for the operation of instructional programs are generated from FTE data reported by local school systems

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.

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

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

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

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

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

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

Accurate FTE Reporting

Funding

- FTE1 and FTE3 data used for State Funding
- Special Education programming can be expensive
- Accurate FTE data reporting is essential for districts to earn funds

Data

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

FTE: General Information

FTE reporting refers to the state funding mechanism based on:

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

FTE Count Day

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

FTE: General Information

FTE Instructional Segment:

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

One FTE *may* reflect services provided to six different students.

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

FTE: General Information

FTE Funding Program Categories

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

- Special Education has **5 categories**

FTE Program Weight

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

- Each of the **5 categories** has a different weight.

FTE Reporting

Collection	Cycle	Start Date/ Count Date	End Date (Sign off)
FTE	1 (includes Federal Child Count)	Tuesday October 1, 2019	Tuesday October 22, 2019
FTE	3	Thursday March 5, 2020	Thursday March 26, 2020

Students Reported in State FTE Count

All Students with IEPs

- Who are enrolled on the day of the count

State School

- Reported by state school

Home-Based Instruction

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

Department of Behavioral Health and Developmental Disabilities

- Reported by DBH&DD

Hospital/ Homebound

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

IEP Placed in Private School

- Reported using disability specific program codes

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

Class Size Rule for Funding, not the Special Education Rule

Appendix B Students with Disabilities

Class Group/ Exception Program	Funding 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.

FY20 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)						
2.4104				\$4,473.17	\$5,591.47	\$6,709.76
Level 2						
MID (P)						
2.8379	\$1,316.63	\$2,633.26	\$3,949.89	\$5,266.52	\$6,583.15	\$7,899.78
Level 3						
MOID (Q)						
SID (R)						
EBD (T)						
SLD-R (U)						
OI-SC (V)						
HH-SC (W)						
DHH-SC (X)						
OHI-SC (Y)						
S/L-R (3)						
3.6158	\$1,677.53	\$3,355.06	\$5,032.60	\$6,710.13	\$8,387.66	\$10,065.19
Level 4						
PID (S)						
OI-R (V)						
HH-R (W)						
DHH-R (X)						
OHI-R (Y)						
VI (Z)						
Deaf/Blind (2)						
5.8658	\$2,721.41	\$5,442.82	\$8,164.23	\$10,885.63	\$13,607.04	\$16,328.45
Level 5						
Inclusion Codes 4-8						
2.4727	\$1,147.20	\$2,294.39	\$3,441.59	\$4,588.79	\$5,735.98	\$6,883.18
Base Funding (D)						
Weight = 1.0000	\$463.95	\$927.89	\$1,391.84	\$1,855.78	\$2,319.73	\$2,783.67
6 segments = 1 FTE						

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

Resource and self contained
are NOT service delivery
options

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

Resource and Self-contained

- Not service delivery options
- “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
 - “Resource is used (in the funding rule) to describe the amount of service a student is receiving
 - One, Two or Three segments of service (regardless of the setting) is called “resource”

Resource and Self-contained

- “Self-contained” is not a classroom
 - No longer in the state rule for services options
 - “Self-contained” is not in the continuum of services
 - “Self-contained” is used (in the funding rule) to describe the amount of service a student is receiving
 - Four, Five or Six segments of service (regardless of the setting) is called “self-contained”
- Please refrain from referring to a child’s setting as “Resource” or “Self-contained”
- The Rule states the option as ***“Instruction outside the general classroom for individuals or small groups”***

No FTE Funding

The LEA reports but receives no FTE funding for:

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

**Special Education Rule:
160-4-7-.14**

APPENDIX A - CLASS SIZES AND CASELOADS

PROGRAM AREA	DELIVERY		MAXIMUM CLASS SIZE		CASE-LOAD
	Self-contained (SC)	Resource (R)	W/O Para	With Para*	
INTELLECTUAL DISABILITIES					
Mild	SC		10	13	14
	R		10	13	26
Moderate	SC		NA	11	11
Severe	SC		NA	7	7
Profound	SC		NA	6	6
EMOTIONAL AND BEHAVIORAL DISORDERS					
	SC		8	11	12
	R		7	10	26
SPECIFIC LEARNING DISABILITIES					
	SC		12	16	16
	R		8	10	26
VISUAL IMPAIRMENTS					
	SC		NA	6	7
	R		3	4	13
DEAF/HARD OF HEARING					
	SC		6	8	8
	R		3	4	11
DEAF-BLIND					
	SC		NA	6	7
SPEECH-LANGUAGE IMPAIRMENTS					
	SC		11	15	15
	R		7	NA	55
ORTHOPEDIC IMPAIRMENTS					
	SC		NA	11	11
	R		4	5	15

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

Class Sizes and Caseloads

Special
Education
Rule

- Paraprofessionals

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

- Autism, TBI, OHI and SDD

The placement of students with these disabilities in program areas will not change class sizes.

Maximum Class Size Flexibility

Special Education Requirements

- District must adhere to the **caseload** requirements of rule 160-4-7-.14.
- Special education **classroom** must contain 38 square feet per student.
- District must adhere to the **rules for paraprofessionals** as part of the class requirements of rule 160-4-7-.14.
- Districts must continue to provide a **free appropriate public education** to all students eligible for special education services under IDEA.



General Requirements:

- Charter Status or Strategic Waiver Status may impact allowable class sizes
- Each LEA's Charter or Strategic Waiver has set the class size limits
 - Applicable to special education also unless specified that special education is excluded



Total Service Minutes

Proposed Method of Reporting Service

- Calculate “Total Service Minutes per Week”
- All special education services a student receives during the school day and for extra-curricular activities, except for transportation*
- Services MUST be in the IEP
- Services must be in place during the week of the FTE Count
 - September 30 – October 4, 2019

*exceptions to be discussed later

Include...

Special Education Services in the student's IEP:

- Minutes of special education service in any classroom
- Minutes provided by any staff member (special education teacher, para, interpreter, OT, etc.)
- After school or extra-curricular activities (ex.: interpreter for football practice)
- Other services (related services such as OT, PT, nursing, etc.), **not transportation** unless student has a 1:1 para, bus monitor, nurse for transportation
- 1:1 para

Do Not Include...

- Students' service in GNETS
- Special Needs Preschool
- ISP (Individual Service Plan) Students
- Students attending one of the 3 State Schools
- Students whose IEP services are not in effect the week of the October FTE count
- Do not report minutes per week of transportation unless the student has a 1:1 para, bus monitor, or nurse on the bus per the IEP

Please note...

- Students receiving services for less than 30 minutes per week would be consultative students served fully in the regular classroom and would *not be weighted*
- Methodology is based on number of minutes served during a week regardless of the student's disability

Guidance Documents

Guidance Documents



Offices & Divisions ▾

Programs & Initiatives ▾

Data

Teaching and Learning

Curriculum & Instruction

Georgia Virtual Learning

Student Support Teams

Teacher and Leader Support and
Development

Technology Services

Data Collections

Georgia's Statewide Longitudinal Data System

Infrastructure

Instructional Technology

PCGenesis

Career, Technical, Agricultural Education



Accessing FTE Guidance

Home → Technology Services → Technology Services → Data Collections

General Information

Data Conference Information

GaDOE Name Processing Rules

Race and Ethnicity Reporting Requirements and Resources

Records Retention

School Count by Type

Student Data Security

Transmission Dates

Collections Documentation

Certified/Classified Personnel Information (CPI)

Data Collections and Reporting

Data Collections and Reporting Overview

Data Collection Documentation

- Certified/Classified Personnel Information (CPI)
- End of Pathway Assessment (EOPA)
- Free/Reduced Price Meal Eligibility
- Full-Time Equivalent (FTE) / FTE Data Survey
- Georgia Unique Identifier for Education (GUIDE)
- Pre-ID Labels
- Private School
- Student Class
- Student Record
- Teacher Class
- Presentations and Webinars

Guidance Documents

🏠 → Technology Services → Technology Services → Data Collections → FY2020 FTE Resources

General Information

Data Collection Documentation

Data Collection Overview

Data Conference

GaDOE Name Processing Rules

Georgia Student Data Privacy, Accessibility,
and Transparency Act

Records Retention

School Count by Type

Submit Request for Data

FY2020 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 Data Survey

- FTE Data Survey Instructions
- FTE Data Survey Transmission Dates

FTE Resources

- FTE Transmission Dates
- FTE Data Element Detail
- FTE General Information
- FTE Categories and Weights
- GNETS FAQ's
- Guidelines for Special Education Environments: Ages 5 and Under
- Guidelines for Special Education Environments: Ages 6 - 21
- Special Education Educational Environments Calculator: Ages 5 and under
- Special Education Educational Environments Calculator: Ages 6 - 21

[Click here to access this page](#)

Other Resources

- FTE Checklist (Sample)
- QBE Reports

***NEW* Environment Codes (Residential) (not Special Education Environment)**

Residential

'1' – Resides in an institution for neglected youth (RTF and/or SB618 facility) and attends school at the facility

'2' – Resides in an institution for delinquent youth (RTF and/or SB618 facility) and attends school at the facility

'3' Is homeless

'4' Is a homeless unaccompanied youth

'6' – Resides in a publicly funded residential center and attends school in the LEA

'7' – Resides in a privately funded residential center and attends school in the LEA



Reporting Federal Child Count Data

Students Reported in Federal Child Count

- Children with IEPs who are enrolled in the LEA
 - Include hospital/homebound
 - Include home based
 - Include 'IEP placed' private school students
- Children who are eligible for special education services but parentally placed in private school
 - **Include students on a Services Plan**
 - **Include students not on a Services Plan**

PPPS children on a Services Plan AND children NOT on a Services Plan are used to calculate your Proportionate Share

Students Reported in the Federal Child Count

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

Valid codes are:

“**R**” = Regular/General Education Student

“**S**” = Special Education Student

All IEP Services Flag

Y = Yes, SWD receiving services on an IEP

N = No, SWD who receive **No Services**

S = SWD receiving services **on a Services Plan**

If a student, in accordance with the IEP, is not receiving services during the fall semester **due to scheduling**, but will receive services in the spring, **then code the student as receiving the services that are in the IEP.**

PPPS children on a Services Plan AND children NOT on a Services Plan are used to calculate your Proportionate Share

Students Reported in the Federal Child Count

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

- have been through due process procedures
- meet the eligibility requirements for the area of disability being reported for special education services, and
- have an Individualized Education Program (IEP)
- **be scheduled to receive instruction from a teacher certified to provide the services determined by the IEP**

Students Reported in the Federal Child Count

Every student with **REPORT TYPE = "S"** and **ALL IEP Services = "N"** (not receiving services) must:

- have been through due process procedures,
- meet the eligibility requirements for the area of disability being reported for special education services
- **NOT have an IEP or Services Plan**
- be reported in FTE with all segment codes = 0
- be reported with an **Environment Code 0 for ages 6-21**
- **Do not report an Environment Code for ages 3-5**
- not be reported in Student Record (unless also publicly enrolled in school during the year)

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

Students Reported in the Federal Child Count

Every student with **REPORT TYPE = "S"** and **ALL IEP Services = "S"** (served on a Service Plan) must:

- have been through due process procedures
- meet the eligibility requirements for the area of disability being reported for special education services,
- have an **Individualized Service Plan (ISP)**
- be reported in FTE with all segment codes = 0

continued... →



Students Reported in the Federal Child Count

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

- *be reported* with an Environment Code 0 (age 6-21)
- **Be reported with Environment Code A – I, depending on where services are provided**
- *not be reported* in Student Record (unless also publicly enrolled in school during the year)

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

Students with All IEP Flag

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

PPPS Children on a Services Plan AND children NOT on a Services Plan are used to calculate your Proportionate Share



Students Reported in the Federal Child Count

All Students with IEPS

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

Students who are IEP Placed in Private School

- Funded by district and/or Residential Reintegration Services Grant

Students Parentally Placed Private School

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

Students who are Parentally Placed Private School

- Who are eligible for Proportionate Share and have
- No Service Plan
 - All IEP = "N"
- Do not earn Federal or State \$

Checking Your Data

FT085: All Special Education Services by Primary Area

Georgia Department of Education
Full Time Equivalent (FTE 2019-1)

ALL IEP Services by Primary Area

[Back to Admin Menu](#)

	Primary Area	ALL IEP SERVICES STUDENTS		
		N = Student is not receiving ALL IEP Services	S = Student is receiving service plan services	Y = Student is receiving ALL IEP Services
Z	Visual Impairment	0	0	12
Y	Other Health Impairment	0	0	898
X	Deaf	0	0	20
W	Hearing Impairment	0	0	9
V	Orthopedic Impairment	0	0	11
U	Specific Learning Disability	0	0	2,237
T	Emotional & Behavioral Disorder	0	0	358
S	Profound Intellectual Disability	0	0	9
R	Severe Intellectual Disability	0	0	25
Q	Moderate Intellectual Disability	0	0	122
P	Mild Intellectual Disability	0	0	384
8	Significant Developmental Delay	0	0	541
7	Traumatic Brain Injury	0	0	19
6	Autism	0	0	669
3	Speech/Language Impairment	0	0	512
2	Deaf and Blind	0	0	0
1	Blind	0	0	0
	Total Primary Area	0	0	5,826

This is a Size 'A' LEA reporting 0 children on a Services Plan or eligible and not receiving services. Very likely that this LEA has PPS children.

Checking your Data

- FT085: ALL SPECIAL EDUCATION SERVICES BY PRIMARY AREA

	Primary Area	ALL IEP Services Students		
		N = Student is not receiving ALL IEP Services	S = Student is receiving service plan services	Y = Student is receiving ALL IEP Services
Z	Visual Impairment	1	0	17
Y	Other Health Impairment	10	0	1,416
X	Deaf	0	0	13
W	Hearing Impairment	0	0	92
V	Orthopedic Impairment	0	0	41
U	Specific Learning Disability	36	0	3,499
T	Emotional & Behavioral Disorder	7	0	474
S	Profound Intellectual Disability	0	0	3
R	Severe Intellectual Disability	0	0	56
Q	Moderate Intellectual Disability	0	0	217
P	Mild Intellectual Disability	4	0	373
8	Significant Developmental Delay	3	0	1,019
7	Traumatic Brain Injury	0	0	19
6	Autism	0	0	1,232
3	Speech/Language Impairment	18	0	1,136
2	Deaf and Blind	0	0	3
1	Blind	0	0	13
	Total Primary Area	79	0	9,623

FT085: ALL SPECIAL EDUCATION SERVICES BY PRIMARY AREA

[Back to Admin Menu](#)

	Primary Area	ALL IEP Services Students		
		N = Student is not receiving ALL IEP Services	S = Student is receiving service plan services	Y = Student is receiving ALL IEP Services
Z	Visual Impairment	0	0	0
Y	Other Health Impairment	0	0	79
X	Deaf	0	0	2
W	Hearing Impairment	0	0	2
V	Orthopedic Impairment	0	0	1
U	Specific Learning Disability	0	0	1,11
T	Emotional & Behavioral Disorder	0	0	29
S	Profound Intellectual Disability	0	0	1
R	Severe Intellectual Disability	0	0	2
Q	Moderate Intellectual Disability	0	0	14
P	Mild Intellectual Disability	0	0	20
8	Significant Developmental Delay	0	1	55
7	Traumatic Brain Injury	0	0	1
6	Autism	0	0	42
3	Speech/Language Impairment	0	26	91
2	Deaf and Blind	0	0	0
1	Blind	0	1	0
	Total Primary Area	0	28	4,58

FT085: ALL SPECIAL EDUCATION SERVICES BY PRIMARY AREA

[Back to Admin Menu](#)

	Primary Area	ALL IEP Services Students		
		N = Student is not receiving ALL IEP Services	S = Student is receiving service plan services	Y = Student is receiving ALL IEP Services
Z	Visual Impairment	0	0	27
Y	Other Health Impairment	4	0	2,368
X	Deaf	0	0	33
W	Hearing Impairment	0	0	141
V	Orthopedic Impairment	0	0	93
U	Specific Learning Disability	13	0	5,606
T	Emotional & Behavioral Disorder	2	0	637
S	Profound Intellectual Disability	0	0	31
R	Severe Intellectual Disability	1	0	67
Q	Moderate Intellectual Disability	0	0	233
P	Mild Intellectual Disability	0	0	421
8	Significant Developmental Delay	1	0	1,723
7	Traumatic Brain Injury	0	0	30
6	Autism	0	0	1,885
3	Speech/Language Impairment	6	51	1,729
2	Deaf and Blind	0	0	0
1	Blind	0	0	3
	Total Primary Area	27	51	15,027

Reporting Environments



Educational Environments

Ages 6-21

- All students are reported with an Environment Code 1 – 0
 - The order of the environment codes does NOT represent a continuum from least to most restrictive environment
- Environment Codes 1, 2, & 3 represent time in the general education classroom

Calculating Time in the Regular Classroom

Determining time in the regular classroom:

Divide the number of hours the child spends in the regular classroom by

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

Environments, Children Ages 6-21

Environment 1

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

Environment 2

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

Environment 3

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

Environments, Children Ages 6-21

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

Environments, Children Ages 6-21

Environment 8

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

Environment 9

- Hospital/Homebound - Children who receive special education and related services in a homebound/hospital environment; **includes Home based 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 or are eligible to receive** special education and related services at public expense (Services Plan or no Services Plan).

Environments, Children Ages 3-5

Environment A

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

Environment B

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

Environment C

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

Environment D

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

Environments, Children Ages 3-5

Environment E: Special Education Classroom

Environment F: Separate Schools

Environment G: Residential Facilities

Environment H: Home

- If the child does not attend a regular early childhood program or a special education program, but the child receives some or all of his/her special education services in the home
- *Include children who receive special education both at home and in a service provider location*

Environment I: Service Provider Location

- If the child does not receive any special education services in an early childhood program provided in a separate class, separate school or home

Environments, Children Ages 3-5

- ***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.
 - ~~**Environment J: Do not report Environment J**~~
 - 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
- OR
- Use Code H or I if the services are provided in the child’s home or the service provider location (ex.: SLP office in the local school)



Reporting FTE for SWD

Delivery Models

Program Codes

Inclusion Codes

Understanding Services Options and Reporting

LRE Rule

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

1. **General education classroom with age-appropriate non-disabled peers, if required by the IEP:**
 - (i) **Additional supportive services.** The child remains in regular classroom with supplementary aids and services provided to the teacher and/or child to implement the IEP.
 - (ii) **Direct services.** The child remains in the regular classroom with direct services from special education personnel on a consultative, collaborative, or co-teaching basis.

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

Delivery Models

Charts on the following slides

Please see the presentation on Reporting Delivery Models

- Delivery Model Codes will now be reported in Student Class, NOT FTE
- Sharing these Delivery Models to demonstrate how data reporting (FTE, SR, Student Class) is connected
 - More detailed information about reporting Delivery Models is shared in the Delivery Model presentation

<u>Program Area</u>	<u>Delivery Model</u>	<u>Delivery Model Code #</u>	<u>COURSE TEACHER CODE</u>	<u>ADDITIONAL TEACHER 1-3</u>	<u>Comments - Description</u>	<u>COURSE NUMBER</u>
Special Education	Additional Supportive Service to the Student	1	COURSE TEACHER with content appropriate certification	No if INCLUSION CODE = '4', '5', '6', or '7'. Yes if INCLUSION CODE = '8'.	<p>Students with disabilities (SWD) receive Special Education services from personnel: paraprofessional, interpreter, job coach, other assistive personnel, or other certified teacher, in addition to the regular education content area teacher. The personnel providing this inclusion service is NOT a special education teacher.</p> <p>NOTE: If SPECIAL EDUCATION DELIVERY MODEL '1' is indicated for class record, then the data element INCLUSION CODE (in both FTE & SC) must be one of the following valid values:</p> <ul style="list-style-type: none"> '4' Paraprofessional '5' Interpreter '6' Job Coach '7' Assistive or Other personnel '8' Teacher-Not a Special Education teacher (Not providing direct instruction) 	Content Area Course Number for the class is xx.0.
Special Education	Additional Supportive Service to the Teacher	2	COURSE TEACHER with content appropriate certification	NO	A special education teacher provides supportive services to the primary, content teacher. No direct service is provided to the SWD in this class. This class is reported with a general education Program Code.	Content Area Course Number for the class is xx.0.
Special Education	Direct Service: Consultative	3	COURSE TEACHER with content appropriate certification	Yes - Report special education teacher with appropriate special education certification	<p>A special education teacher provides direct services to identified SWD within the general education classroom, amount of time is according to the IEP. Report INCLUSION CODE = '9'.</p> <p>(Consultative service is funded in FTE only if the service is for at least one segment a month and provided for the majority of the segment on Count Day.)</p>	Content Area Course Number for the class is (XX.0) for student receiving Consultative Special Education services.

<u>Program Area</u>	<u>Delivery Model</u>	<u>Delivery Model Code #</u>	<u>COURSE TEACHER CODE</u>	<u>ADDITIONAL TEACHER 1-3</u>	<u>Comments - Description</u>	<u>COURSE NUMBER</u>
Special Education	Direct Service: Collaborative	4	COURSE TEACHER with content appropriate certification	Report special education teacher with appropriate special education certification	A special education teacher works with identified students with disabilities and the general education teacher within the general education classroom for less than full segment. INCLUSION CODE must be: '9' Certified Special Education Teacher	Content Area Course Number w/Special Education instruction (XX.9) for student receiving Special Education services. The .9 is only used for SWD.
Special Education	Direct Service: Co-teaching	5	COURSE TEACHER with content appropriate certification	Report special education teacher with appropriate special education certification	A special education teacher provides services to identified SWD and works with the general education teacher within the general education classroom for the entire segment, each time the class meets.	Content Area Course Number special education instruction (XX.9) for students receiving Special Education services. The XX.9 course number is only used for SWD.

<u>Program Area</u>	<u>Delivery Model</u>	<u>Delivery Model Code #</u>	<u>COURSE TEACHER CODE</u>	<u>ADDITIONAL TEACHER 1-3</u>	<u>Comments - Description</u>	<u>COURSE NUMBER</u>
Special Education	Specialized Placement (Outside General Ed)/ Individual or Small Group)	6	COURSE TEACHER has appropriate special education certification and content certification	No	<p>The special education teacher provides instruction to students with disabilities in a separate classroom, outside the regular classroom.</p> <p>This model would also be reported for students in a separate day school or program, home-based, residential (if residential setting is all SWD), and hospital homebound if the HHB instruction is individual.</p> <p>No additional teacher; no INCLUSION CODE.</p>	Content Area Course Number w/Sped Separate Class instruction (XX.8)
Special Education	Specialized Placement (Outside General Ed)/ Individual or Small Group with an Additional Content certified teacher.	7	COURSE TEACHER has appropriate special education certification	ADDITIONAL COURSE TEACHER with content appropriate certification	<p>The special education teacher provides instruction to students with disabilities in a separate classroom, outside the regular classroom.</p> <p>This is not co-teaching as the instruction is occurring outside the regular education classroom. This scenario includes a content certified regular education teacher in the small group setting to provide the students with a content certified teacher;</p> <p>No INCLUSION CODE.</p>	Content Area Course Number w/Sped Separate Class instruction (XX.8)

Program Codes

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

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

Program Code Exceptions:

Autism, Traumatic Brain Injury, and Significant Developmental Delay

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

GNETS

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

Examples

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

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

Reminder about SDD

- Special Education Rule 160-4-7-.05: Eligibility Determination and Categories of Eligibility
- Initial placement on or before the 7th birthday
- Continuation of placement to the 9th birthday (to the end of the school year in which the child turns nine)
 - Child turns 9 on June 30th: establish categorical eligibility before school resumes in August
 - Child turns 9 on July 1st: establish categorical eligibility during the 2019-2020 school year

Inclusion Codes

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

Inclusion:

- indicates that a student with disabilities has an individualized education program (IEP) that identifies the general education classroom as the least restrictive environment (LRE) for the delivery of special education services for that course
- **Additional Supportive Services**
- **Direct Service** (consultative, collaboration, co-teaching)
- **An IEP team decision**

Additional Supportive Services: Inclusive Instruction

Additional Supportive Services is specially designed instruction or supplemental aids or services provided to the teacher and/or the child

Services provided the child by:

- Paraprofessionals: **Inclusion Code 4**
- Interpreters: **Inclusion Code 5**
- Job coaches: **Inclusion Code 6**
- Other assistive personnel: **Inclusion Code 7**
- Other teacher: **Inclusion Code 8**

Use a General Education Program Code with
Inclusion Codes 4-8

**Segments of Special Education service through
Additional Supportive Services are funded at Level 5.**

Direct Service: Inclusive Instruction

Consultative Services

- Served according to the IEP, at least one hour per month to be funded
- At least half of segment on day of count
- Report a **Special Education Program Code** and **Inclusion Code '9'**

Collaborative Services

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

Co-Teaching

- 100% of a segment every time the class meets
- Report a **Special Education Program Code** and **Inclusion Code '9'**

**Inclusion Code '9' may only be used with a
Special Education Program Code**

Individual or Small Group Instruction

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

Reporting Examples

Traditional Schedules

Student A

Eligibility:	Learning Disability					
Grade:	4 th					
Subject	Math	Reading	Language Arts	Science	Social 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		

Funding Category: 1

Special Education FTE earnings: \$4,473.17

Special Education Teacher Certification: General Curriculum if not issuing grades

Student B

Eligibility:	Learning Disability					
Grade:	4 th					
Subject	Math	Reading	Language Arts	Science	Social Studies	Specials
IEP says:	Co-teaching	Co-teaching	Co-teaching	Regular Education	Regular Education	Regular Education
Program Code:	U	U	U	C	C	C
Inclusion Code:	9	9	9			

Funding Category: 3

Special Education FTE earnings: \$5,032.60

Special Education Teacher Certification: General Curriculum if not issuing grades

Student C

Eligibility:	Learning Disability					
Grade:	6 th					
Subject	Math	Reading	Language Arts	Science	Social Studies	Specials
IEP says:	Co-teaching	Co-teaching	Additional Supportive Services to Child (para)	Additional Supportive Services to Child (para)	Regular Education	Regular Education
Program Code:	U	U	H	H	H	H
Inclusion Code:	9	9	4	4		

Funding Category: 3 & 5

Special Education FTE earnings: \$3,355.06 + \$2,294.39 = \$5,649.46

Special Education Teacher Certification: General Curriculum if not issuing grades

Student D

Eligibility:	Mild Intellectual Disability					
Grade:	6 th					
Subject	Math	Reading	Language Arts	Science	Social Studies	Specials
IEP says:	Small Group	Small Group	Small Group	Additional Supportive Services to Child (para)	Additional Supportive Services to Child (para)	Regular Education
Program Code:	P	P	P	H	H	H
Inclusion Code:				4	4	

Funding Category: 2 & 5

Special Education FTE earnings: \$ 3,949.89 + 2,294.39 = \$6244.28

Special Education Teacher Certification: Adapted Curriculum and appropriate Content or Equivalent

Student E

Eligibility:	Profound Intellectual Disability, assessed on GAA					
Grade:	10 th					
Subject	Math	Reading	Language Arts	Science	Social Studies	Specials
IEP says:	Small Group	Small Group	Small Group	Small Group	Small Group	Additional Supportive Services to Child (para)
Program Code:	S	S	S	S	S	D
Inclusion Code:						4

Funding Category: 4 & 5

Special Education FTE earnings: \$13,607.04 + \$1,147.20 = \$14,754.24

Special Education Teacher Certification: Adapted Curriculum and appropriate Content or Equivalent

Student F

Eligibility:	Autism, assessed on Milestones					
Grade:	5 th					
Subject	Math	Reading	Language Arts	Science	Social Studies	Specials
IEP says:	Co-teaching	Small Group	Small Group	Co-teaching	Small Group	Additional Supportive Services to Child (para)
Program Code:	T	T	T	T	T	C
Inclusion Code:	9			9		4

Funding Category: 3 & 5

Special Education FTE earnings: \$8,387.66 + \$1,147.20 = \$9,534.86

Special Education Teacher Certification: General Curriculum for Segments 1 & 4 and General Curriculum plus appropriate Content or Equivalent for Segments 2, 3, & 5

Student G

Eligibility:	Other Health Impaired					
Grade:	7 th					
Subject	Math	Reading	Language Arts	Science	Social Studies	Specials
IEP says:	Co-teaching	Small Group	Additional Supportive Services to Child (para)	Co-teaching	Additional Supportive Services to Child (para)	Additional Supportive Services to Child (para)
Program Code:	Y	Y	H	Y	H	H
Inclusion Code:	9		4	9	4	4

Funding Category: 4 & 5

Special Education FTE earnings: \$8,164.23 + \$3,441.59 = \$11,605.82

Special Education Teacher Certification: Adapted Curriculum and appropriate Content or Equivalent



Non-traditional Schedules, Block, CTAE, GNETS, Speech, Virtual

Non-Traditional Schedules

Five Segment Day	Seven + Segment Day	Block Schedule	Block Schedule with Skinnies
<p>A. Report first five segments as scheduled.</p> <p>B. Sixth segment is the program code that occurs most in first five segments.</p>	<p>A. All seven segments state funded, drop segment of your choice.</p> <p>B. If any segment is not state funded, non-funded must be reported as one of the six segments.</p>	<p>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.</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>A. When counting segments, 90- and 45-minute segments count the same.</p> <p>B. Use the guidelines for 5 segment day or 7 segment day as appropriate. Report 6 segments as they occur.</p>

Block Scheduling for Elementary School

Cautions:

- Ensure children are receiving their special education services according to their IEP
- Ensure the schedule is best for students, not teachers
- Watch your data – is block scheduling “working” for your SWD?
- Be aware of Senate Bill 10 – FTE earnings for SWD may be impacted if you are planning an A/B block schedule
- Ensure your teachers have “full” schedules to maintain funding levels

Student H, Block Schedule

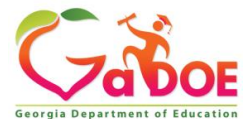
Report the highest and lowest weighted segment from the day before for segment 5 & 6

Eligibility:	Other Health Impaired					
Grade:	10 th , Daily schedule					
Subject	Math	Science	Physical Education	Elective	Report Lowest (P.E)	Report Highest (Math)
IEP says:	Co-teaching	Co-teaching	General Education	Additional Supportive Services	General Education	Co-teaching
Program Code:	Y	Y	D	D	D	Y
Inclusion Code:	9	9		4		9

Funding Category: 4 & 5

Special Education FTE earnings: \$8,164.23 + \$1,147.20= \$9,311.43

Special Education Teacher Certification: General Curriculum



Student I, A/B Block Schedule

Report the highest and lowest weighted segment from the day before for segment 5 & 6

Eligibility:	Specific Learning Disability					
Grade:	10 th , Tuesday schedule					
Subject	Math	Science	English	Elective	Report Lowest from Monday (P.E)	Report Highest from Monday (Social Studies)
IEP says:	Co-teaching	Co-teaching	Co-teaching	General Education	General Education	Co-teaching
Program Code:	U	U	U	D	D	U
Inclusion Code:	9	9	9			9

Funding Category: 1

Special Education FTE earnings: \$5,591.47

Special Education Teacher Certification: General Curriculum

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

Reporting Transportation

State Definition* of Transported:

- Transported from one instructional location to another instructional location **during the instructional day**
- Each segment reported as TRANSPORTED indicates “round trip” when applicable.
- Example: a student is transported from his home school to the GNETS center during segment 3, then returns to the home school during segment 5
 - Only segment 3 is marked “Y” to indicate TRANSPORTED.

*Federal Definition is different (see Related Services slides)

Reporting Itinerant Teacher Services

Itinerant Teacher:

- Definition: *Teacher* travels the majority of one segment on the day of the count and at least 90 minutes per week
- If the child's services are provided by an itinerant teacher (the teacher must meet the definition)
 - Report "Y" for itinerant

CTAE

Career, Technical & Agricultural Education

Service	Codes	Conditions
<p>IEP says: Career, Technical & Agricultural Education:</p> <ul style="list-style-type: none"> Additional Supportive Services 	<p>Students participating in CTAE class and</p> <ul style="list-style-type: none"> Receiving supportive services from a <u>Job Coach</u> <ul style="list-style-type: none"> Report with the CTAE Program Code 'K' and Report Inclusion code = '6' (Job Coach) Receiving supportive services from a <u>para</u> <ul style="list-style-type: none"> Report with the CTAE Program Code = 'K' and Report Inclusion Code '4' (para) 	<ul style="list-style-type: none"> The supportive services must be included in the student's IEP and provided to the student on the day of the count. If a student with disabilities is enrolled in CTAE and <u>receives no supportive services on the day of the count</u>, then the student should be reported with the CTAE Program Code ('K') and no Inclusion Code.

CTAE/CTI

Career, Technical & Agricultural Education; Career Technical Instructor

Service	Codes	Conditions
<p>IEP says: Career, Technical & Agricultural Education: Direct Instruction</p> <ul style="list-style-type: none">• Consultative, or• Collaborative or• Co-taught <p>8/21/2019</p>	<p>Report:</p> <ul style="list-style-type: none">• Student's Program Code that corresponds with their Primary Area• Inclusion code '9' <p>If</p> <ul style="list-style-type: none">• Student served in CTAE class• Student is served by CTI	<p>The CTI services</p> <ul style="list-style-type: none">• must be included in the student's IEP and• the CTI must provide regularly scheduled direct instruction to the student on the day of the count. <p>Note: If a student with disabilities is enrolled in CTAE and <i>CTI does not provide direct instruction to the student on <u>the day of the count</u>,</i></p> <ul style="list-style-type: none">• Report K (program code for CTAE) (No special education services) <p>88</p>

CTAE/Work Based Learning

Service	Codes	Conditions
<p>IEP says: Career, Technical & Agricultural Education:</p> <ul style="list-style-type: none"> • Work-Based Learning • Additional Supportive services 	<p>Students participating in CTAE Work-Based Learning and</p> <ul style="list-style-type: none"> • Receiving supportive services from a Job Coach <ul style="list-style-type: none"> • Report with a CTAE Program Code = 'K' • Report Inclusion Code = '6' (Job Coach) • Receiving supportive services from a para <ul style="list-style-type: none"> • Report with a CTAE Program Code = 'K' • Report Inclusion Code = '4' (para) 	<ul style="list-style-type: none"> • The supportive services must be included in the student's IEP and provided to the student on the day of the count. • If a student with disabilities is enrolled in CTAE and <u>receives no supportive services on the day of the count</u>, then the student should be reported with the CTAE Program Code ('K') and no Inclusion Code. • The <u>total segments</u> reported for the work-based program shall <u>not exceed three</u>.

CTAE/Work Based Learning

Service	Codes	Conditions
<p>IEP says: Career, Technical & Agricultural Education:</p> <ul style="list-style-type: none"> • Work-Based Learning • Direct services <ul style="list-style-type: none"> • Consultative or • Collaboration or • Co-teaching 	<p>Students participating in CTAE Work-Based Learning and</p> <ul style="list-style-type: none"> • Receiving direct services from the CTI or other special education teacher • Report with a Student's Program Code associated with his/her Primary Area • Report Inclusion = '9' 	<ul style="list-style-type: none"> • The direct services must be included in the student's IEP and provided to the student on the day of the count. • If a student with disabilities is enrolled in CTAE and <u>receives no direct services on the day of the count</u>, then the student should be reported with CTAE Program Code ('K') • The total <u>segments</u> reported for the work-based program shall <u>not exceed three</u>.

CBI – Community Based Instruction

Service	Codes	Conditions
<p>IEP says: Community-Based Instruction</p> <ul style="list-style-type: none">• Small group	<p>Report:</p> <ul style="list-style-type: none">• Program Code that correspond to the student's Primary Area• No inclusion code	<p>Report segments of special education instruction provided in a community-based setting.</p>



CTAE Examples

Student H

Eligibility:	Emotional Behavior Disorder					
Grade:	10 th					
Subject	Math	Social Studies	English	Science	Elective	Work-based Learning
IEP says:	Co-teaching	Co-teaching	Co-teaching	Small Group	General Education	Additional Supportive Services to Child (para)
Program Code:	T	T	T	T	D	K
Inclusion Code:	9	9	9			4

Funding Category: 3 & 5

Special Education FTE earnings: \$6,710.13 + \$1,147.20 = \$ 7,857.33

Special Education Teacher Certification: General Curriculum for 1st 3 segments, General Curriculum and Science Content or Equivalent for 4th segment

Student I

Eligibility:	Emotional Behavior Disorder					
Grade:	10 th					
Subject	Math	Social Studies	English	Science	Elective	CTAE
IEP says:	Co-teaching	Co-teaching	Co-teaching	Small Group	General Education	Additional Supportive Services to Child (para)
Program Code:	T	T	T	T	D	K
Inclusion Code:	9	9	9			4

Funding Category: 3 & 5

Special Education FTE earnings: \$6,710.13 + \$1,147.20 = \$ 7,857.33

Special Education Teacher Certification: General Curriculum for 1st 3 segments, General Curriculum and Science Content or Equivalent for 4th segment

Student J

Eligibility:	Emotional Behavior Disorder, served part time in GNETS					
Grade:	10 th					
Subject	Math	Social Studies	English	Science	Elective	CTAE
IEP says:	Small Group GNETS	Small Group GNETS	Small Group GNETS	Small Group	General Education	Additional Supportive Services to Child (para)
Program Code:	4	4	4	T	D	K
Inclusion Code:						4

Funding Category: 3 & 5

Special Education FTE earnings: \$1,677.52 + \$1,147.20 = \$2,824.72

Special Education Teacher Certification: General Curriculum and Content or Equivalent for segments 1-4

Student K

Eligibility:	Specific Learning Disability, served on Count Day					
Grade:	10 th					
Subject	Math	Social Studies	English	Science	Elective	CTAE
IEP says:	Co-teaching	Co-teaching	Co-teaching	Co-teaching	General Education	Consultative
Program Code:	U	U	U	U	D	U
Inclusion Code:	9	9	9	9		9

Funding Category: 1

Special Education FTE earnings: \$5,591.47

Special Education Teacher Certification: General Curriculum

Student L

Eligibility:	Specific Learning Disability, not served on Count Day					
Grade:	10 th					
Subject	Math	Social Studies	English	Science	Elective	CTAE
IEP says:	Co-teaching	Co-teaching	Co-teaching	Co-teaching	General Education	Consultative
Program Code:	U	U	U	U	D	K
Inclusion Code:	9	9	9	9		

Funding Category: 1

Special Education FTE earnings: \$4,473.17

CTAE FTE earnings: \$548.99 (one segment of K weight funding)

Special Education Teacher Certification: General Curriculum



Reporting Speech

Reporting Speech and Supplemental Speech

Speech

- Scheduled to be seen on Count Day
- Served the majority of the segment
- Use Program Code '3' for speech segment
- Report "No" for Supplemental Speech

Supplemental Speech

- Student is served 4 segments or more in one disability area (ex.: MOID)
- Student receives speech for < 50% if the disability segment (less than the major portion of the segment)
- Report supplemental speech for a maximum of 2 segments
- Use the Student's Primary area Program code (ex.: Q) and 'Y' for Supplemental Speech

Funding for Supplemental Speech

- A district earns an additional $\frac{1}{3}$ of the segment amount for ***direct instruction*** for the reported Supplemental Speech FTE
- For Example: If a district reports 15 FTES in Supplemental Speech, they earn 5 for funding ($15 \div 3 = 5$).

Student J

Eligibility:	Speech/Language Impaired					
Grade:	4 th					
Subject	Math	Speech	Language Arts	Science	Social Studies	Specials
IEP says:	General Education	Small Group	General Education	General Education	General Education	General Education
Program Code:	C	3	C	C	C	C
Inclusion Code:						

Funding Category: 3

Special Education FTE earnings: \$1,677.53

Special Education Teacher Certification: No Special Education Teacher

Student K

Eligibility:	MOID, Speech/Language Impaired					
Grade:	4 th Schedule on Count Day					
Subject	Math	Speech	Language Arts	Science	Social Studies	Specials
IEP says:	Small Group	Small Group	Small Group	Small Group	Small Group	Additional Supportive Services
Program Code:	Q	Q	Q	Q	Q	C
Inclusion Code:						4
Supplemental Speech		Y (Yes)				

Funding Category: 3 & 5

Special Education FTE earnings: \$ 8,387.66 + \$1,147.20 = \$9,534.86

Supp Speech (1/3 of segment): \$559.17; \$9,534.86 + \$559.17 = \$10,094.03

Special Education Teacher Certification: Adapted Curriculum and Content

Speech – Teletherapy

Districts providing teletherapy; reporting for FTE

- Districts may provide teletherapy to students
- Report FTE as if the student was receiving therapy “in person”
- The student is not required to receive any of their speech/language services “in person” to earn FTE for the service

Speech Services from a Communication Paraprofessional

State Special Education Rule:

160-4-7-.05 ELIGIBILITY DETERMINATIONS AND CATEGORIES OF ELIGIBILITY

The communication paraprofessional is under the supervision of a certified or licensed SLP...The primary responsibility for the delivery of services, as indicated on the IEP, **remains with the certified or licensed SLP**. Children who receive services from the communication paraprofessional shall **also receive services from the supervising SLP** ...no less than one hour per month. Each LEA should **develop and implement procedures for the training, use and supervision of communication paraprofessionals**

Reporting Speech Services from a Communication Paraprofessional

If the communication paraprofessional is

- Under the supervision of a licensed SLP

and the

- Responsibility for delivery of services remains with a licensed SLP

and the child

- Also receives services from a licensed SLP

Then report the services for FTE as if the child were receiving services from a licensed SLP

FTE Reports

Link to [FTE Reports Descriptions](#)

Accessing FTE Reports

- Log in to the GADOE Portal
- Select Data Collections
- Select Full Time Equivalent
- Select the Year and FTE Cycle
- Select FTE Report Menu in your LEA
- Select System Level or School in the dropdown
- Select the Report you wish to view in the dropdown

Selecting an FTE Report

You have 1092 new messages.

GADOE Technology Services - Student FTE Data Collection System - October 2, 2018 (FTE 2019-1) - 609 Ben Hill County

System Level

- FT001-Transmission Verification
- FT002-Enrollment by Grade
- FT004-Enrollment in Special Education
- FT005-Student Residence
- FT006-System of Residence Summary
- FT008-A-Errors and Warnings Summary
- FT008-B-Errors and Warnings Detail
- FT009-3 FTE Counts
- FT010-A-FTE Comparison Notes
- FT010-B-FTE 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
- FT017-Special Education Child Count
- FT018-Special Ed Service in Primary Area
- FT019-Related Special Ed Services
- FT020-Special Ed. Environment-Age 6 and Above
- FT021-Students Reported Graduated More Than One Fiscal Year
- FT024-Gifted Students by Grade
- FT025-Remedial Education Program by Grade
- FT026-ESOL by Segments
- FT027-Special Ed. Environment- Age 5 and Under
- FT030-Student Detail
- FT031-Percentage of Dropouts
- FT032-E8081 Duplicated SSN Report
- FT033-Dropouts Who Are Active in Another System

GO Main Menu

Please Select a Report

FTE Report Menu

FT001 – Transmission Verification

FT002 – Enrollment by Grade

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 – Special Education Service in Primary Area

FT019 – Related Special Education Services

FT020 – Special Education Environment ages 6 & Above

FTE Report Menu

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 – E8081 Duplicate Student
SSN Report

FT033 – Dropouts who are Active in
Another System

FT035 – No-show Students

FT036 – REP/Block Scheduling
Exceptions

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

FT039 – Students with E2567
with GTID Claim

**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 Education
Student Summary Report**

FT049 – Students in SR but not
in FTE Cycle 1 (E049)

FTE Report Menu

FT051 – EL by Primary Area and Race/Ethnicity

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

FT055 – Enrollment in Early Intervention

FT057 – Related Special Education Service by Primary Area

FT060 – Gifted Delivery Model

FT061 – English Language Learner

FT063 – SB10 Reported (E311)

FT064 – Error Comment Report

FT067 – Middle School with other segments (E109)

FT068 – Homeless Enrollment Students

FT069 – Environment – Other than Homeless

FT070 – Students enrolled in MOWR Programs

FT071 – International Exchange Students

FT075 – Total Service Minutes

FT077 – Immigration Students Report

FT078 – EL Students Served in ESOL

FT085 – All Special Education Services by Primary Area

FT086 – SWD Graduated Report

FT087 – Enrollment by Disability

FT100 – System Sign-off

FT999 – All Funded and Non-funded Students

FT1000 – Show All Reports



Checking/Verifying/Using Data

- Spreadsheet with explanation of all FTE reports
 - Description
 - Use
 - Availability
- Posted on the GADOE website
 - Special Education
 - [Data Collection and Reporting](#)
 - [Data Conference](#)
 - Documents, Tools, and Templates

FT017 – Special Education Child Count (LEA's official data)

GADOE Technology Services - Student FTE Data Collection System - October 7, 2014 (FTE 2015-1) - 631 Clayton County

System Level ▼ FT017-Special Education Child Count GO [Main Menu](#)

Full Time Equivalent (FTE 2015-1) 631 Clayton County

Notice that this LEA reported 2 year olds

Note: Students with disabilities, ages 3-21 as of September 1, are eligible to be counted for this federal child count.

Primary Area	Age as of September 1																					3-5 Total	3-21 Total	Over 21	
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20				21
P Mild Intellectual Disability	0	0	0	0	0	0	0	5	12	11	17	19	29	37	29	36	26	14	26	10	8	3	0	282	0
Q Moderate Intellectual Disability	0	0	0	0	0	0	5	3	2	9	11	11	14	10	22	20	8	10	11	12	14	9	0	171	0
R Severe Intellectual Disability	0	0	0	0	0	0	1	2	4	1	8	5	4	4	4	5	3	2	1	5	1	3	0	53	0
S Profound Intellectual Disability	0	0	0	0	0	0	0	0	0	0	0	1	1	3	1	0	0	0	2	0	3	0	0	11	0
T Emotional/Behavioral Disorder	0	0	0	0	0	0	7	4	18	15	29	28	32	40	58	47	48	39	31	5	3	1	0	405	0
U Specific Learning Impairment	0	0	0	0	0	1	7	39	70	152	202	186	232	257	281	245	237	199	118	22	12	1	1	2,261	0
V Orthopedic Impairment	0	0	0	0	0	0	1	0	1	0	0	2	0	0	2	1	2	2	0	0	0	1	0	12	0
W Hearing Impairment	0	0	0	1	2	2	1	3	1	3	0	2	3	0	4	2	1	2	1	0	0	0	5	28	0
X Deaf	0	0	0	0	1	0	0	1	0	3	1	1	0	1	1	2	0	0	0	2	0	0	1	13	0
Y Other Health Impairment	0	0	0	0	0	1	9	22	41	58	54	46	71	58	53	41	44	27	14	10	1	1	1	551	0
Z Visual Impairment	0	0	0	0	0	1	0	0	1	1	1	0	1	0	1	1	2	1	1	0	0	0	1	11	0
1 Blind	0	0	0	0	0	0	1	2	0	0	2	0	0	1	0	0	0	1	0	0	0	0	0	7	0
2 Deaf and Blind	0	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 Speech/Language Impairment	0	0	1	7	23	50	48	38	40	41	29	21	16	23	21	12	9	8	1	2	0	0	80	389	0
6 Autism	0	0	0	0	9	11	12	32	36	37	57	39	33	36	34	25	23	8	13	12	5	9	422	1	
7 Traumatic Brain Injury	0	0	0	0	0	1	0	0	0	2	0	1	2	2	0	0	1	3	0	1	0	0	13	0	
8 Significant Developmental Delay	0	0	4	62	95	126	142	131	121	55	5	0	0	0	0	0	0	0	0	0	0	0	283	737	0
Total	0	0	5	70	121	190	234	262	343	385	398	379	443	469	515	446	405	329	217	81	55	24	381	5,366	1



Data for Placement Disproportionality

- FTE1 Reports: Federal Child Count
- System Level
- School Level
- FT020: Special Ed Environment 6 and Above
 - 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								Total	Male								Total	Total								
	Ethnicity-Race									Ethnicity-Race									Ethnicity-Race								
	EH	RI	RS	RB	RP	RW	RM			EH	RI	RS	RB	RP	RW	RM			EH	RI	RS	RB	RP	RW	RM		
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			

Data for Identification Disproportionality

- FTE1
- System Level
- School Level
- FT042: Special Ed. Enrollment by Race/Ethnicity, Ages 6-21

FT042: Special Education Enrollment by Race/Ethnicity

Georgia Department of Education
Full Time Equivalent (FTE 2019-1)

Special Education Enrollment by Race/Ethnicity Age 6-21
633-Cobb County



Note: For the Federal Child Count, which is a collection of data on students eligible for Special Education services conducted in the October count, the age calculation for classifying the Special Education Environment is as of the October count day. On this report, and on the other Federal Special Education Environment reports, the age is calculated as of the October count day- (10/02/2018)

Primary Area of Disability		Enrollment by Race/Ethnicity for Students Ages 6-21							Total Enrollment
code	Area	Ethnicity Hispanic	Race						
			American Indian	Asian	Black	Pacific Islander	White	Two or More Races	
P	Mild Intellectual Disability	97	1	9	202	0	100	10	419
Q	Moderate Intellectual Disability	52	0	5	107	0	60	8	232
R	Severe Intellectual Disability	18	0	4	23	0	15	1	61
S	Profound Intellectual Disability	9	0	0	7	0	10	1	27
T	Emotional/Behavioral Disorder	77	2	5	241	0	285	27	637
U	Specific Learning Impairment	1,570	15	91	1,838	1	1,884	207	5,606
V	Orthopedic Impairment	25	0	7	21	0	36	0	89
W	Hearing Impairment	35	0	6	31	0	38	3	113
X	Deaf	3	0	4	6	0	13	0	26
Y	Other Health Impairment	315	6	39	775	0	1,142	85	2,362
Z	Visual Impairment	3	0	4	8	0	9	2	26
1	Blind	0	0	2	0	0	1	0	3
2	Deaf and Blind	0	0	0	0	0	0	0	0
3	Speech/Language Impairment	325	3	71	369	3	560	64	1,395
6	Autism	235	3	86	557	0	619	70	1,570
7	Traumatic Brain Injury	6	0	0	12	0	10	0	28
8	Significant Developmental Delay	237	2	34	346	0	346	51	1,016
	Total	3,007	32	367	4,543	4	5,128	529	13,610



Reporting Related Services

New in FY19 (last year) No Longer Reporting Hours per Week

Related Services?

- Yes

- Indicates the student is **currently receiving** services in *related services*. Student's IEP prescribes *related services*.

- Example:

- The student is **currently receiving** services in *occupational services*. Student's IEP prescribes *occupational services*.
- The student is **currently receiving** services in *nursing services*. Student's IEP prescribes *nursing services*.

Related Services

- Occupational Therapy (OT)
- Physical therapy (PT)
- Nursing
- Transportation (Federal Definition)
 - Transportation that requires one of the following:
 - adapted equipment such as power lifts or provision of oxygen
 - an adapted route which requires transportation beyond the student's home school attendance zone
 - additional staffing such as a bus aide assigned specifically to that individual student

Related Services

- Audiology
- Interpreter services
- Orientation and mobility
- Speech/language
 - Speech/language can be a related service or a stand-alone eligibility area

For a complete list of Related Services see the [Georgia State Special Education Rules – Definitions](#)

FTE Edits Errors and Warnings

FY2020 FTE Data Collections Data File Layout

FTE Edits

- The following slides are to be used as a tool when you receive FTE errors
- Suggestion for use
 - Use the Ctrl F (find function) to locate the error number
 - Read the error – in blue
 - Read the suggested remedy
 - Why you are receiving this error
 - What you may be able to do to fix the error

E2585: GAA must be 'Y', 'N' or null.

E2584: GAA = 'Y', Grade Level 'PK' is not valid for GAA

E2590: REPORT TYPE = 'R', GAA must be blank

- Report accurately the assessment status of all students
- 'R' Type students (regular education) should not be reported with GAA = 'Y'
 - Check reported special education status of students
- GAA assessment is not appropriate for SWD in preschool



E2597: Another school in this district is indicating this student has a GAA prescribed in their IEP. Contact this school and reconcile the record.

- You have reported this student as assessed on the regular assessment and a previous school in your LEA reported the student as GAA
- Contact the previous school to verify assessment status

E2598: Another district is indicating this student has a GAA prescribed in their IEP. Contact this district and reconcile the record.

- You have reported this student as assessed on the regular assessment and a previous LEA reported the student as GAA
- Contact the previous district to verify assessment status

E3911: GAA = 'N' was reported in Student Record in prior FISCAL YEAR. GAA = 'Y' was reported this FTE. The DATE STUDENT IDENTIFIED AS GAA = 'Y' is required.

- This error is the result of a new data element: DATE STUDENT BECAME ELIGIBLE FOR GAA
- When you enter “Y” for students this fiscal year and the previous assessment was “N” for not GAA, a date must be entered to report when the student became eligible for GAA

E3912: GAA = 'Y' was reported in prior FISCAL YEAR in Student Record data collection. GAA = 'N' was reported this FISCAL YEAR. The DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA = 'N' is required.

- When a student's assessment status changes, you must enter the date the change was made.
- When you enter "N" for students this fiscal year and the previous assessment was "Y" for GAA, a date must be entered to report when the student became ineligible for GAA

E551: SPECIAL ED SERVICES must be one of these values: 'Y' - Yes, the student does receive any Special Education Service hours for Mild Intellectual Disability (P). 'N' - No, the student does not receive any Special Education Service hours for Mild Intellectual Disability (P). Or blank

- The Hours per Week data element was changed to a “Y” or “N” in FY19. For **EACH ELIGIBILITY AREA** enter “Y” or “N”, the child receives services

E086:PRIMARY AREA '8' Cannot be reported for students age 9 or older at the end of prior Fiscal year. See 34 C.F.R. § 300.8(b)

- Primary Area '8' is SDD
- A student must have a categorical eligibility by the end of the fiscal year in which the child turns 9
- If a student enters your LEA from another LEA or from out of state with an eligibility area of SDD, request relief with a comment

E1071:REPORT TYPE = “R” and Special Education EXIT EVENT occurred in current FISCAL YEAR. PRIMARY AREA is required

- If a student is a SWD at any point in the year, a PRIMARY AREA must be reported
- Do not remove the PRIMARY AREA from your SIS until after SR Sign-off in June
- See the SLIDE “When to report a PRIMARY AREA for EXITERS in this presentation

E1088: ALL IEP SERVICES = “Y”, “N”, or “S”, PRIMARY AREA must be reported

- ALL IEP SERVICES = “Y”, “N”, or “S” indicates that the student is on an IEP (Y), on a Services Plan (S) or is eligible for services but not on a Services Plan or and IEP
- Student is a SWD and must be reported with a PRIMARY AREA

W5022: PRIMARY AREA does not match the PRIMARY AREA reported in STUDENT CLASS

- This is a Warning not an error.
- Check to make sure you are properly reported the student's PRIMARY AREA of eligibility
- Eligibility can change, most common is from SDD to a categorical area

E2599 - DIPLOMA TYPE = 'S', PRIMARY AREA is required.

- 'S' is the code for a Special Education Diploma
- A Special Education Diploma is only appropriate for SWD
- SWD must be reported with a PRIMARY AREA

E799: Student with disabilities reported in SR and did not exit program, but REPORT YTYPE = “R” in FTE.

- This error is likely because you had a student transfer into you LEA and you were unaware of his/her disability status.
- Verify SWD status, obtain records if possible
- Convene an IEP meeting
- Report the student as an “S” type student unless the parent revokes consent

EDITS in FTE

- Many additional edits exist related to reporting Special Education Services
- Strongly suggest you access the FTE Data Collection File Layout and Edits in the FTE portal
- Additional edits will be added to this presentation/tool and posted

Questions

Contact

Carol Seay

cseay@doe.k12.ga.us

470-218-3244 (cell)