



Reporting FTE for SWD

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**

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 Codes (funding)

- Program Codes are Tied to Funding (see below)
- Errors in coding = Funding Loss

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)							
	3.6150	\$1,672.06	\$3,344.13	\$5,016.19	\$6,688.26	\$8,360.32	\$10,032.38
Level 4							
PID (S)							
OI - R (V)							
HH - R (W)							
Deaf - R (X)							
OHI - R (Y)							
VI (Z)							
Deaf/Blind (2)							
	5.8644	\$2,712.49	\$5,424.98	\$8,137.47	\$10,849.96	\$13,562.45	\$16,274.94

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 before school resumes in August
 - Child turns 9 on July 1st: establish categorical eligibility during the 2020-2021 school year

Inclusion Codes

Inclusion is when a student with a disability 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

Providers of Additional Supportive Services (funded at level 5) are indicated below with the inclusion code:

NEW in FY21: **Speech Language Pathologist (when providing speech as a related service) Inclusion Code 3**

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 these inclusion services EXCEPT Inclusion Code 3 should be reported with an FTE program code of 3.

For FTE and Student Class, the related service of Interpreter can be reported under Supportive Service if provided in general education.

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' or '3'**

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'**

Co-Teaching

- 100% of a segment every time the class meets
- Report a **Special Education Program Code** and **Inclusion Code '9' or '3'**

Inclusion Code '9' may only be used with a Special Education Program Code
Inclusion Code '3' may only be used with the Program Code of 3 for a Speech Pathologist providing services in a general classroom

Individual or Small Group Instruction

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

When to Report Primary Area for Exiters

- Students with a Disability who Exit Special Education in the Prior Year **or** at any time during the current school year should be changed from a S (Special) to a R (Regular) type student code.
- **Students who begin the school year as a Special Education student must keep the PRIMARY AREA CODE in the SIS the entire school year. Primary area cannot be removed in the SIS until after sign off in Student Record.**
- **If a student Exits Special Education prior to FTE 1,** enter a Special Education EXIT EVENT with a code of '09' or '10' in FTE 1 with an EXIT DATE. **Do not report the PRIMARY AREA in FTE 1 or 3.**
- **If a student Exits Special Education prior to FTE 3,** enter a Special Education EXIT EVENT with a code of '09' or '10' in Student Record with an EXIT DATE. **Do not report the PRIMARY AREA in FTE 3.** If a student Exits after FTE 3, enter the Exit Event with a code of '09' or '10' in Student Record with an Exit Date.

REMOVE the PRIMARY AREA CODE in the SIS after Student Record sign off.

When to Report EXIT EVENT '13'

- Students reported incorrectly as a student with a disability in a prior year should be
 - Reported with a Special Education EXIT EVENT '13' in FTE1, FTE3 or SR
 - 'Event '13' date must be later than any Event reported incorrectly
 - Event '13' date must be during the current school year
 - Reported with R (Regular) type student code
- **NOTE: REMOVE the PRIMARY AREA CODE in the SIS immediately, do not report PRIMARY AREA in SR**

Reporting for Students who Exited Special Education

FTE 110- EVENT CODE

- This field is used to identify students who have **exited** Special Education *before the current fiscal year FTE Cycle-1 count date.*
- EVENT CODE must =
 - '09' Special Education Exit (No longer Eligible)
 - '10' Parent Revoked Consent
 - '13' District verified that the student was incorrectly reported as SWD in a prior year.

FTE 111- EVENT DATE

- This field is used to identify the date students have **exited** Special Education. **The date should be between April 1 of the prior FISCAL YEAR** and before the current fiscal year FTE Cycle-1 count date.
- SpEd exit EVENT CODE was reported. The EVENT DATE cannot be blank and must be in the yyyyymmdd format.

Reporting Examples

Traditional Schedules

Student A

Eligibility:	Learning Disability					
Grade:	4, 6 segment daily schedule					
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: \$4,458.83

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:	Small Group	Co-teaching	Co-teaching	Regular Education	Regular Education	Regular Education
Program Code:	U	U	U	C	C	C
Inclusion Code:	9		9			

Funding Category: 3

Special Education FTE earnings: \$5,016.19

Special Education Teacher Certification: General Curriculum if not issuing grades, and appropriate content certification for elementary ELA

Student C

Eligibility:	Specific Learning Disability					
Grade:	6, Daily 6 segment schedule					
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: \$3,344.13 + \$2,287.24 = \$5,631.37

Special Education Teacher Certification: General Curriculum if not issuing grades

Student D

Eligibility:	Profound Intellectual Disability, instructed on alternate curriculum & assessed on GAA					
Grade:	10 . Daily 6 segment schedule					
Subject	Math	Reading	Language Arts	Science	Social Studies	Specials
IEP says:	Small Group	Small Group	Small Group	Small Group	Small Group	Inclusion with special education teacher
Program Code:	S	S	S	S	S	S
Inclusion Code:						9

Funding Category: 4

Special Education FTE earnings: \$16,274.94

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



Schedules and Services

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>

Student H, Block Schedule

using lowest and highest from day before

Eligibility:	Other Health Impaired					
Grade:	grade10, block schedule – segments 1-4 are from Tuesday, Count Day					
Subject	Math	Science	Physical Education	Elective	Report Lowest from Monday (P.E)	Report Highest from Monday (Math or Sci)
IEP says:	Co-teaching	Co-teaching	General Education	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: \$8,137.47 + \$1,143.62= \$9,281.09

Special Education Teacher Certification: General Curriculum

Student G, Block Schedule

using lowest and highest from day before

Eligibility:	Specific Learning Disability					
Grade:	grade10, block schedule – segments 1-4 are from Tuesday, Count Day					
Subject	Math	Science	English	Elective	Report Lowest from Monday (P.E)	Report Highest from Monday (Soci al Studies)
IEP says:	Co- teachin g	Co- teachin g	Co- teachin g	General Education	General Education	Co-teaching
Program Code:	U	U	U	D	D	U
Inclusion Code:	9	9	9			9

Special Education FTE earnings: \$4,458.84

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 for special education services **during the instructional day**
- Each FTE segment is reported with YES or NO for transported. Segments reported as TRANSPORTED will provide additional funding for the “round trip” so only 1 segment per student should be coded YES for TRANSPORTED
- 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)

Itinerant Teacher Services

- Each FTE segment is reported with YES or NO for transported 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



GNETS Example

Student J

Eligibility:	Emotional/Behavioral Disorder, served part-time by 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 For Child (para)
Program Code:	4	4	4	T	D	K
Inclusion Code:						4

Funding Category: 3 & 5

Special Education FTE earnings: \$1,672.06 + \$1,143.62 = \$2815.68

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



Reporting Speech

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.
- Speech Services are sometimes provided during a segment when other special education services are also provided
- In most cases, speech services are reported for FTE if the student is scheduled to be served for speech on FTE Count day for at least half of the segment

SUPPLEMENTAL SPEECH

- 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
- A district earns an additional 1/3 of the segment amount for SUPPLEMENTAL SPEECH
- If speech is the only special education 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

- 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.
 - 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.

SUPPLEMENTAL SPEECH

- 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 CANNOT report the speech services if the student is reported with only 1, 2, or 3 of the SAME FTE PROGRAM CODE.
 - Example: If a student was served for 2 segments with a program code of U for Specific Learning Disability, and the SLP is in the SLD small group classroom for 30 minutes 2 days per week including FTE Count Day, that student cannot be reported for SUPPLEMENTAL SPEECH

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: \$1,672.06

**Special Education Teacher Certification: NA, No Special Education Teacher
SLP certification is not verified in Student Class, and is only reported in Student Class
when speech is provided in an inclusive setting**

Student K

Eligibility:	MOID, Speech/Language Impaired; instructed and assessed based on alternate curriculum					
Grade:	4 th Schedule on Count Day					
Subject	Math	Speech	Language Arts	Science	Social Studies	PE
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: \$ 8,360.32 + \$1,143.62 = \$9,503.94

Supp Speech (1/3 of segment): \$557.35; \$9,503.94 + \$ 557.35 = \$10,061.29

Special Education Teacher Certification: Adapted Curriculum and Content

Speech: Delivery Models and Inclusion Codes



When reporting speech provided in General Education as a RELATED SERVICE, use

- DELIVERY MODEL 1 for SUPPORTIVE SERVICES
 - INCLUSION CODE '3' for SLP
 - PROGRAM CODE of '3' for SPEECH
 - YES for RELATED SERVICE of SPEECH in FTE1
 - NO for SPECIAL EDUCATION SERVICE of SPEECH in FTE1
-
- When reporting speech provided in General Education as a DIRECT SPECIAL EDUCATION CONSULTATIVE SERVICE for the disability of Speech, use
 - DELIVERY MODEL '3', Consultation
 - INCLUSION CODE '3' for SLP
 - PROGRAM CODE of '3' for SPEECH
 - NO for RELATED SERVICE of SPEECH in FTE1
 - YES for SPECIAL EDUCATION SERVICE of SPEECH in FTE1
-
- When reporting speech provided in General Education as a DIRECT SPECIAL EDUCATION COLLABORATIVE OR COTEACHING SERVICE for the disability of Speech, use
 - DELIVERY MODEL '4' or '5' for Collaborative or Coteaching
 - INCLUSION CODE '3' for SLP
 - PROGRAM CODE of '3' for SPEECH
 - NO for RELATED SERVICE of SPEECH in FTE1
 - YES for SPECIAL EDUCATION SERVICE of SPEECH in FTE1

Speech: Individual or Small group

- The SLP is not subject to PQ/In-Field requirements
 - Speech is a service field that does not have ‘content’ certification for in-field
 - If improperly reported, the course will fail the certification verification
 - LEAs should not report speech therapy in Student Class as a course when the student receives services OUT OF THE GENERAL ED SETTING. This includes PK students served OUT OF GENERAL ED SETTING in the community. This course may be entered in your SIS and excluded from state reporting. Work with your SIS vendor if you are uncertain of how to do this.
- When speech is not entered in the SIS or reported in Student Class as a course, it can still be added as an “overwrite” for an FTE segment when appropriate. This will not cause errors.



Total Service Minutes

TOTAL SERVICE MINUTES

- TOTAL SERVICE MINUTES is a required data element for FTE reporting of MOST actively enrolled students with disabilities
- ADD all special education services a student receives during the school day and for extra-curricular activities, except for transportation (exceptions are discussed later)
- Services MUST be in the IEP
- Services must be in place, or scheduled to be in place, during the week of the FTE Count
- The GO-IEP FTE report include the calculated minutes based on these requirements.

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 who meet the following exception criteria should not report TOTAL SERVICE MINUTES. **Leave the field blank.**
 - Students in grade level PK or UK
 - Parentally placed private school students with a services plan (SP) or No Services
 - Students reported by the 3 State Schools

Do Not Include...

- For some students, some **minutes must be excluded** from the calculation or the **total minutes may be reported as 0**
 - Exclude any IEP services not in effect the week of the FTE count
 - Exclude any IEP services provided by GNETS. Often students who are served by GNETS are also served by other staff. Those minutes SHOULD be counted.
 - Exclude special transportation minutes **except** those provided by a 1:1 para, bus monitor, or nurse on the bus per the IEP.