

GEORGIA DEPARTMENT OF EDUCATION (GADOE)

Office of Technology Services - Technology Management

**FY2011 FTE Data Collection
Data Element Detail
Cycles 1 & 3**

Document Revision Updates

REVISION DATE	DATA ELEMENTS AFFECTED	COMMENTS
07-09-2010	Special Education	Added Special Education data elements descriptions
07-19-2010	Data Elements table	Updated data elements table w/special ed data elements and corrected order of data elements to coincide with layout.
08-10-2010	Special Education	Added note pertaining to Special Education reporting

FTE DATA ELEMENTS for FTE CYCLES 1 and 3

STUDENTS REPORTED IN CYCLES ONE AND THREE

Purpose(s): 1. Funding; 2. Enrollment Counts

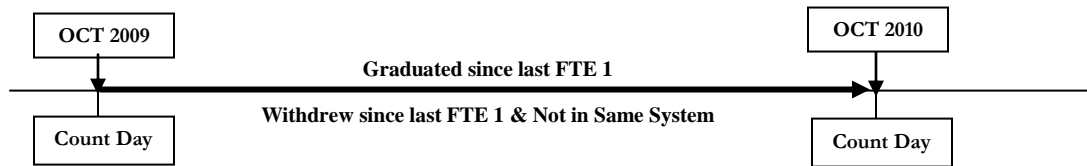
1. All students **enrolled in any public school** in Georgia **on the day of the FTE count**.
2. All **private school students** who come to the public school system for **special education** services on the day of the count. **All segments of the day will have a Program Code = "O" non-state funded.**
3. Students receiving **hospital/homebound services** for the minimum three hours per week during any part of the ten school days preceding the day of the count. The student should be reported with the six (6) Program Codes corresponding to the normally scheduled in-school classes.
4. Students served in the **three State-operated schools** (Atlanta Area School for the Deaf, Georgia School for the Deaf, and Georgia Academy for the Blind). These students are reported by the state-operated schools, unless there is an agreement with the school system to report the students. If such an agreement exists, the school system shall report only students who are served by the system's teachers and only for those segments served.
5. Students in **Department of Human Resources (DHR) residential** facilities. These students are reported by DHR. In Cycles 1 and 3, the school system shall report only students who are served by the school system's special education teachers.
6. Students who are assigned by the local school system, by **IEP determination**, to **private placement**, either in or out of state. For Cycles 1 and 3, all segments for that student are reported with **disability-specific program codes for all six segments**.
7. All **preschool** children (**GRADE LEVEL = "PK"**) who:
 - ❑ Enrolled in a school administered by the school system under the auspices of the Georgia Department of Education. All general education segments for these students should be reported with Program Codes = 'O' (other non-state funded).
 - ❑ Have a disability (ages 3-5) and who are served by the school system in any school and in any primary area of disability including Significant Developmental Delay (SDD). Students with primary areas of Autism (Au), Traumatic Brain Injury (TBI) or SDD should be reported with FTE Program Codes = 'P' through '4' for the segments served in special education services, and "O" for other segments.

NOTE: *The six reported program codes determine state QBE funding and special education status (S type student and primary area of disability) is a factor in federal IDEA funding. Program codes should only be reported for services that are regularly scheduled on the FTE count day.*

STUDENTS REPORTED ONLY IN CYCLE ONE (Not Reported in Cycle Three)

Purpose(s): 1. Graduates and Withdrawn Students; 2. Federal Reporting of Special Education Services

1. All students who completed high school since the previous October FTE count day.
2. All students who withdrew from school and did not re-enroll in the same school system since the previous October FTE count day.



3. All Special Education students meeting the following criteria:
 - a. All students in the public school system enrolled in special education on October 5, 2010 and receiving services based on an Individualized Education Program (IEP) under Rule 160-4-7-.07 LEAST RESTRICTIVE ENVIRONMENT (LRE).
 - b. Students parentally placed in parochial, home, or private schools that are eligible for proportionate share and receiving special education services through a service plan.
 - c. Students parentally placed in parochial, home, or private schools that are eligible for proportionate share and are NOT receiving special education services.
 - d. Students served by the Residential and Reintegration Services Grant or placed in private school through an IEP funded by the local school system.
 - e. Students served by the following state schools that are reported by the state school and not by the public school system:
 - Atlanta Area School for the Deaf
 - Georgia Academy for the Blind
 - Georgia School for the Deaf
 - f. Students served by the following state agencies that are reported by the agency and not by the public school system:
 - Department of Juvenile Justice
 - Department of Corrections
 - Department of Human Resources
 - Department of Labor
 - g. Students enrolled in schools on military facilities and receive services from the public school system may be reported with segments for those services. As a general rule, students receiving special education services that are funded solely by the federal government, such as on military facilities, are not reported by the school system.

NOTE: For the Special Education Federal Child Count, all students ages 3 -21 eligible for special education services should be reported with the appropriate primary area of disability regardless of services and program codes reported for the count day. Hours per week should be reported based on the student's primary area of disability.

The six reported program codes determine state QBE funding and special education status (S type student and primary area of disability) is a factor in federal IDEA funding. Program codes should only be reported for services that are regularly scheduled on the FTE count day.

DATA ELEMENT DEFINITIONS

The following pages include the definitions and coding guidelines for the data elements that are to be reported in FTE Cycles 1 and 3. They are in alphabetical order by the name of the data element (or “field”).

The table below outlines the two cycles addressed in this document. The data elements listed are reported in Cycles 1 and 3. The data elements are listed in the order found on the file layout.

FTE CYCLE	Cycle ONE	Cycle THREE
PURPOSE	To determine state funding	To determine state funding
POPULATION (WHO TO REPORT)	ALL STUDENTS (See Previous Page)	ACTIVE STUDENTS (See Previous Page)
WHEN	Fall	Spring
DATA ELEMENTS	Cycle ONE Elements	Cycle THREE Elements
* = Elements required for this cycle only Elements are listed in the order found on the Data File Layout	System	System
	Fiscal Year	Fiscal Year
	Report Period	Report Period
	Student ID	Student ID
	School	School
	Grade Level	Grade Level
	Prior Ten Days	Prior Ten Days
	Resident Status Code	Resident Status Code
	System of Residency	System of Residency
	Program Code (Segments 1-6)	Program Code (Segments 1-6)
	Alternative Education Program	Alternative Education Program
	Withdrawal Date *	
	Location of Enrollment (Segments 1-6)	Location of Enrollment (Segments 1-6)
	Fiscal Agent (Segments 1-6)	Fiscal Agent (Segments 1-6)
	ESOL- Itinerant	ESOL- Itinerant
	ESOL Non-Itinerant	ESOL Non-Itinerant
	Gender	Gender
	Ethnicity	Ethnicity
	Race (Indian, Asian, Black, Pacific, White)	Race (Indian, Asian, Black, Pacific, White)
	Withdrawal Reason*	
	Diploma Type *	
	Student Status	Student Status
	School Entry Code *	
	Environment	Environment
	Report Type	Report Type
	Date of Birth	Date of Birth
	Transported (Segments 1-6)	Transported (Segments 1-6)
	Supplemental Speech (Segments 1-6)	Supplemental Speech (Segments 1-6)
	Itinerant Teacher (Segments 1-6)	Itinerant Teacher (Segments 1-6)
	Inclusion (Segments 1-6)	Inclusion (Segments 1-6)
Hours Per Week (per Disability) *		
Primary Area *		
Related Hours (per service category) *		
All IEP *		
ELL (English Language Learner)	ELL (English Language Learner)	
Special Education Environment *		

	GTID	GTID
	Gifted Delivery Model (Segments 1-6)	Gifted Delivery Model (Segments 1-6)
	GAA Flag *	
	Previous Student ID	Previous Student ID
	Last Name	Last Name
	First Name	First Name
	Middle Initial	Middle Initial

ALL IEP (Cycle 1 ONLY)

The ALL IEP code indicates if a student eligible for special education services is receiving services via an Individual Education Plan (IEP) or an Individual Service Plan (ISP). Students eligible for special education services who are reported with a Special Education Environment Code of “1-9” and have an IEP are reported with an All IEP code of ‘Y’. Students eligible for special education services who are reported with a Special Education Environment Code of “0” – Parentally Placed in Private School and have an ISP are reported with an All IEP code of ‘S’. If a student with a disability has an IEP or ISP and 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 with IEP (Y) or ISP (S). Students eligible for special education services who are reported with a Special Education Environment Code of “0” – Parentally Placed in Private School but are NOT receiving proportionate share services and do not have an ISP are reported with an All IEP code of ‘N’. **General education students must report BLANK for this field.**

Valid codes are: ‘Y’ = Yes

‘N’ = No

‘S’ = Service Plan

BLANK (General education students)

Age Range	Special Education Environment Code	IEP	Service Plan	All IEP Code Value
Ages 6-21	1 to 9	Yes	No	Y
	0	No	Yes	S
	0	No	No	N
Ages 3-5	1 to 8	Yes	No	Y
	0	No	Yes	S
	0	No	No	N

ALTERNATIVE EDUCATION PROGRAM

ALTERNATIVE EDUCATION PROGRAM is a Yes/No (‘Y’/‘N’) code that indicates whether a student is attending an alternative education program on the FTE count day. ‘Y’ indicates that a student is attending one of the following programs on the count day:

- Alternative Education Disciplinary Program
- Early College, Evening School, or Open Campus
- Community-based Alternative Education Program (including Performance Learning Centers)
- Credit Recovery Program
- In-School Suspension Program
- Education Management Organization (i.e. Ombudsman)

DATE OF BIRTH

DATE OF BIRTH is the date of the student's birth. It must be in the format **MMDDYYYY**. **DATE OF BIRTH** is reported for all FTE cycles.

NOTE: . . . “all children and youth who have attained the age of five years by September 1 shall be eligible for enrollment in the appropriate general education programs authorized in this part unless they attain the age of 20 by September 1 or they have received high school diplomas or equivalent. This shall specifically include students who have re-enrolled after dropping out and who are married, parents, or pregnant. Special education students shall also be eligible for enrollment in appropriate education programs through age 21 or until they receive high school or special education diplomas or the equivalent; provided, however, they were enrolled during the preceding school year and had an approved Individualized Education Program (IEP) which indicated that a successive year of enrollment was needed. Other students who have not yet attained age 21 by September 1 or received high school diplomas or the equivalent shall be eligible for enrollment in appropriate education programs, provided they have not dropped out of school for one quarter or more. . . .” O.C.G.A. § 20-2-150 (a).

NOTE: Special education students are eligible for enrollment in appropriate education programs through age 21 or until they receive a regular high school diploma or equivalent.

DIPLOMA TYPE

DIPLOMA TYPE indicates the type of high school diploma earned by every student reported with the graduation ('G') **WITHDRAWAL REASON**. **International Exchange Students are not eligible to receive a diploma.** Current valid **DIPLOMA TYPES** are:

Code	Description
C	Diploma with College Preparatory Endorsement
V	Diploma with Vocational Endorsement
B	Diploma with both College and Vocational Endorsement
S	Special Education Diploma
A	Certificate of Performance

Note: GRADUATES must be reported as withdrawals in the first FTE cycle.

ENGLISH LANGUAGE LEARNER

ENGLISH LANGUAGE LEARNER (ELL) [formerly LIMITED ENGLISH PROFICIENCY (LEP)] indicates whether the student has been identified as having limited proficiency in English. ELL students are frequently in the state-funded ESOL program if such a program exists in the school, but they are not necessarily participating in the ESOL program. If a student is an ESOL student, then the student must be ELL. By definition, all ESOL students have limited proficiency in English. Some students that have limited proficiency in English may not be in a state-funded ESOL program. **International Exchange Students must be coded as 'N'.**

ENVIRONMENT

The **ENVIRONMENT** code indicates the type of residential environment in which the student lives.

Code	Description
1	Resides in a local institution for the neglected
2	Resides in a local institution for the delinquent
3	Is homeless
4	Is Unaccompanied Youth
BLANK	Does not meet the criteria for 1, 2, 3, or 4

ESOL - ITINERANT

ESOL - ITINERANT represents the number of segments, from 1 to 5, in which the student spends in ESOL classes taught by an itinerant teacher. (An **itinerant teacher** is a teacher who, on the day of the FTE count, accumulates travel time equal to or greater than the major portion of one segment of an instructional day and during the week accumulates travel time of 90 minutes or more during instructional time).

- The total number of reported segments for **ESOL - ITINERANT** plus **ESOL - NON-ITINERANT** cannot exceed:
 - Five ('5') for grades 9-12
 - Two ('2') for grades 4-8
 - One ('1') for grades K-3.

ESOL - NON-ITINERANT

ESOL - NON-ITINERANT represents the number of segments, from 1 to 5, in which the student spends in ESOL classes taught by a non-itinerant teacher. Other than the type of teacher, **ESOL - NON-ITINERANT** is the same as **ESOL - ITINERANT**.

FIRST NAME

FIRST NAME identifies the student's first name as it appears on legal documents. Nicknames are not allowed. **FIRST NAME** cannot be null, contain numbers, or selected special characters. Valid characters are: a-z, A-Z, - , ' , , ` , Blank(Space Char). **FIRST NAME** is reported in all FTE cycles.

FISCAL AGENT

FISCAL AGENT is the entity responsible for hiring the teacher for a dual enrollment course taken by a high school student. The **FISCAL AGENT** is required whenever a dual enrollment ('M') segment is reported in FTE.

FISCAL YEAR

FISCAL YEAR is the Georgia fiscal year to which a record corresponds. It must be in the format **YYYY**. **FISCAL YEAR** is reported in all FTE cycles.

GAA FLAG (Cycle 1 ONLY)

The **GAA FLAG** is used to identify all special education students taking the GAA during this school year. The Georgia Alternate Assessment (GAA) is a portfolio-based assessment for students in grades K through 8 and 11 who have been identified as having the most significant cognitive disabilities and cannot participate in the general assessment program even with maximum accommodations. All students in these grades are assessed in the subjects of English/language arts and mathematics. Students in grades 3 through 8 and 11 are also assessed in science and social studies. Students participating in the GAA are assessed on the same curriculum standards as their peers; however, teachers may adjust the achievement expectations to reflect the learning characteristics of this group of students.

A relievable edit will check against the student's primary area of exceptionality. (If the **GAA FLAG** = 'Y', then the **PRIMARY AREA OF EXCEPTIONALITY** cannot be BLANK, Z, X, 1, 2, U, T, 3 (visual impairment, deaf, blind, deaf and blind, SLD, EBD, Speech). If the primary area is correct, and the student is taking the GAA, then leave the **GAA FLAG** as 'Y.'

GENDER

The **GENDER** code identifies the student's sex. **GENDER** is reported in all FTE cycles. Valid values are 'M'= Male; 'F'=Female.

GIFTED DELIVERY MODEL (Segments 1-6)

Indicates the model used in the delivery of gifted services for the particular segment of instruction. To claim funding for gifted services, segment must meet all of the criteria outlined in the *Gifted Education Regulations*. (I.E. class size, teacher credentials, curriculum, student qualifications). If FTE funding is claimed for a gifted student, information on the type of service delivery and content area of curriculum will be required in Student Record.

Code	Description	Valid Grade Levels
1	Resource Model	K-12
2	Advanced Content	6-12
3	Cluster Group	K-12
4	Collaborative Teaching	K-12
5	Internship/Mentorship	9-12
6	PSO/Joint Enrollment	9-12
7	Approved Innovative Model	K-12

GRADE LEVEL

GRADE LEVEL indicates the student's current grade placement. Valid codes are:

Code	Description	Special Definitions					
PK	Pre-Kindergarten	All students being served by the public schools, birth through four years of age, served prior to the kindergarten program.					
UK*	Underage Kindergarten	All students served in kindergarten who have not attained the age of five on or before September 1. For the current school year, a UK student must have been born after 9/1/2005. If the kindergarten student was born before this date, the grade level should be 'KK.'					
U1*	Underage First Grade	All students starting first grade for the first time that have not attained the age of six on or before September 1. For the current school year, a U1 student must have been born after 9/1/2004. If the student was born on or before 9/1/2004 the GRADE LEVEL should be '01.'					
KK	Kindergarten	(Regular kindergarten)					
Other Regular Grade Codes							
Code	Description	Code	Description	Code	Description	Code	Description
01	Grade 1	04	Grade 4	07	Grade 7	10	Grade 10
02	Grade 2	05	Grade 5	08	Grade 8	11	Grade 11
03	Grade 3	06	Grade 6	09	Grade 9	12	Grade 12

- ❑ *** Exception to UK and U1 Coding:** A child who was a legal resident of a state or states other than Georgia for a period of two years immediately prior to moving to Georgia and who was legally enrolled in a public kindergarten or first grade, or a kindergarten or first grade accredited by a state or regional association, shall be eligible for enrollment in the appropriate general or special education programs authorized in this part if such child will attain the age of five for kindergarten or six for first grade by December 31 and is otherwise qualified. Authority O.C.G.A. § 20-2-150 (b). These students should be reported as either kindergarten (KK) or first grade (01).

- ❑ **Grade Level Codes PK, UK, and U1:** Grade level codes of PK, UK, and U1 must be reported in Cycle 1 and Cycle 3 for statistical purposes, although they do not earn FTE funding. If these students are receiving special education services, they must also be reported in Cycle 1.

GTID

GTID is the 10-digit student ID assigned by the Georgia Department of Education. It is a unique testing identifier that is created in the GTID application. All GTIDs reported for students must also be found in the GTID application. Students transferring between districts should already have a GTID. Only generate a new GTID if it has been verified that the student has never been given a GTID while enrolled in a Georgia public school.

HOURS PER WEEK (Cycle 1 ONLY)

HOURS PER WEEK indicates the number of hours the student receives services each week, based on the IEP, in each area of disability for which the student receives services. When reporting **HOURS PER WEEK** for students who received services for partial hours, round down if the student received services for 29 minutes or fewer, and round up if the student received services for 30 minutes or greater. For example, a student who received services for three hours and 45 minutes per week would be reported as receiving services for four hours per week. A student who received services for three hours and 15 minutes would be reported at three hours per week. One of the following codes must be used for each area of disability for each student.

Code	Description
N	None (use this for any area in which the student does not receive services)
X	Less than one hour per week
1	One hour per week
2	Two hours per week
3	Three hours per week
4	Four hours per week
5	Five hours per week
<i>Use caution when coding the next hours per week:</i>	
6	Six through ten (6-10) hours per week
7	Eleven through fifteen (11-15) hours per week
8	Sixteen through twenty (16-20) hours per week
9	Twenty-one through twenty-five (21-25) hours per week
0 (zero)	Over Twenty-five hours per week

Note: If the sum of the **HOURS PER WEEK** and the **RELATED HOURS** for a student exceeds thirty hours, the system will receive a warning message. Check for accuracy of reporting and make changes if necessary.

HOURS PER WEEK must be reported for each of the following areas.

Code	Description	Code	Description
P	Mild Intellectual Disability	Y	Other Health Impairment
Q	Moderate Intellectual Disability	Z	Visual Impairment
R	Severe Intellectual Disability	1	Blind
S	Profound Intellectual Disability	2	Deaf and Blind
T	Emotional and Behavioral Disorder	3	Speech-Language Impairment
U	Specific Learning Disability	6	Autism
V	Orthopedic Impairment	7	Traumatic Brain Injury
W	Hearing Impairment	8	Significant Developmental Delay
X	Deaf		

INCLUSION (Segments 1-6)

INCLUSION indicates that a student with disabilities has an individualized education program (IEP) that identifies the **general education classroom** as the least restrictive environment for the delivery of special education services for that course. **Inclusion includes both supportive instruction and direct special education services provided in the general education classroom.**

Supportive services are specifically designed instruction or supplemental aids or services provided from personnel such as paraprofessionals, interpreters, job coaches, other assistive personnel, and other general education teachers that allow the student to receive instruction in the general education classroom. Direct Special Education Services in the general education classroom are specifically designed instruction where the special education teacher works with the identified student and the general education teacher within the general classroom setting, such as co-teaching, collaborative instruction, and consultative services. See Board Rule 160-4-7-.07 LEAST RESTRICTIVE ENVIRONMENT (LRE).

Students receiving special education services in a general education setting through supportive services are reported with a general education program code and are funded at the Special Education Level 5 funding weight. Students receiving special education services in a general education setting through direct special education services are reported with a disability specific program code and funded at Special Education Levels 1-4 with a disability-specific weight for FTE funding.

Alternate special education services where the special education teacher provides instruction to students in a separate classroom, special school, home environment, hospitals, or institutions are NOT reported with an inclusion code, but are reported with a disability-specific weight for FTE funding.

- **SUPPORTIVE SERVICES**

The services received must be from personnel such as paraprofessionals, interpreters, job coaches and other assistive personnel. The indicators are as follows:

Code	Personnel Type	Description
4	Paraprofessional	Personnel employed and/or assigned to provide assistance to students with disabilities in the general education classroom. Paraprofessionals provide educational services for a student with disabilities under the supervision of a professional. Paraprofessionals may perform their duties in environments where the following are provided: classroom instruction; physical education; speech-language instruction; vocational programs; community-based instruction, and other types of support to classroom instruction and related services. Paraprofessionals not providing services in the general education classroom are not reported with an inclusion code.
5	Interpreter	Personnel employed and/or assigned to facilitate communication between students who are deaf or hard-of-hearing by interpreting from spoken English to American Sign Language (or the reverse) from spoken English to American Sign

		Language (or the reverse) and/or transliterating from spoken English to an English system used on the hands.
6	Job Coach	Personnel employed and/or assigned to teach, support and supervise (i.e., “coach”) specific jobs or components of jobs to students with disabilities in a community setting.
7	Assistive or other personnel	Assistive or other personnel – Personnel other than Job Coaches, Interpreters, or Paraprofessionals who are employed and/or assigned to provide assistance to students with disabilities in the least restrictive educational environment. Examples may include therapy or mobility aides.
8	Certified Teacher (Not Special Education)	Personnel who hold teaching certificates from the State of Georgia Professional Standards Commission.
N	Not applicable.	

NOTE: Any segment that is reported with one of the **INCLUSION** indicators of **4, 5, 6, 7, or 8** must have a general education **PROGRAM CODE** (‘A’ through ‘M’, or ‘9’) in the corresponding **PROGRAM CODE** segment.

o **DIRECT SPECIAL EDUCATION INSTRUCTION**

This indicates an instructional model where a special education teacher works with identified students and the general teacher within the general education classroom.

Code	Personnel Type	Description
9	Certified Specified Education Teacher/Co-taught/Collaborative/Consultative Model	A general and special education teacher teaching in the same classroom with the special education teacher being in the classroom at least 50% of an instructional segment for collaborative and 100% of an instructional segment for co-taught. See SPECIAL EDUCATION requirements for reporting consultative services.

ITINERANT TEACHER (Segments 1-6)

ITINERANT TEACHER indicates whether Special Education services are provided by an itinerant teacher on the day of the FTE count. The valid codes are:

‘Y’ = Special Education services are provided by an itinerant teacher

‘N’ = Special Education services are not provided by an itinerant teacher

An “itinerant teacher” is a special education itinerant teacher who accumulates travel time equal to or greater than the major portion of one segment of an instructional day on the day of the FTE count, and accumulates travel time of 90 minutes or more during instructional time in a week.

LAST NAME

LAST NAME identifies the student's last name as it appears on legal documents. Nicknames are not allowed.

LAST NAME cannot be null, contain numbers, or selected special characters. Valid characters are: a-z, A-Z, -, ', ., ` , BLANK(Space Char). **LAST NAME** is reported in all FTE cycles.

LOCATION OF ENROLLMENT

LOCATION OF ENROLLMENT refers to the place of instruction for a student enrolled in a dual enrollment program. The location of these services may be on a University System of Georgia (USG) campus, a Technical College System of Georgia (TCSG) campus, a K-12 public school campus, a private post-secondary institution, or through a post-secondary online course. **LOCATION OF ENROLLMENT** is required for any segment where the program code is ‘M’, ‘6’, or ‘7.’

MIDDLE INITIAL

MIDDLE INITIAL identifies the first character of the student's middle name as it appears on legal documents. **MIDDLE INITIAL** is reported in all FTE cycles.

PREVIOUS STUDENT ID

PREVIOUS STUDENT ID must be entered for students whose ID has been changed or corrected since the previous collection of student information. See the chart below regarding when to report previous student id.

Collection to report	Student ID changed since
FTE 1	Student Record
FTE 3	FTE 1
Student Record	FTE 3

PRIMARY AREA (Cycle 1 ONLY)

PRIMARY AREA indicates the student's primary area of exceptionality. Only one **PRIMARY AREA** may be reported for each student.

Code	Description	Code	Description
P	Mild Intellectual Disability	Y	Other Health Impairment
Q	Moderate Intellectual Disability	Z	Visual Impairment
R	Severe Intellectual Disability	1	Blind
S	Profound Intellectual Disability	2	Deaf and Blind
T	Emotional and Behavioral Disorder	3	Speech-Language Impairment
U	Specific Learning Disability	6	Autism
V	Orthopedic Impairment	7	Traumatic Brain Injury
W	Hearing Impairment	8	Significant Developmental Delay
X	Deaf		

- **PRIMARY AREA = '8'** must have **GRADE LEVEL = 'PK', 'KK', 'UK', 'U1', '01', '02', '03', '04' or '05'**.
- **PRIMARY AREA = '8'** must have **DATE OF BIRTH** such that the student is less than or equal to 9 years of age as of September 1.

PRIOR TEN DAYS

PRIOR TEN DAYS - Students must be present at least one of the ten school days prior to the FTE day, not including the day of the count, in order to earn FTE credit. These prior ten days are based on the district's calendar of school days. Valid codes are:

'N' = Student was absent all ten days prior to the count

'Y' = Student was present at least one of these ten days prior to the count

PROGRAM CODE (Segments 1-6)

PROGRAM CODE represents the type of service received by a student during an instructional segment. The **PROGRAM CODE** is assigned a predetermined weight used in the funding calculation. Some program codes, such as 'M', 'N', and 'O', do not have a funding weight and do not earn FTE funding for the school.

Georgia Virtual High School - Schools with students participating in the Georgia Virtual School Program (GAVS) and earning high school credit should report the newly created program code of '5' to indicate segments for each of the following situations:

Block school - 1 unit - earns full credit in one semester - report one '5' segment in FTE

Block school – ½ unit – earns ½ credit in one semester – report one '5' segment in FTE

Traditional - 1 unit - earns full credit in one semester - report two '5' segments in FTE

Traditional – ½ unit - earns ½ credit in one semester - report one '5' segment in FTE

Virtual School segments should only be reported if the course is taken as part of the regular school day.

Middle School Program – The Middle School Program is reported with the 'H' program code. Only schools using the state-approved model for middle schools are able to report students with 'H' segments. All other middle schools should use the middle grades program code ('9'). For more information on the middle schools program, see Board Rule 160-4-2-.05 MIDDLE SCHOOL PROGRAM CRITERIA.

Remedial Education Program – Remedial Education is an approved program for grades 6-12. To determine the number of segments that can be reported for a student, see the *Remedial Education Program Guidelines* and Board Rule 160-4-5-.01 REMEDIAL EDUCATION PROGRAM.

Dual Enrollment HOPE Grant - Schools with students participating in the Dual Enrollment HOPE Grant Program are reported in the same manner as the students participating in the PSO/Accel program. They are reported with the 'M' segment. The 'K' segment that was previously allowed for students taking courses under the Dual Enrollment HOPE Grant is no longer valid for those courses.

Move on When Ready – Schools with students participating in the Move on When Ready (MOWR) program may report one of two program codes to represent the services the student received during that segment. Program code '6' is used to indicate the student received instruction at an eligible post-secondary institution which is equivalent to the general education instruction under the existing 'D' program code. Program code '7' is used to indicate the student received instruction at an eligible post-secondary institution which is equivalent to the vocational lab instruction under the existing 'K' program code.

The Move On When Ready program allows 11th and 12th grade public school students to transfer to a college or technical school to complete high school while receiving credit towards a higher degree.

PROGRAM CODE indicates the funding/weight for the various education programs as follows:

Code	Description	Code	Description
A	Kindergarten	R	Severe Intellectual Disability
B	Grades 1-3	S	Profound Intellectual Disability
C	Grades 4-5	T	Emotional and Behavioral Disorder
9	Middle Grades Program (Grades 6-8)	U	Specific Learning Disability
D	Grades 9-12	V	Orthopedic Impairment
E	Kindergarten Early Intervention Program (EIP)	W	Hearing Impairment
F	Primary Grades 1-3 Early Intervention Program (EIP)	X	Deaf
G	Primary Grades 4-5 Early Intervention Program (EIP)	Y	Other Health Impairment
H	Middle School Program (Grades 6-8)	Z	Visual Impairment
I	Gifted education	1	Blind
J	Remedial education (Grades 6-12)	2	Deaf and Blind
K	Vocational lab	3	Speech/Language Impairment
M	Postsecondary Options (Dual Credit)	4	Georgia Network for Educational and Therapeutic Support (GNETS)
N	Study hall (no earnings)	5	Georgia Virtual School Program
O	Non state-supported programs	6	Move On When Ready – General Ed
P	Mild Intellectual Disability	7	Move On When Ready – Vocational Lab
Q	Moderate Intellectual Disability		

Note: The **PRIMARY AREAS** of '6' (Autism), '7' (Traumatic Brain Injury), and '8' (Significant Developmental Delay) are not used to determine FTE funding.

In the following section, special notes regarding Program Code specifications for students with disabilities are highlighted for the following populations:

- Autism, Traumatic Brain Injury, and Significant Developmental Delay
- Community-Based Instruction/Special Education Cooperative Work Experience
- Other Health Impairment
- Private School Students
- Related Vocational Instruction (RVI)
- Speech-Language Impairment

PROGRAM CODE (Segments 1-6) (continued)

Population	Program Code To Use	Special Notes / Conditions
Autism, Traumatic Brain Injury, and Significant Developmental Delay	PRIMARY AREAS of '6', '7', and '8' should be coded using the PROGRAM CODE in which the student is served.	<u>Example</u> : Segments for a five year old student with significant developmental delay will be coded according to the services most similar to one of the codes 'P' through '4' above.
Community-Based Instruction / Special Education Cooperative Work Experience	Must have PROGRAM CODES that correspond to the student's primary area of disability.	Each school system shall report for FTE credit in the student's area of disability the segments of special education classroom instruction provided in an approved work-study program as well as the segments of supervised work experience. However, the total <u>segments</u> reported for the work-study program shall <u>not exceed three</u> .
Other Health Impairment	For purposes of FTE counting, should have the segments involved marked as OHI (PROGRAM CODE = 'Y').	A student reported with PROGRAM CODE = 'Y' (Other Health Impairment) may be served in a variety of special education settings as determined by IEP content.
Parentally Placed Private School Students	The PROGRAM CODES for all segments must = 'O'.	<ul style="list-style-type: none"> ○ All segments of the day must have a Program Code = "O" non-state funded. ○ These students are funded through proportionate share.
IEP Determination Private School Students	All six (6) segments for student are reported with PROGRAM CODES 'P'-'4'.	<ul style="list-style-type: none"> ○ Students must be assigned by the local school system, by IEP determination, to private placement, either in or out of state.
Related Vocational Instruction (RVI)	For FTE funding, code according to the area of disability and for the number of segments as scheduled.	<ul style="list-style-type: none"> ○ The RVI teacher must provide regularly scheduled direct instruction to the RVI student in the vocational lab on the day of the count. ○ If a student with disabilities is enrolled in a vocational lab and the RVI teacher does <u>not provide direct instruction to the student on the day of the count</u>, then the student should be reported for vocational lab weight (PROGRAM CODE = 'K') for the appropriate number of segments as scheduled.
Speech-Language Impairment	PROGRAM CODE = '3' (see Conditions =>)	<ul style="list-style-type: none"> ○ <u>Only</u> when a student receives speech services on the day of the count for a <u>major</u> portion of the segment. ○ SUPPLEMENTAL SPEECH is marked 'Y' (Yes) when a student is reported for more than three segments on the day of the count in a single area of disability and receives speech <u>for less than the major portion</u> of one of those segments.

RACE/ETHNICITY - The race/ethnicity of an individual is now collected in a two part format. See ETHNIC HISPANIC as well as the five RACE indicators below.

ETHNIC HISPANIC

ETHNIC HISPANIC is a code that indicates the ethnicity of a student. Valid codes are:

Code	Description	Includes
H	Hispanic	An ethnicity flag that is used to identify a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish Origin" can be used in addition to "Hispanic/Latino or Latino."
N	Non Hispanic	ETHNIC HISPANIC must be 'H' (Hispanic) or 'N' (not Hispanic). (NOTE: This <i>ethnicity</i> indicator is separate from the <i>race</i> indicators. Individuals shall have the opportunity to identify themselves as being of or belonging to more than one race. If an individual identifies more than one race, and also flags ETHNIC HISPANIC as "H" (yes), that person is counted as Hispanic. See also: RACE)

RACE INDIAN

RACE INDIAN is a code that indicates the race of a student. Valid codes are:

Code	Description	Includes
I	Indian	One of the five race indicators that can be set to yes or no for a student. More than one race indicator can apply per student. RACE INDIAN must be 'I' (yes) or 'N' (no).
N	Non Indian	A person having origins in any of the original peoples of North and South America (including Central America), who maintains a tribal affiliation or community attachment.

RACE ASIAN

RACE ASIAN is a code that indicates the race of a student. Valid codes are:

Code	Description	Includes
S	Asian	One of the five race indicators that can be set to yes or no for a student. More than one race indicator can apply per student. RACE ASIAN must be 'S' (yes) or 'N' (no).
N	Non Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

RACE BLACK

RACE BLACK is a code that indicates the race of a student. Valid codes are:

Code	Description	Includes
B	Black	One of the five race indicators that can be set to yes or no for a student. More than one race indicator can apply per student. RACE BLACK must be 'B' (yes) or 'N' (no).
N	Non Black	A person having origins in any of the original peoples of the Black racial groups of Africa.

RACE PACIFIC

RACE PACIFIC is a code that indicates the race of a student. Valid codes are:

Code	Description	Includes
P	Pacific	One of the five race indicators that can be set to yes or no for a student. More than one race indicator can apply per student. RACE PACIFIC must be 'P' (yes) or 'N' (no).
N	Non Pacific	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

RACE WHITE

RACE WHITE is a code that indicates the race of a student. Valid codes are:

Code	Description	Includes
W	White	One of the five race indicators that can be set to yes or no for a student. More than one race indicator can apply per student. RACE WHITE must be 'W' (yes) or 'N' (no). A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
N	Non White	

RELATED HOURS (Cycle 1 ONLY)

RELATED HOURS indicates the hours per week, based on the IEP, for which each student receives direct, related, or other services as indicated below. To indicate the number of hours, use the codes listed in **HOURS PER WEEK**. Students receiving **RELATED HOURS** in direct, related, or other services must also be receiving special education instruction as noted in **HOURS PER WEEK**. All of these services must be identified in the student's IEP.

Code	Service	Description
A	Adapted P.E.	This is a specially designed physical education program that is developed for a student with a disability and documented on the IEP. This is a direct service.
B	Audiology	This includes identification of students with hearing loss, determination of the student's need for individual and group amplification, assisting with the selection and fitting of an appropriate hearing aid, and/or monitoring the effective ongoing operation of a hearing aid and/or auditory trainer, and evaluating the effectiveness of amplification and assistive listening devices.
C	Counseling	These services include assisting students in personal and social development, assisting students in making educational and career choices, counseling with students and parents, and working with other staff on guidance activities and learning and behavior problems. Students receiving counseling from Rehabilitation Services may also be coded here. These are IEP- or Transition Plan-driven services.
D	Diagnostic Services	These services are provided by certified, licensed or otherwise qualified professionals to determine whether a student has a disability and the nature and extent of the special education and related services that the student needs.
E	Occupational Therapy	These services are designed to identify impairment in fine motor functions and to improve fine motor functions that have been impaired or lost through illness, injury, or developmental disability with a goal of independent functioning.
F	Physical Therapy	These services are designed to identify impairment in gross motor/movement functions and to prevent or alleviate movement dysfunction and related functional problems.
G	Psychological Services	These services include consulting with team members in planning school programs to meet the needs of students with disabilities, direct behavioral or social skills interventions with individuals or groups, and provision of psychological counseling for students and their parents. No services for initial placement or re-evaluations should be counted.
H	Interpreter	These services are provided by professionals who are qualified to facilitate communication between deaf students and others, including teachers, services providers, and peers within the educational environment. The required standard credential for all personnel providing educational interpreting for students who are deaf and hard of hearing is outlined in Rule 160-4-7-.11 .
I	School Health/Nurse	These services are provided by a licensed physician to evaluate a student's medically related disability to determine the need for special education and related services. Also included are services provided by a qualified school nurse or other qualified person to assist a student with a disability to benefit from special education.
J	School Social Work	These services are provided by certified, licensed, or otherwise qualified professionals who prepare the social or developmental history on a student, provide individual or group counseling with the student and family, address problems in the student's living situation that impact on adjustment in school, and assist the family by mobilizing community resources.

Code	Service	Description
K	IDEA Transportation	This is transportation which requires one of the following for an individual student: adapted equipment such as power lifts or provision of oxygen, an adapted route which requires transportation beyond the local school system boundaries, or additional staffing such as a bus aide assigned specifically to that individual student. The need for special transportation must be documented in the student's IEP. Do not include additional routes required by part-day programming within the school system.
L	Orientation and Mobility	These services are designed to provide visually impaired students and multiply disabled students with systematic techniques to orient themselves to their environments and move about independently. Formal instruction of orientation and mobility is the role of the O and M specialist.

Refer to further definitions of the related services in Georgia Board of Education [Rule 160-4-7-.09](#)
INSTRUCTIONAL SUPPORT SERVICES - SPECIAL PROGRAMS.

REPORT PERIOD

REPORT PERIOD is the FTE annual reporting cycle. The actual dates are set each year by the Georgia Department of Education. Valid codes are:

Code	Used For
1	FTE Report Cycle 1 in October (State Funding, Enrollment Counts, Special Education Child Count)
3	FTE Report Cycle 3 in March (State Funding, Enrollment Counts)

REPORT TYPE

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

Information on Report Type = S

Every student with **REPORT TYPE** = "S" and **ALL IEP = "Y"** (served in a special education program) must have been through due process procedures and have an Individualized Education Program (IEP). The student must meet both of the following conditions:

- o meet the eligibility requirements for the area of disability being reported for special education services AND
- o be scheduled to receive instruction from a teacher certified in the area of disability noted in their IEP.

Exceptions to these requirements are as follows:

Exception	Program Code To Use	Condition
Collaborative/ Co-taught or Departmentalized Model	Use codes indicating the primary area of disability	Student must receive at least one segment per month from a teacher certified in student's primary area of disability.
Consultative Model	Use codes indicating the primary area of disability	<input type="checkbox"/> Student receives direct instruction from a teacher certified in student's primary area of disability for at least one segment per month AND <input type="checkbox"/> Student must receive such direct instruction for the majority of a segment <u>on the day of the FTE count.</u>
Preschool Special Education	<input type="checkbox"/> Use codes categorically (PROGRAM CODES 'P')	<input type="checkbox"/> Student is served through preschool special education by categorically certified teachers or by

(AGES 3 and 4)	<p>through '4') according to the special education services received on the day of the count.</p> <ul style="list-style-type: none"> ❑ Use PROGRAM CODE = 'O' for non-special ed segments 	<p>teachers holding the "preschool handicapped" endorsement or the Early Childhood/Special Education Interrelated certificate.</p> <ul style="list-style-type: none"> ❑ The GRADE LEVEL should be coded 'PK'. ❑ These students do not earn FTE funds but must be reported through FTE for other funding.
Preschool Special Education (AGE 5)	<ul style="list-style-type: none"> ❑ Use codes categorically (PROGRAM CODES 'P' through '4') according to the services received on the day of the count. 	<ul style="list-style-type: none"> ❑ Student is served through preschool special education by categorically certified teachers or by teachers holding the "preschool handicapped" endorsement or the Early Childhood/Special Education Interrelated certificate. ❑ Student, age 5, whose GRADE LEVEL = 'PK' should also be reported as described for Preschool Special Education and do not earn FTE funds. ❑ Student, age 5, whose GRADE LEVEL = 'K' should also be reported as served and do earn FTE funds.
Georgia Network for Educational and Therapeutic Support (GNETS)	<ul style="list-style-type: none"> ❑ Code segments involved with PROGRAM CODE = '4' ❑ Any other part of the instructional day that the student is served by the local school system should be coded accordingly. 	<ul style="list-style-type: none"> ❑ Students served in the GNETS Program do not earn FTE funds, but must be reported through FTE for other state funding. <p><u>Example:</u> A student, in this program a portion of the day, <u>ALSO</u> is in an emotional & behavioral disorders class in the school system. The system reports segments spent in the emotional & behavioral disorders class with PROGRAM CODE = 'T' (EBD).</p>
PRIMARY AREA = '6' (Autism) = '7' (Traumatic Brain Injury) = '8' (Significant Developmental Delay)	<p>Should be coded using the PROGRAM CODE in which the student is served.</p>	<p>Students earn FTE funds at the level of the program in which they are served. For example, a student with traumatic brain injury served in a class for specific learning disabilities for 6 segments would earn at Level I. In this example, all 6 PROGRAM CODES = 'U'.</p>

Multisystem Instructor or System Contract

Each school system will report for FTE credit, services received by students on Monday or Friday only when those services are provided by a part-time instructor who cannot schedule these students on a regular count day. The FTE coordinator in the school system must have on file, a signed statement from the instructor that indicates that these services can only be provided on a Monday or Friday. For example, a private speech therapist is only available on Mondays for the afternoon. Students served by this therapist on Monday may be counted on Tuesday of the Fall count.

Students who are served only on Monday before the Fall count by a multisystem instructor on an itinerant basis or by a part-time individual with a system contract may have those segments reported on the day of the count (Cycle 1). Students who are served only on Friday after the Spring count by a multisystem instructor on an itinerant basis or by a part-time individual with a system contract may have those segments reported on the day of the count (Cycle 3).

RESIDENT STATUS CODE

The **RESIDENT STATUS CODE** indicates whether a student is a resident of your school system, another school system but attending your school system, or another state. Indicate residence with the following codes:

Code	Description	Includes
1	Resident of your school system	Homeless students are considered residents of the school system in which they are enrolled.
2*	Nonresident, in-state, with consent of the system to accept this student with or without tuition	<p>Children of employees who do not reside in the school system, but who are allowed to enroll their children</p> <ul style="list-style-type: none"> <input type="checkbox"/> in the school where they are employed, <u>OR</u> <input type="checkbox"/> in a different school within the same school system where they are employed <p>should have RESIDENT STATUS CODE = '2'.</p> <p>Students enrolled in State or Commissioned Charters Schools should have a RESIDENT STATUS CODE = '2'.</p> <p>These students are funded through FTE.</p>
3*	Nonresident, in-state, with a contractual relationship between school systems	
4*	Nonresident, in-state, with a court-ordered desegregation plan	
5	Nonresident, out-of-state (not funded through FTE)	<p>Children of employees who reside outside the State of Georgia, but who are allowed to enroll their children in the same school system where they are employed, should have RESIDENT STATUS CODE = '5'.</p> <p>These students are <u>not</u> funded through FTE.</p>
6*	Nonresident, in-state, with excessive distance provision. (Reference OCGA 20-2-294)	
7	Non-Resident, Consent - International Exchange Student	International Exchange Students on a J-1 or F-1 visa should have a RESIDENT STATUS CODE = '7' .

For additional information on International Exchange Students, refer to State Board Rule [160-5-1-.28 - STUDENT ENROLLMENT AND WITHDRAWAL](#). Additional information may be found in the Student and Enrollment Guidelines on the Policy website at http://public.doe.k12.ga.us/pea_policy.aspx.

* **NOTE:** If the residency code is '2', '3', '4', or '6', then **SYSTEM OF RESIDENCY** must be reported.

SCHOOL CODE

SCHOOL CODE is 4-character code that identifies the public school in Georgia. The school must be listed in the Georgia Department of Education's *Facilities Database* as an active FTE reporting school for the **FTE REPORT PERIOD**. Students enrolled in alternative programs, GNETS, Career Academies, or other programs outside the traditional school setting must be reported through the home school for FTE.

SCHOOL ENTRY CODE

SCHOOL ENTRY CODE indicates the most recent reason the student entered school this school year. **The SCHOOL ENTRY CODE for International Exchange Students must be 'O'.**

Code Description
'A' – Admitted from home school
'B' – Re-entered after previously withdrawing this school year
'C' – Continuing in the same school
'T' – Re-entered after incarceration
'N' – Never attended school before
'O' – Transferred from another state or country
'P' – Transferred from private school
'R' – Re-entered Other
'S' – Re-entered after illness
'I' – Transferred from another Georgia public school system
'U' – Transferred or promoted within the same school system
'V' – Admitted under SB10
'W' – Admitted under School Choice
'X' – Admitted under USCO

SPECIAL EDUCATION ENVIRONMENT

SPECIAL EDUCATION ENVIRONMENT indicates the type of educational setting in which the student receives special education services. Aggregate **SPECIAL EDUCATION ENVIRONMENT** information is used by GADOE to report to the federal government as required by the Individuals with Disabilities Education Act (IDEA) (U.S.C. Chapter 33, Section 1418 (a)). **SPECIAL EDUCATION ENVIRONMENT** is not used to compute any state level QBE FTE earnings and should not be confused with the resource and self-contained delivery models associated with state level QBE FTE funding.

SPECIAL EDUCATION ENVIRONMENT codes and definitions are listed below. Please note that there are different environment definitions for students whose **DATE OF BIRTH** indicates an age of 6 or above as of September 1 and for students whose **DATE OF BIRTH** indicates an age of 5 or under as of September 1. For information on calculating time in an environment, see the *Guidelines for Reporting Special Education Environments*.

Children with Disabilities Ages 6 and Above by Special Education Environments

Code	Description
1	Special education and related services inside the general education classroom for at least 80% of the time – These are children who received special education and related services outside the general education classroom for less than 21% of the school day. See the <i>Guidelines for Special Education Environments Ages 6 through 21</i> .
2	Special education and related services inside the general education classroom 40% to 79% of the time – These are children who received special education and related services outside the general education classroom for at least 21% but no more than 60% of the school day. See the <i>Guidelines for Special Education Environments Ages 6 through 21</i> .
3	Special education and related services inside the general education classroom for less than 40% of the time – These are children who received special education and related services outside the general education classroom for more than 60% of the school day. See the <i>Guidelines for Special Education Environments Ages 6 through 21</i> .
4	Public Separate Facility – Special education and related services for <u>greater than 50 %</u> of the school day in public separate day-school facilities (e.g., the Atlanta Area School for the Deaf).
5	Private Separate Facility – Special education and related services in <i>private</i> separate day school facilities at public expense for <u>greater than 50 %</u> of the school day.
6	Public Residential Facility – Special education and related services in public residential facilities <u>for greater than 50%</u> of the school day. This includes residential State Schools and Department of Human Resources (DHR) operated facilities.
7	Private Residential Facility – Special education and related services in private residential facilities at public expense for <u>greater than 50 %</u> of the school day.
8	Correctional Facility – Special education and related services in short-term detention facilities (community-based or residential) or correctional facilities operated by the Department of Juvenile Justice or the Georgia Department of Corrections.
9	Hospital/Homebound – Special education and related services in hospital or homebound programs.
0	Parentally Placed in Private School – Special education and related services in regular parochial or other private schools where student was enrolled by the parent or guardian.

Children with Disabilities Ages 3 through 5 by Special Education Environments

Use the following decision rules to determine which environment code to use when reporting each child aged 3 through 5. Please note that the order of the categories for children with disabilities ages 3 through 5 does not reflect a continuum from least to most restrictive.

Children with disabilities ages 3 through 5 will fall into one of the following three categories:

- Children Attending a General Education Early Childhood Program
- Children NOT Attending a General Education Early Childhood Program and are Attending a Special Education Program
- Children NOT Attending a General Education Early Childhood Program or Special Education Program and are receiving services in their Home or a Service Provider Location

Code	Special Education Environment Description
<i>Children Attending a General Education Early Childhood Program</i>	
1	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
2	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
3	3A: 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. 3B: 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

<i>Children Attending a Special Education Program</i>	
4	Special Education Setting – students who receive all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings.
5	Separate School – students who receive all of their special education and related services in public or private day schools specifically for children with disabilities.
6	Residential Facility – students who receive all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.
<i>Children NOT Attending a General Education Early Childhood Program or Special Education Program</i>	
7	Home – students who receive all of their special education and related services in the principal residence of the child’s family or caregivers.
8	Service Provider Location – Students who receive all of their special education and related services from a service provider, and who did not attend an early childhood program or special education program provided in a separate class, separate school, or residential facility.
0*	Parentally Placed in Private School – Special education and related services in regular parochial or other private schools where student was enrolled by the parent or guardian.

* Children ages 3 through 5 are considered to be parentally placed private school children when they are enrolled by their parents in a private school that meets the definition of elementary school including offering a kindergarten program (See Georgia Board [Rule 160-4-7-.13 PRIVATE SCHOOLS.](#)) Give an **unduplicated** total of children who were 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 service plan. Do not include children who are placed in private schools by the local education agency (school system).

STUDENT ID

STUDENT ID is the 9-digit Social Security Number of the student. Refer to Georgia Board of Education [Rule 160-5-1-24 PROCEDURE FOR REQUESTING STUDENT SOCIAL SECURITY NUMBERS.](#) If the parent or student chooses not to provide the Social Security Number, then use one of the Social Security-like (FTE) Numbers assigned to your system. A list of these numbers can be found in *FTE General Information* document on the *FTE* web site. **STUDENT ID** is reported in all FTE cycles.

The following ID types are not acceptable as a **STUDENT ID**: Parent’s Social Security Number, Parent’s Tax ID Number (ITIN), or Student’s Military ID Number.

STUDENT STATUS

STUDENT STATUS indicates the student's enrollment status. Valid codes are:

Code	Description	Definition	Reported in
N	Normal	Students who <u>must</u> be reported with STUDENT STATUS = 'N' (Normal): <input type="checkbox"/> All students who are <i>enrolled</i> on the day of the FTE count <input type="checkbox"/> Who were not retained (STUDENT STATUS = 'R') <input type="checkbox"/> Students reported by other state agencies (system code > 800)	Cycles 1 & 3
R	Retained	Retained students are defined as students who have not progressed to the next grade since the Cycle Three count of the prior year.	Cycle 1 ONLY
W	Withdrawn	Withdrawn students are defined as <input type="checkbox"/> Students who have withdrawn from school AND <input type="checkbox"/> Who have <u>not</u> re-enrolled in the <u>same school system</u> between the preceding year's Cycle 1 FTE date and the current year's Cycle 1 FTE date.	Cycle 1 ONLY

SUPPLEMENTAL SPEECH

SUPPLEMENTAL SPEECH indicates whether Speech services are received by a student for whom **REPORT TYPE** is 'S' (Special Education). Valid codes and conditions are:

Code	Description	Conditions
Y	Student receives supplemental speech	Student can be marked 'Y' (Yes) ONLY when: <input type="checkbox"/> Student is reported with four or more PROGRAM CODES in a single area of disability AND <input type="checkbox"/> SUPPLEMENTAL SPEECH = 'Y' must be in one of the more than THREE segments of the same Program Code AND within that same segment: <ul style="list-style-type: none"> o Student receives speech services for less than the major portion of that segment AND o PROGRAM CODE for those segments cannot be '3' (Speech/Language Impairment); <input type="checkbox"/> A maximum of 2 segments can be marked 'Y' for SUPPLEMENTAL SPEECH . See example below.
3 or more program codes in a single area:		Q Q Q Q 2 2
Supplemental Speech segments:		Y Y
N	Student does <u>not</u> receive supplemental speech	

SYSTEM

SYSTEM is a three digit numeric code that identifies each school district. See the GaDOE *Facilities Database* for a list of all of the valid system codes. **SYSTEM** is reported in all FTE cycles.

SYSTEM OF RESIDENCY

SYSTEM OF RESIDENCY is the home system number of any non-resident student where the **RESIDENT STATUS CODE = '2', '3', '4' or '6'**. If student's home residence is out-of-state, set the **SYSTEM OF RESIDENCY = '800'**.

TRANSPORTED (Segments 1-6)

TRANSPORTED indicates whether a student **with a disability** is transported during the school day from one instructional setting to another as follows:

Code	Description	Conditions	Example
Y	Student is transported during the school day	There should be a Special Education PROGRAM CODE in the same segment.	Student who has an emotional and behavioral disability is being transported from school to the GNETS center for segment 3. Mark TRANSPORTED (Segment 3) as 'Y' and mark PROGRAM CODE for segment 3 a '4' for GNETS.
N	Student is not transported during the school day		

NOTE: Each segment reported as **TRANSPORTED** indicates “round trip” when applicable. For example, if a student is transported from a 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**. **TRANSPORTED** is not the same as IDEA Transportation reported for **RELATED HOURS**.

WITHDRAWAL REASON

WITHDRAWAL REASON is a code that indicates the reason for the student's withdrawal from school. It is recommended that a school system record the withdrawals as they occur during the year. This enables the school system to be more accurate in reporting active students as well as withdrawn students. **International Exchange Students cannot be coded as a dropout. The following withdrawal reasons are invalid for International Exchange Students: ‘B’, ‘E’, ‘F’, ‘I’, ‘L’, ‘M’, ‘O’, ‘P’, ‘R’, ‘S’, ‘U’.** Additionally, **International Exchange Students must be withdrawn on the last day of school and the withdrawal reason must be ‘X’.**

Code	Description
B*	Marriage
C	Court Order or Legal Requirement
D	Death
E*	Expelled
F*	Financial Hardship/Job
G	High School Graduation
H	Attend Home Study
I*	Incarcerated/Under Jurisdiction of Juvenile or Criminal Justice Authority
L*	Low Grades/School Failure
M*	Military
O*	Adult Education/Postsecondary
P*	Pregnant/Parent
R*	Removed for Lack of Attendance
S*	Serious Illness/Accident
T	Transferred to another public school system in Georgia
X	Transferred out of state or country or to a private school
U*	Unknown
Y	SB10 State Schools Transfer
Z	SB10 Private Schools Transfer
1	SB10 Public Schools Transfer
2	School Choice Transfer
3	USCO
4	Transferred under the jurisdiction of DJJ
5	Age is less than six years

NOTE:

Students transferring to DJJ are no longer considered transfers to another public school in Georgia. Use withdrawal code ‘4’ to identify transfers to DJJ.

*NOTE - Withdrawal reasons that are included in dropout statistics.

WITHDRAWAL DATE

WITHDRAWAL DATE is the actual date on which the student withdrew from school, in the format **MMDDYYYY**. It must be between the FTE date of **REPORT PERIOD = '1'** the preceding year and the FTE date of **REPORT PERIOD = '1'** of the current year. **WITHDRAWAL DATE** is reported only for students where the **STUDENT STATUS = 'W'**. A student who withdraws from a school system *before* the day of the FTE count cannot be claimed for FTE funding. Such a student **MUST** be reported as a withdrawal.

A student who withdraws *on* the day of the count will be counted for the school system's FTE funding and reported as a withdrawal during Cycle 1 of the following year.