FY2020 FTE Data Collection
Data Element Detail
Cycles 1 & 3

January 7, 2020

REVISION DATE	DATA ELEMENTS AFFECTED	COMMENTS
7/1/2019		Initial document release for FY2020
	GAA	New Data Element for FTE FY2020
	DATE STUDENT BECAME ELIGIBLE FOR GAA	New Data Element for FTE FY2020
	DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA	New Data Element for FTE FY2020
	SCHOOL ENTRY CODE	**Add Valid Value '6' - Displaced due to a natural disaster**
	WITHDRAWAL REASON CHANGE TO WITHDRAWAL CODE	**WITHDRAWAL REASON** change to **WITHDRAWAL CODE**
	ENVIRONMENT	Add Valid Value '6' – Resides in a publicly-funded residential treatment center '7' -Resides in a privately funded residential treatment center.
	WITHDRAWAL CODE	Add Valid value '6' -Allow for displaced students from a natural disaster area
	RESIDENT STATUS CODE	Add Valid Value '8' allow for displaced students from a natural disaster area
	ENGLISH LEARNER	**W2102 -** Another school in the district is reporting a different **EL** status than what is being reported by the current school. **W2103 -** Another district is reporting an **EL** status that is different than the **EL** status reported by the district.
	RELATED SPECIAL ED SERVICES	Add new element, **RELATED SPECIAL ED SERVICES** 3 (Speech Therapy), with the same values as the other **RELATED SPECIAL ED SERVICES** ('Y' or 'N') Add element **RELATED SPECIAL ED SERVICES** 3 to all **RELATED SPECIAL ED SERVICES** edits: E1112, E1114, E1082, E6101
	ESOL ITINERANT- NON-ITINERANT	Change Name to **ESOL SEGMENTS**
	GIFTED DELIVERY MODEL	Remove for FY2020
	SPECIAL ED ENVRONMENT	Remove Valid Value 'J'- Parentally Placed in Private School
	INCLUSION SEGMENT 1	Changed description of valid value '8' from 'Certified Teacher, Not Special Education' to 'Teacher not a Special Education Teacher (Not providing direct instruction'.

	SYSTEM OF RESIDENCY	New edits: **E2091- SCHOOL ENTRY CODE = '6',** the **SYSTEM OF RESIDENCY** cannot equal the reporting **SYSTEM** code**.** **E2092- RESIDENT STATUS CODE =** '8' (Displaced due to a natural disaster), **SYSTEM OF RESIDENCY** cannot equal the reporting **SYSTEM** code.
8-15-2019	**DISPLACED STUDENTS**	Clarified how to report Displaced Students
8-15-2019	**LOCATION OF ENROLLMENT**	Changed the name from MOWR to Dual Enrollment

FTE DATA ELEMENTS for FTE CYCLES 1 and 3

Students Reported in FTE Cycle 1 and 3:

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 FTE count.* All segments for the day must 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 (3) 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 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 the 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).

   ✦ Receive special education services in a community based preschool setting including Head Start, non-public preschools, service provider locations, residential setting or home. All general education segments for these students should be reported with **PROGRAM CODES** = 'O' (other non-state funded).

   ✦ Have a **PRIMARY AREA** (ages 3-5) and who are served by the school system in any school and in any **PRIMARY AREA**, including Significant Developmental Delay (SDD). Students with a **PRIMARY AREA** of Autism (Au), Traumatic Brain Injury (TBI) or SDD should be reported with FTE PROGRAM **CODE** = '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) 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 1 (Not Reported in Cycle 3)

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.
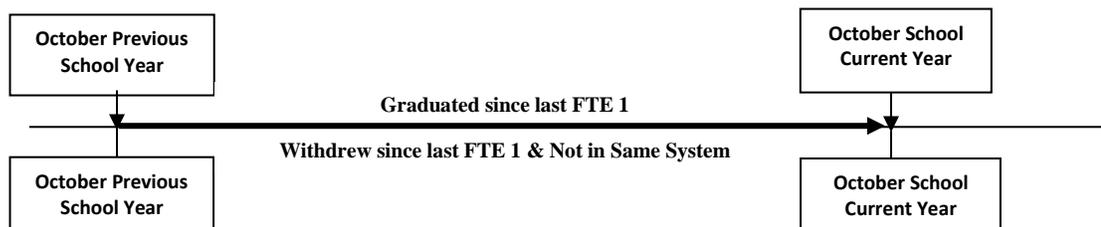
3. Students with a Disability meeting the following criteria:
   a. All students in the public-school system enrolled in special education on the FTE count day and receiving services based on an Individualized Education Program (IEP) under Rule 160-4-7-.07 LEAST RESTRICTIVE ENVIRONMENT (LRE).
   b. Students 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 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**, regardless of services and program codes reported for the October count day. **SPECIAL EDUCATION SERVICES** should be reported based on the student's **PRIMARY AREA***.

*The six reported **PROGRAM CODES** determine state QBE funding and special education status (REPORT TYPE 'S' student and **PRIMARY AREA**) is a factor in federal IDEA funding.* <u>***PROGRAM CODES** should only be reported for services that are **regularly** scheduled on the FTE October count day.*</u>

DATA ELEMENT DEFINITIONS
The following pages include the definitions and coding guidelines for the data elements that are in FTE Cycles 1 and 3. They are in alphabetical order by the name of the data element (or 'field').
The data elements listed are reported in Cycles 1 and 3. The data elements in the table below are listed in the order found on the file layout.

FTE CYCLE	CYCLE 1	CYCLE 3
PURPOSE	STATE FUNDING and ENROLLMENT	STATE FUNDING
WHO TO REPORT	ALL STUDENTS	ACTIVE STUDENTS
WHEN	OCTOBER	MARCH

DATA ELEMENTS	SYSTEM	SYSTEM
*Data Elements required for this cycle only	FISCAL YEAR	FISCAL YEAR
	REPORT PERIOD	REPORT PERIOD
	SCHOOL	SCHOOL
	GRADE LEVEL	GRADE LEVEL
	PRIOR TEN DAYS	PRIOR TEN DAYS
Data Elements are listed in the order found on the FTE Data File Layout	RESIDENT STATUS CODE	RESIDENT STATUS CODE
	SYSTEM OF RESIDENCY	SYSTEM OF RESIDENCY
	PROGRAM CODE (SEGMENTS 1-6)	PROGRAM CODE (Segments 1-6)
	WITHDRAWAL DATE *	
	LOCATION OF ENROLLMENT (Segments 1-6)	LOCATION OF ENROLLMENT (Segments 1-6)
	TOTAL SERVICE MINUTES	TOTAL SERVICE MINUTES
	ESOL SEGMENTS	ESOL SEGMENTS
	GENDER	GENDER
	ETHNICITY	ETHNICITY
	RACE (Indian, Asian, Black, Pacific, White)	RACE (Indian, Asian, Black, Pacific, White)
	WITHDRAWAL CODE*	
	DIPLOMA TYPE *	
	STUDENT STATUS	STUDENT STATUS
	SCHOOL ENTRY CODE *	
	DATE OF ELP SCREENER*	
	DATE OF ENTRY TO U.S. SCHOOLS*	
	PLACE OF BIRTH*	
	STUDENT PRIMARY LANGUAGE*	
	GAA*	
	DATE STUDENT BECAME ELIGIBLE FOR GAA*	
	DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA	
	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)

SPECIAL EDUCATION SERVICES (Per Disability) *	
NON-ESOL*	
PRIMARY AREA	PRIMARY AREA
RELATED SPECIAL EDUCATION SERVICES (Per Service Category) *	
U.S. SCHOOL LESS THAN 3 YEARS*	
PARENT COMMUNICATION LANGUAGE*	
ALL IEP SERVICES	ALL IEP SERVICES
EL (English Learner)	EL (English Learner)
SPECIAL EDUCATION ENVIRONMENT *	
GTID	GTID
EVENT CODE *	
EVENT DATE *	
SCHOOL ENTRY DATE*	
LAST NAME	LAST NAME
FIRST NAME	FIRST NAME
MIDDLE NAME	MIDDLE NAME

ALL IEP SERVICES

The **ALL IEP SERVICES** 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 that are reported with a **SPECIAL EDUCATION ENVIRONMENT** code of '1-9' and have an IEP are reported with an **ALL IEP SERVICES** 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 a Services Plan are reported with an **ALL IEP SERVICES** code of 'S'. These students are funded with Proportionate Share funding, not QBE/FTE funding.
- If a student with a disability has an IEP or Services Plan 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 Services Plan '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 a Services Plan are reported with an **ALL IEP SERVICES** code of 'N'.

General education students must report BLANK for **ALL IEP SERVICES**.

Valid codes are: '**Y**' = Individualized Education Program (IEP)

'**S**' = Service Plan
'**N'** = No Service Plan
 BLANK (General education students)

AGE RANGE	SPECIAL EDUCATION ENVIRONMENT CODE	IEP	SERVICE PLAN	ALL IEP SERVICES CODE VALUE
Ages 6-21	1 to 9	**YES**	No	Y
	0	No	**YES**	S
	0	No	No	N
Ages 3-5	A to I	**YES**	No	Y

Note: for children ages 3-5, if the parent has enrolled the child in a private school and also refused the LEA's IEP (offer of FAPE) the child may be on a Services Plan

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. Students With Disabilities shall also be eligible for enrollment in appropriate education programs through age 21 (until their 22nd birthday) or until they receive high school diploma or the equivalent (GED); 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. Students (not SWD) may continue until age 21 (their 21st birthday) or until they receive a high school diploma or the equivalent, provided they have not dropped out of school for one quarter or more. O.C.G.A. § 20-2-150 (a).

DATE OF ELP SCREENER
The **DATE OF ELP SCREENER** is the testing date a student is screened for the EL program and is determined to be an English Learner (**EL** = 'Y') student. The date must be in the format yyyymmdd where 'yyyy' is the complete year (e.g. '2002'), 'mm' is the month (01-12), and 'dd' is the date (01-31).

All new EL students, even those from out of state, must have a date for their first EL screener.

DATE OF ENTRY TO U.S. SCHOOLS
DATE OF ENTRY TO U.S. SCHOOLS is the date the student first enrolled in school in the United States. This date is required if the student was born outside the United States. It is optional for students born in the U.S., who left the country prior to attending school and are subsequently enrolling in a U.S. school. Under Section 3301(14), a student is considered 'born in the U.S.'if born in one of the 50 States, the District of Columbia, or the Commonwealth of

Puerto Rico. **DATE OF ENTRY TO U.S. SCHOOLS** is required for International Exchange Students. The date must be in the format yyyymmdd where 'yyyy' is the complete year (e.g. '2002'), 'mm' is the month (01-12), and 'dd' is the date (01-31).

DIPLOMA TYPE

DIPLOMA TYPE indicates the type of high school diploma earned by every student reported with **WITHDRAWAL CODE** = 'G' (Graduation).

Note: Students who have received a regular high school diploma are no longer eligible for enrollment. This is referenced in SBOE Rule 160-5-1-.28 STUDENT ENROLLMENT AND WITHDRAWAL and O.C.G.A. 20-2-150.

Current valid **DIPLOMA TYPES** are:

CODE	DESCRIPTION
A	Certificate of Performance
B	Diploma with both College and Vocational Endorsement
C	Diploma with College Preparatory Endorsement
G	General Diploma (*NOTE*: The General Diploma type is only valid for students who entered 9th grade in August 2008 or later)
S	Special Education Diploma
V	Diploma with Vocational Endorsement

***These diplomas are only valid for students who entered 9th grade before August 2008. See Board Rule: 160-4-2-.48

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

ENGLISH LEARNER

ENGLISH LEARNER (EL) indicates whether the student has been identified as having limited proficiency in English (**ENGLISH LEARNER (EL)='Y'**). EL 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 **ENGLISH LEARNER (EL)**. Therefore, all ESOL students must also be coded **ENGLISH LEARNER (EL)** ='Y'. If **ENGLISH LEARNER (EL)** ='Y', then a **PRIMARY LANGUAGE** must be identified.

Some students that have limited proficiency in English may not be in a state-funded ESOL program. For these EL students, a **NON-ESOL** reason must be indicated.

Once a student has tested out of the **ENGLISH LEARNER** program, the student is monitored for 2 years to ensure that the student no longer requires **ENGLISH LEARNER** services. The first full year that a student is out of the **ENGLISH LEARNER** program, the student is marked **ENGLISH LEARNER (EL)** ='1'. The second full year that a student is out of the **ENGLISH LEARNER** program, the student is marked **ENGLISH LEARNER (EL)**='2'. After two years of monitoring, the student should be reported with **ENGLISH LEARNER (EL)** = '3' (No longer **EL**; no longer monitored; tested out of **ENGLISH LEARNER (EL)** 3 years ago); the next year, **ENGLISH LEARNER (EL)** = '4' (No longer **EL**; no longer monitored; tested out of **EL** 4 years ago). After 4 full years out of the **ENGLISH LEARNER** program, the student would be reported with **ENGLISH LEARNER (EL)** = 'F' (Former **EL** Student) for all subsequent years.

If the student was incorrectly report as an **ENGLISH LEARNER** in the past and was never qualified as an **ENGLISH LEARNER**, report the student with **ENGLISH LEARNER (EL) =** 'I'.

EL Code	Description
Y	The student has limited English proficiency.
N	The student does not have limited English proficiency.
1	First year out of EL Program; monitored year one.
2	Second year out of EL Program; monitored year two.
3	No longer EL; no longer monitored; tested out of EL 3 years ago.
4	No longer EL; no longer monitored; tested out of EL 4 years ago
F	Former EL Student – no longer monitored
I	Student incorrectly reported as 'EL'.

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

ENVIRONMENT CODE	Description
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
Blank	Not Applicable

ESOL SEGMENTS
ESOL SEGMENTS represents the number of segments, from 1 to 5, in which the student spends in ESOL classes taught by an ESOL teacher.

The total number of reported segments for **ESOL SEGMENTS** cannot exceed:
- Five ('5') for GRADE LEVEL = '09' – '12'
- Two ('2') for GRADE LEVEL = '04' – '08'
- One ('1') for GRADE LEVEL = 'KK' – '03'.

NOTE: If ESOL segments are reported, **EL** must equal 'Y'.

EVENT CODE
The **EVENT CODE** indicates the type of special education event that occurred for a student. This field is used to identify students who have exited Special Education within the current fiscal year and before the current fiscal year FTE Cycle-1 count date. Only **EVENT CODE** *'09'* – *Special Education Exit*, '10' – *Parent Revoked Consent* can be reported in FTE.

EVENT CODE	DESCRIPTION
'09'	Special Education Exit
'10'	Parent Revoked Consent
'13'	District verified that the student was incorrectly reported as SWD in a prior year.

EVENT DATE
The **EVENT DATE** is the date of the event for the **EVENT CODE** being reported. Format for the date is yyyymmdd. The date cannot be null, and it cannot be a future date.
NOTE: The **EVENT DATE** reported for **EVENT CODE** = '10' (Parent Revoked Consent) should be the last day the student received services.

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

GAA
The **GAA** flag is used to identify Students With Disabilities (SWD) who have courses accessing the general curriculum and the IEP indicates the **GAA** is appropriate for the student. The Georgia Alternate Assessment (**GAA**) is a portfolio-based assessment for students in **GRADE LEVEL** 'KK' – '12' who have been identified as having the most significant cognitive disabilities and cannot participate in the general assessment program even with maximum accommodations. Because state assessments are only given in grades K, 3-8, and grades 9-12, only students in these grades are assessed with the **GAA**. *However, all students who have a GAA prescribed in their IEP indicating they will participate in an alternate assessment, regardless of whether the alternative assessment occurs during the current school year, should have the GAA data element flagged 'Y'.*

Note:
A relievable edit will check against the student's **PRIMARY AREA** (If **GAA** = 'Y', then the **PRIMARY AREA** cannot be blank, Z, X, 1, 2, U, T, 3 (visual impairment, deaf, blind, SLD, EBD, Speech). If the **PRIMARY AREA** is correct, and the student's IEP indicates the **GAA** is appropriate for the student, then the **GAA** flag is 'Y.'

DATE STUDENT BECAME ELIGIBLE FOR GAA
The **DATE STUDENT BECAME ELIGIBLE FOR GAA** indicates the date the student was identified as a student needing an alternate assessment (**GAA** = 'Y').

GENDER

The **GENDER** code identifies the student's gender. **GENDER** is reported in all FTE cycles.
Valid values are:

> Male = 'M';
> Female = 'F'.

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, but meet the conditions of the 'Exception to UK and U1 Coding' outlined below. (See Exception to UK and U1 Coding).
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, but meet the conditions of the 'Exception to UK and U1 Coding' outlined below. (See Exception to UK and U1 Coding).
KK	Kindergarten	(Regular kindergarten)

CODE	DESCRIPTION	CODE	DESCRIPTION	CODE	DESCRIPTION	CODE	DESCRIPTION
			OTHER REGULAR GRADE CODES				
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 one or more other states for a period of two years immediately prior to moving to this state 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**': Although they do not earn FTE funding, **GRADE LEVEL** codes of '**PK**', '**UK**', and '**U1**' must be reported in Cycle 1 and Cycle 3 for statistical purposes. If these students are receiving special education services, the special education services must also be reported in Cycle 1 and 3.

GTID

GTID is the 10-digit number assigned by the Georgia Department of Education. It is a unique identifier that is created in the GUIDE application. All **GTIDs** reported for students must also be found in the GUIDE application. Students transferring between districts should already have a **GTID**. A new **GTID** should only be generated if the student has never been given a **GTID** while enrolled in a Georgia public school. Before generating a new GTID for a student, very carefully verify the student has NEVER had a GTID so that the student's records are not lost or duplicated.

NCLUSION (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	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. This includes CTI serving students on the day of the count that are participating in CTAE Work-Based Learning Programs.
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	Other Teacher	Personnel who hold teaching certificates from the State of Georgia Professional Standards Commission or equivalent

9	Certified Special Education Teacher/Collaborative Model	Special Education Teacher must have appropriate Special Education Certification, General Curriculum or Adapted Curriculum, determined by the students' assessment type. If the special education teacher is issuing grades, he/she must have content certification also.
N	No Inclusion Services	

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

+ **DIRECT SPECIAL EDUCATION INSTRUCTION**
  This indicates an instructional model where a special education teacher works with identified students and the general teacher <u>within the general education classroom</u>. 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.

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 PROGRAM requirements on the GADOE Special Education website 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 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 the 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 '6' or '7.'

	LOCATION OF ENROLLMENT
'1'	KK-12 Campus
'2'	TCSG Campus
'3'	USG Campus
'4'	Online Course
'5'	Private PSO Institution
BLANK/null	N/A

MIDDLE NAME
The **MIDDLE NAME** for the student should be reported as it appears in GUIDE, the Georgia Student identity database, which should match the student's birth certificate, or court order changing the student's legal name. **MIDDLE NAME** is reported in all FTE cycles.

NON-ESOL
This code indicates the status of an EL student who is not in the ESOL program.

NON-ESOL Code	*Description*
01	Parent refusal – indirectly served
02	Language support provided in special education
03	Language support by non-ESOL endorsed/certified teacher
04	Language support via a non-evidence-based model
05	No language support
BLANK/null	Must be reported when **EL** = 'N', 'M', or 'F' (not EL, now monitored, or is a former EL student)

No Show explanation
A student who is not in attendance on the first day of school but expected based on prior year enrollment, shall be withdrawn as a no-show student and shall not be included in any enrollment or attendance counts. No-show students are reported in FTE-1, if the student attended last year. The WITHDRAWAL DATE for no-show students must be 6/16 of the previous fiscal year.

PARENT COMMUNICATION LANGUAGE

Indicates the language preference for communication between the school and the student's parent. A parent Communication language must be indicated for all students, not just English Learners.

See **Appendix A: Language Code** table for codes and description

PLACE OF BIRTH
PLACE OF BIRTH is a code that indicates the student's country of birth. Children born to U.S. parents on military bases are U.S. citizens. The **PLACE OF BIRTH** (which should be on the birth certificate) reflects their actual country of birth. Report the **PLACE OF BIRTH** based on the information shown on the birth certificate (or other approved documentation listed in the GaDOE Policy guidelines). The new definition of born in the U.S. allows the student to be counted as an immigrant for purposes of Title III immigrant children and youth program, provided they meet the full definition of an immigrant student.

(See Appendix B for list of country codes)

PRIMARY AREA (Cycle 1 & 3)
PRIMARY AREA indicates the student's primary area of exceptionality. Only one **PRIMARY AREA** is 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' may only be used for children from ages three through nine (the end of the school year in which the child turns nine; defined as June 30th). See 34 C.F.R. § 300.8(b) Also this can be found at gadoe.org, under Special Education Services, Special Education Rules and under Eligibility Determination and Categories of Eligibility (Adopted 3-11-10) .

PRIOR TEN DAYS

PRIOR TEN DAYS – Students must be present <u>at least one of the ten school days prior to the FTE day</u>, not including the day of the count, to be eligible for FTE funding. The **PRIOR TEN DAYS** are based on the district's calendar of school days. Valid codes are:

        'N' = Student was <u>absent all ten days</u> prior to the count
        '**Y'** = Student was <u>present at least one</u> of the ten days prior to the count

NOTE: Virtual and/or distance learning students: 'Attended class' for virtual and/or distance learning students means that the student has been acknowledged through direct interaction between the student and the instructor at some time during the 10-day period preceding the FTE count date. This interaction can take several forms, but would be most commonly demonstrated by a communication such as an email or other digital message transmitted from the student to the instructor indicating that the student is both present and actively engaged in the instructional setting, which the instructor then acknowledges.

All providers of virtual and/or distance learning services shall maintain a record of this interaction to be considered demonstrable proof that the student for which QBE funding is received is in fact present and attending class during this 10-day period. This requirement shall apply equally to students in full-time virtual and/or distance learning settings, or in part-time (segment-based) settings. There is no distinction between online or virtual state charter schools, brick and mortar settings with a distance-learning component, or traditional school districts offering such programming to students.

<u>**PROGRAM CODE**</u> **(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 'N' and 'O', do not have a funding weight and do not earn FTE funding for the school.

- ➢ *Middle School Program*: Beginning in the 2018-2019 school year, the Middle School Program is reported with PROGRAM CODE = 'H'.   PROGRAM CODE = '9' is no longer valid.

- ➢ *Remedial Education Program*: Remedial Education is an approved program for GRADE LEVEL '06' – '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*: The *Dual Enrollment* program is Georgia's new program that allows high school students to earn college credit while working on their high school diploma. Dual Enrollment replaces Move On When Ready ,Accel, Hope Grant for dual enrollment.

  - • **PROGRAM CODE** = '6' is reported to indicate the student received instruction at an eligible post-secondary institution, which is equivalent to the *general education instruction* under the existing **PROGRAM CODE** = 'D'.

- **PROGRAM CODE** = '7' is reported to indicate the student received instruction at an eligible post-secondary institution, which is equivalent to the *vocational lab instruction* under the existing **PROGRAM CODE** = 'K'.

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
N	Study hall (no earnings)	4	Georgia Network for Educational and Therapeutic Support (GNETS)
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 AREA** 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
- Career Technical Instruction (CTI)
- Speech-Language Impairment

PROGRAM CODE (Segments 1-6)

POPULATION	PROGRAM CODE	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.	Example: 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	Report **PROGRAM CODE** that corresponds to the student's **PRIMARY AREA**.	Must have **PROGRAM CODE** that corresponds to the student's **PRIMARY AREA.** Each school system shall report FTE credit in the student's area of disability for the segments of special education classroom instruction provided in an approved work-study program, as well as, the segments of supervised work experience. The total segments reported for the work-study program shall not exceed *three.*
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 segment's must = 'O'.	• All segments of the day must have a **PROGRAM CODE** = 'O' non-state funded. Special Education Services for 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'.	• Students must be assigned by the local school system, by IEP determination, to private placement, either in or out of state.
Career Technical Instruction Consultative, Collaborative and Co-taught	Code segments meeting the requirements for consultative, collaborative and co-taught services with the **PROGRAM CODES** that correspond with the student's **PRIMARY AREA** and with an **INCLUSION CODE = '**9'.	• The CTI services 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 • If a Student With Disabilities is enrolled in CTAE and CTI does not provide direct instruction to the student on the day of the count, then the student should be reported with (CTAE) **PROGRAM CODE** = 'K'.
Career Technical Instruction CTAE Work-Based Learning	Students participating in CTAE Work-Based Learning and receiving supportive services from CTI should be reported with a CTAE **PROGRAM CODE** = 'K' and **INCLUSION CODE** = '6' (Job Coach)	• The CTI services must be included in the student's IEP and the CTI must provide direct instruction to the student on the day of the count. • If a Student With Disabilities is enrolled in CTAE and CTI does not provide direct instruction to the student on the day of the count, then the student should be reported with (CTAE) **PROGRAM CODE** = 'K'. • The total segments reported for the work-based program shall not exceed 3.

POPULATION	PROGRAM CODE	SPECIAL NOTES / CONDITIONS
Career Technical Instruction – CTI Work-Based Learning	Students participating in CTI Work-Based Learning should be reported with **PROGRAM CODES** that correspond with the student's **PRIMARY AREA**.	• Report the **PROGRAM CODES** for the student's **PRIMARY AREA** for segments in an approved CTI work-based learning program. The total <u>segments</u> reported for the work-based program shall <u>not exceed 3</u>.
Speech-Language Impairment	**PROGRAM CODE** = '3' (see Conditions =>)	• <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 4 or more 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.

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

<u>**ETHNIC HISPANIC**</u>
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 *ethnicity* indicator is separate from the *race* 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)

<u>**RACE INDIAN**</u>
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** – 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.
N	Non Indian	**RACE INDIAN** must be '**I**' (yes) or 'N' (no).

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.
N	Non Asian	**RACE 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 ASIAN** must be '**S**' (yes) or 'N' (no).

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.
N	Non Black	**RACE BLACK** – a person having origins in any of the original peoples of the Black racial groups of Africa. **RACE BLACK** must be '**B**' (yes) or 'N' (no).

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.
N	Non Pacific	**RACE PACIFIC** – a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. **RACE PACIFIC** must be '**P**' (yes) or 'N' (no).

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.
N	Non White	**RACE WHITE** – a person having origins in any of the original peoples of Europe, the Middle East, or North Africa. **RACE WHITE** must be '**W**' (yes) or 'N' (no).

RELATED SPECIAL EDUCATION SERVICES (Cycle 1 ONLY)
RELATED SPECIAL EDUCATION SERVICES indicate the SPECIAL EDUCATION
SERVICES, based on the IEP, for which each student receives direct, related, or other services
as indicated below. Students receiving **RELATED SPECIAL ED SERVICES** in direct, related,
or other services must also be receiving special education instruction as noted in **SPECIAL**

EDUCATION SERVICE. These services must be identified in the student's IEP. This is a 'Y' or 'N' field:
No, the student does not receive any Special Education Service hours for Mild Intellectual Disability (P)
or   Yes, the student does receive any Special Education Service hours for Mild Intellectual Disability (P).

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.

COD E	SERVICE	DESCRIPTION
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.
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 outside the student's home school attendance zone, 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.
3	**Speech/ Language**	Speech/Language is an eligibility category, but may also be provided as a Related Service to students if the IEP states the service is required for the student to receive FAPE.

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 student with a disability. Valid codes are:

R = Regular/General Education Student
S = Student with a Disability

Information on Report Type = 'S'

Every student with **REPORT TYPE** ='**S**' and **ALL IEP SERVICES** = '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:

✦ Meet the eligibility requirements for the **PRIMARY AREA** reported for special education services <u>AND</u>

✦ Be scheduled to receive instruction from a teacher certified in the area of disability noted on the student's 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**	Student must receive at least one segment per month from a teacher certified in student's **PRIMARY AREA**.
Consultative Model	Use codes indicating the **PRIMARY AREA**	• Student receives direct instruction from a teacher certified in student's **PRIMARY AREA** for at least one segment per month in the regular education classroom AND • Student must receive such direct instruction for the majority of a segment <u>on the day of the FTE count</u>.
Preschool Special Education (AGES 3 and 4)	• Use codes categorically (**PROGRAM CODES** 'P' through '4') according to the special education services received on the day of the count. • Use **PROGRAM CODE** = 'O' for non-special education segments	• 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. • 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)	• Use codes categorically (**PROGRAM CODES** 'P' through '4') according to the services received on the day of the count.	• 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)	• Code segments involved with **PROGRAM CODE** = '4' • Any other part of the instructional day the student is served by the local school system should be coded accordingly.	• Students served in the GNETS Program do not earn FTE funds, but must be reported through FTE for other state funding. Example: A student, in this program a portion of the day, ALSO 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).
PRIMARY AREA = '6' (Autism); or **PRIMARY AREA =** '7' (Traumatic Brain Injury); or **PRIMARY AREA =** '8' (Significant Developmental Delay)	Should be coded using the **PROGRAM CODE** in which the student is served.	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'.

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	Students who reside in the geographic boundaries of the reporting school system. Homeless students are also 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	This group also includes **children of employees** who do not reside in the geographic boundaries of the school system, but who are allowed to enroll their children ❑ in the school where they are employed, <u>OR</u> ❑ in a **different school** within the **same school system** where they are employed ❑ Students enrolled in **State or Commissioned Charters Schools** should have a **RESIDENT STATUS CODE** = **'2'**.
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)	**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'**. These students are <u>NOT</u> funded through FTE.
6*	Nonresident, in-state, with excessive distance provision. (Reference OCGA 20-2-294)	
7	Non-Resident, Consent – International Exchange Student	**RESIDENT STATUS CODE** = **'7'** for International Exchange Students on a J-1 or F-1 visa.
8	**Displaced student from out of state or out of district.**	**A displaced student is a student who has transferred to your district due to a natural disaster such as a hurricane, fire, or flood. This is not a situation where a student's family plans to move. They are forced to move and may now be homeless. This designation does not include students from a family who were flooded out of their home by a burst pipe, or house fire. The student's home must have been in an area declared a disaster by the governor of the state.**

Directions for displaced students
Definition of a Displaced Student: A displaced student is a student who has transferred to your district due to a natural disaster such as a hurricane, fire, or flood. This is not a situation where a student's family planned to move. They are forced to move and may now be homeless. This designation does not include students from a family who were flooded out of their home by a burst pipe, or house fire. The student's home must have been in

STUDENT PRIMARY LANGUAGE

STUDENT PRIMARY LANGUAGE indicates the student's primary spoken language if other than English. **STUDENT PRIMARY LANGUAGE** must be entered if the student is coded **EL** = 'Y', '2' , '3', '4', or 'F'. **STUDENT PRIMARY LANGUAGE** cannot be BLANK (English) if the student is an **ENGLISH LEARNER** (EL). A **STUDENT PRIMARY LANGUAGE** is required when the **PLACE OF BIRTH** code is not the United States (code 2310 – U.S. or 1790 – Puerto Rico). The **STUDENT PRIMARY LANGUAGE** can be '08' (English) if the student was born outside the U.S. and their primary language is English.

See **Appendix A: Language Code** table for codes and description.

SCHOOL CODE

SCHOOL CODE is 4-character code that identities 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.

CODE	CODE DESCRIPTION
A	Admitted from home school
B	Re-entered after previously withdrawing this school year
C	Continuing in the same school
I	Re-entered after incarceration
J	Entered from another state or U.S. territory
K	Entered From another country
N	Never attended school before
P	Transferred from private school
R	Re-entered – Other
S	Re-entered after illness
T	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 (Title I School Choice)
X	Admitted under USCO
6	Displaced due to a natural disaster

SCHOOL ENTRY DATE

SCHOOL ENTRY DATE indicates the date of the student's entry into the school for a specific period of enrollment. The **SCHOOL ENTRY DATE** must be in the district's calendar.

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 <u>age of 6 or above as of October Count day,</u> and for students whose **DATE OF BIRTH** indicates an <u>age of 5 or under as of October Count day</u>. **Change for FY2020: students who are 5 years old on Count Day may be reported with an Early Childhood Environment code (ages 3-5) or a School Age Environment code ages 6-21 based on grade placement of Preschool or Kindergarten.** For information on calculating time in an environment, see the *Guidelines for Reporting Special Education Environments, on the GADOE webpage under Data and Reporting Tab and see Data Collection Documentation.*

Code	SPECIAL EDUCATION ENVIRONMENT DESCRIPTION - CHILDREN WITH DISABILITIES AGES 6 AND ABOVE
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 ***Guidelines for Special Education Environments Ages 6 through 21 located on the GADOE webpage under Data and Reporting Tab and see Data Collection Documentation.***
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 ***Guidelines for Special Education Environments Ages 6 through 21.***
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 ***Guidelines for Special Education Environments Ages 6 through 21.***
4	**Public Separate Facility** – Special education and related services for greater than 50 % of

	the school day in public separate day-school facilities (e.g., GNETS Program not located in a regular school, the Atlanta Area School for the Deaf).
5	**Private Separate Facility** – Special education and related services in *private* separate day school facilities at public expense for greater than 50 % of the school day.
6	**Public Residential Facility** – Special education and related services in public residential facilities for greater than 50% 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 greater than 50 % 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 Georgia Department of Corrections.
9	**Hospital/Homebound** – Special education and related services in hospital, home-based 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.

NOTE: State Schools are not considered residential treatment centers.

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, nor do the categories reflect a percentage of time in the regular education classroom.

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 attending a Special Education Program (children not attending a General Education Early Childhood Program)
- Children receiving services in their home or a Service Provider Location (children not attending a General Education Early Childhood Program or Special Education Program)

Code	SPECIAL EDUCATION ENVIRONMENT DESCRIPTION - Children with Disabilities Ages 3 through 5
	Children Attending a General Education Early Childhood Program
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
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.

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.
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.
Children Attending a Special Education Program	
E	**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.
F	**SEPARATE SCHOOL** – students who receive all of their special education and related services in public or private day schools specifically for children with disabilities.
G	**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.
Children NOT Attending a General Education Early Childhood Program OR Special Education Program	
H	**HOME** – students who receive all of their special education and related services in the principal residence of the child's family or caregivers.
I	**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.

* 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.) For students who are parentally placed in a private school AND receiving special education services from the LEA, use codes A – I based on where the services are provided.

SPECIAL EDUCATION SERVICES (Cycle 1 ONLY)
SPECIAL EDUCATION SERVICES indicate that the student receives Special Education services each week, based on the IEP. As of FY2019, reporting **SPECIAL EDUCATION SERVICES** for students is a 'yes' or 'no' field, indicating the student did receive this **SPECIAL EDUCATION SERVICE** or did not receive this **SPECIAL EDUCATION SERVICE. This data element is used to report Special Education services for the Federal Child Count in October. SPECIAL EDUCATION SERVICES includes 3 eligibility areas not included as PROGRAM CODES in FTE – '6' Autism, '7' Traumatic Brain Injury, '8' Significant Developmental Delay. These three codes are valid PRIMARY AREAS and SPECIAL EDUCATION SERVICES but are not valid as state-funded PROGRAM CODES .**

SPECIAL ED SERVICES 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		

STUDENT STATUS

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

Code	Description	Definition	Reported in
N	Normal	Students who must be reported with **STUDENT STATUS** = '**N'** (Normal): ❑ All students who are *enrolled* on the day of the FTE count ❑ Who were not retained (**STUDENT STATUS** = '**R'**) ❑ 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 ❑ Students who have withdrawn from school AND ❑ Who have not re-enrolled in the same school system 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** = '**S**' (Special Education). Valid codes and conditions are:

Code	Description	Conditions

Y	Student receives supplemental speech	Student can be marked 'Y' (Yes) ONLY when:
		❑ Student is reported with four or more **PROGRAM CODES** in a single area of disability AND
		❑ SUPPLEMENTAL SPEECH = 'Y' must be in one of the FOUR or more segments of the same **PROGRAM CODE** AND within that same segment:
		    ○ Student receives speech services for less than the major portion of that segment AND
		    ○ **PROGRAM CODE** for those segments cannot be '3' (Speech/Language Impairment);
		❑ **A maximum of** 2 segments can be marked 'Y' for SUPPLEMENTAL SPEECH. See example below.

EXAMPLE:	4 program codes in a single area: Q Q Q Q H H	
	Supplemental Speech segments: Y Y	
N	Student does not 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 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' '6', or '8'. If student's home residence is out-of-state, the **SYSTEM OF RESIDENCY** must = '800'. If **RESIDENT STATUS CODE** = '7', **SYSTEM OF RESIDENCY** must = '801'. If **RESIDENT STATUS CODE** = '8', **SYSTEM OF RESIDENCY** must equal the Georgia **SYSTEM CODE** if the student was displaced from a Georgia School District or must equal a valid state code authorized by GADOE if the student was displaced by another state.

TOTAL SERVICE MINUTES
TOTAL SERVICE MINUTES represents the total number of minutes for all IEP services provided the week of the FTE count. Districts should report the total number of minutes for all IEP services which were in effect the week of the FTE count. Report for active students only.

Exception: Students that meet the following criteria should not report TOTAL SERVICE MINUTES. Leave field null.
- Students in grade level PK
- ❑ Students with a service plan (ISP) or No IEP
- ❑ Students reported by State Schools

TOTAL SERVICE MINUTES categories are:

Category A = 30 to 360 minutes (6 hours) per week
Category B = 361 to 900 minutes (6+ to 15 hours) per week
Category C = 901 to 1800 minutes (15+ to 30 hours) per week
Category D = 1801 to 3600 minutes (30+ to 60 hours) per week
Category E = more than 3600 minutes (60+ hours) per week

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 SPECIAL ED SERVICES.**

U.S. SCHOOL LESS THAN 3 YEARS

U.S. SCHOOL LESS THAN 3 YEARS indicates whether the student has been enrolled in a U.S. school for less than 3 years (i.e., accumulated 36 months). The accumulated school months are based on enrollment periods. For example, a student may be enrolled in the U.S. for one year, then leave the country for a year, then return to the U.S. and re-enroll. The 36 months would not include the time the student was out of the country. The months do not need to be consecutive months, just cumulative months. Valid values are 'Y' or 'N'.

WITHDRAWAL CODE

WITHDRAWAL CODE is a code that indicates the reason for the student's withdrawal from school. It is recommended that a school system record student withdrawals as they occur during the year. This enables the school system to more accurately report active and withdrawn students. International Exchange Students cannot be coded as a dropout. The following **WITHDRAWAL CODES** are invalid for International Exchange Students: 'B', 'E', 'F', 'I', 'L', 'M', 'O', 'P', 'R', 'S', 'U'.

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
J	Transferred out of country
K	Transferred to a private school
L*	Low Grades/School Failure
M*	Military
N	Transferred to a Department of Defense school
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
U*	Unknown
V	Advanced to another school in the system
Y	SB10 State Schools Transfer
Z	SB10 Private Schools Transfer
1	SB10 Public Schools Transfer
2	School Choice Transfer (Title I School Choice)
3	USCO
4	Transferred under the jurisdiction of DJJ
5	Age is less than six years
6	**Displaced due to a natural disaster**

NOTE: Use **WITHDRAWAL CODE** 'K' to identify students going to Job Corps. Otherwise, use withdrawal code 'O'

NOTE: Use **WITHDRAWAL CODE** '4' to identify students transferring to DJJ.

* indicates **WITHDRAWAL CODE** that is included in dropout statistics.

Note: Proof of Age that the student is under 6 years old at the time of withdrawal (an allowance may be made if the student is under 6 years old on September 1 of the school year and is withdrawn within the first 20 days of school); OR records from a prior school indicate the student has already graduated/received a diploma.

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.

Appendix A: Language Codes
For use as **STUDENT PRIMARY LANGUAGE and PARENT COMMUNICATION LANGUAGE**
Georgia Department of Education
Data Collection Language List, last revised 5/31/18

Code	PRIMARY LANGUAGE		Code	PRIMARY LANGUAGE
001	Ghanian Languages (including Akan, Twi, Fante)		061	Albanian (including Gheg)
002	American Indian (except Cherokee, Mohawk)		062	Armenian
003	Ethiopia/Eritrean Languages (Including Afar, Amharic, Kunami, Tigrinya, Tigre, Oromo		063	Bengali (including Bangla, Urdu Bengali)
004	Arabic		064	Bantu (including Bemba, Bulu, Chichewa, Fang, Kinyarwanda, Kirundi, Lingala, Nguni, Nyanji, Sesotho, Shona, Siswati, Sotho)
005	Chinese		065	Burmese, Hakka Chin,
007	Dutch		066	Malay (including Calypso Malay)
008	English, Standard American		067	Cantonese
009	Farsi, Dari, Persian		068	Cherokee
010	French		069	Czech
011	German		070	Danish
012	Greek		071	Estonian
013	Gujarati		072	Finnish
014	Haitian Creole		073	Flemish
015	Hebrew		074	Gbe (including, Adja, Aja, Ewe, Mina)
016	Hindi		075	Gaelic
017	Italian (including Napoli)		076	Georgian
018	Japanese		077	Hakka
019	Khmer, Cambodian		078	Hawaiian

020	Korean		079	Icelandic
021	Lao		080	Indonesian
022	Filipino, Tagalog, Cebuano, Visaya		081	Kazakh
023	Polish		082	Kurdish
024	Portuguese		083	Laotian
025	Russian		084	Latin
026	Spanish		085	Latvian
027	Swedish		086	Lithuanian
028	Thai		087	Macedonian
029	Turkish		088	Malay
030	Vietnamese		089	Mandarin
031	Other African (including Bariba, Bassa, Mandingo, Mende, Nuer, Sango)		090	Mande (including Bambara, Gio, Soninke)
032	Other Asian (including Kosraean, Kyrgyz, Lai, Mokilese, Norfolk, Pohnpeian, Rohingya, Sinhala, Tahitian, Visaya)		091	Micronesian
033	Other European		092	Mohawk
034	Other Indian (Bhili, Kannada, Kashmiri, Konkani, Malayalam, Marathi, Meitei, Mizo, Odia, Tamil, Tedim Chin, Telugu, Zo, Zomi, Zotung)		093	Mongolian
035	Mayan Languages		094	Nepali
036	Mixteco		095	Norwegian
037	Nahuatl		096	Other Middle Eastern (including Balochi)
038	Zapoteco		097	Other Nigerian (including Bini, Bokyi, Edo, Gokana, Hausa, Igbo, Ogoni, Urhobo, Yoruba)
039	Bosnian		098	Other South American (including Aymara, Guarani, Ixil)
040	Bulgarian		099	Pakistani (including Sindhi)
041	Serbo-Croatian		100	Pashto/Pushtu
042	Hmong		101	Patois/Patwa
043	Hungarian		102	Samoan
044	Iranian		103	Sign Language
045	Punjabi		104	Slovak
046	Romanian (including Moldovan, Romany)		105	Turkmen
047	Somali		106	Uzbek
048	Swahili		107	Welsh
049	Ukrainian		108	Senegal Languages (including Fulani, Mandinka, Wolof)
050	Urdu (including Urdubengali)		109	Sudan Languages (including Dinka, Kuku, Masalit, Shilluk)
051	English, other than Standard American		110	Chad Languages (including Kaba, Sara)
052	Creoles and pidgins (Other)		111	Karen, Karenni
053	Creoles and pidgins, English based (including Jamaican, Krio, Sotho, Sranan Togo)		Blank	Not Applicable

054	Creoles and pidgins, French based			
055	Creoles and pidgins, Portuguese-based (including Crioulo)			
060	Afrikaans			

Appendix B: Place of Birth Country Codes

Country Code	Country
0010	Afghanistan
0020	Albania
0030	Algeria
0040	American Samoa
0050	Andorra
0060	Angola
0070	Anguilla
0080	Antarctica
0090	Antigua and Barbuda
0100	Argentina
0110	Armenia
0120	Aruba
0130	Australia
0140	Austria
0150	Azerbaijan
0160	Bahamas
0170	Bahrain
0180	Bangladesh
0190	Barbados
0200	Belarus
0210	Belgium
0220	Belize
0230	Benin
0240	Bermuda
0250	Bhutan
0260	Bolivia
0270	Bosnia and Herzegovina
0280	Botswana
0290	Bouvet Island
0300	Brazil
0310	British Indian Ocean Territory
0320	Brunei Darussalam
0330	Bulgaria
3040	Burkina Faso
0350	Burundi
0360	Byelorussian SSR
0370	Cambodia (Formerly Khmer Rouge)
0380	Cameroon
0390	Canada
0400	Cape Verde
0410	Cayman Islands

Country Code	Country
0420	Central African Republic
0430	Chad
0440	Chile
0450	China
0460	Christmas Island
0470	Cocos (Keeling) Islands
0480	Colombia
Country Code	**Country**
0490	Comoros
0500	Congo
0510	Congo, The Democratic Republic of
0511	Zaire
0520	Cook Islands
0530	Costa Rica
0540	Cote D'Ivoire (Ivory Coast)
0550	Croatia
0560	Cuba
0570	Cyprus
0580	Czech Republic
0590	Czechoslovakia
0600	Democratic Yemen
0610	Denmark
0620	Djibouti
0630	Dominica
0640	Dominican Republic
0650	East Timor
0660	Ecuador
0670	Egypt
0680	El Salvador
0690	Equatorial Guinea
0700	Eritrea
0710	Estonia
0720	Ethiopia
0730	Falkland Islands (Malvinas)
0740	Faroe Islands
0750	Fiji
0760	Finland
0770	France
0780	France - Metropolitan
0790	French Guiana
0800	French Polynesia
0810	French Southern Territories
0820	Gabon
0830	Gambia
0840	Georgia
0850	German Democratic Republic

Country Code	Country
0860	Germany
0870	Ghana
0880	Gibraltar
0890	Greece
0900	Greenland
0910	Grenada
0920	Guadeloupe
0930	Guam
0940	Guatemala
0950	Guinea
0960	Guinea-Bissau
0970	Guyana
Country Code	Country
0980	Haiti
0990	Heard Island and McDonald Islands
1000	Vatican City State
1010	Honduras
1020	Hong Kong
1030	Hungary
1040	Iceland
1050	India
1060	Indonesia
1070	Iran
1080	Iraq
1090	Ireland
1100	Israel
1110	Italy
1120	Jamaica
1130	Japan
1140	Jordan
1150	Kazakastan
1160	Kenya
1170	Kiribati
1180	Korea, Democratic People's Republic of
1190	Korea, Republic of
1200	Kuwait
1210	Kyrgyzstan
1220	Lao People's Democratic Republic
1230	Latvia
1240	Lebanon
1250	Lesotho
1260	Liberia
1270	Libyan Arab Jamahiriya
1280	Liechtenstein
1290	Lithuania

Country Code	Country
1300	Luxembourg
1310	Macau
1320	Macedonia
1330	Madagascar
1340	Malawi
1350	Malaysia
1360	Maldives
1370	Mali
1380	Malta
1390	Marshall Islands
1400	Martinique
1410	Mauritania
1420	Mauritius
1430	Mayotte
1440	Mexico
1450	Indonesia, Federated State of
1460	Moldova
1470	Monaco
Country Code	**Country**
1480	Mongolia
1490	Montserrat
1500	Morocco
1510	Mozambique
1520	Myanmar (Burma)
1530	Namibia
1540	Nauru
1550	Nepal
1560	Netherlands
1570	Netherlands Antilles
1580	New Caledonia
1590	New Zealand
1600	Nicaragua
1610	Niger
1620	Nigeria
1630	Niue
1640	Norfolk Island
1650	Northern Mariana Islands
1660	Norway
1670	Oman
1680	Pakistan
1690	Palau
1700	Palestinian Territory
1710	Panama
1720	Papua New Guinea
1730	Paraguay
1740	Peru

Country Code	Country
1750	Philippines
1760	Pitcairn
1770	Poland
1780	Portugal
1790	Puerto Rico
1800	Qatar
1810	Reunion
1820	Romania
1830	Russian Federation
1840	Rwanda
1850	Saint Helena
1860	Saint Kitts and Nevis
1870	Saint Lucia
1880	Saint Pierre and Miquelon
1890	Saint Vincent and the Grenadines
1900	Samoa
1910	San Marino
1920	Sao Tome and Principe
1930	Saudi Arabia
1940	Senegal
1950	Seychelles
1960	Sierra Leone
1970	Singapore
Country Code	Country
1980	Slovakia
1990	Slovenia
2000	Solomon Islands
2010	Somalia
2020	South Africa
2030	South Georgia and the South Sandwich Islands
2040	Spain
2050	Sri Lanka
2060	Sudan
2070	Suriname
2080	Svalbard and Jan Mayen
2090	Swaziland
2100	Sweden
2110	Switzerland
2120	Syrian Arab Republic
2130	Taiwan
2140	Tajikistan
2150	Tanzania
2160	Thailand
2165	Tibet
2170	Togo

2180	Tokelau
2190	Tonga
2200	Trinidad and Tobago
2210	Tunisia
2220	Turkey
2230	Turkmenistan
2240	Turks and Caicos Islands
2250	Tuvalu
2260	Uganda
2270	Ukraine
2280	Union of Soviet Socialist Republics
2290	United Arab Emirates
2300	United Kingdom (Great Britain)
2310	United States
2320	United States Minor Outlying Islands
2330	Uruguay
2340	Uzbekistan
2350	Vanuatu
2360	Venezuela
2370	Vietnam
2380	Virgin Islands, British
2390	Virgin Islands, U. S.
2400	Wallis and Futuna
2410	Western Sahara
2420	Yemen
2430	Yugoslavia
2440	Zambia
2450	Zimbabwe
2460	Micronesia
Country Code	**Country**
9999	Unknown or unspecified country
9901	Aland Islands
9910	Serbia and Montenegro
9920	Timor-Leste