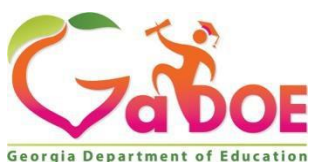


FY2025 FTE Guidelines for Special Education Environments: School-Aged Students

GEORGIA DEPARTMENT OF EDUCATION (GADOE)
Office of Technology Services
Technology Management



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School-Aged Students with Disabilities by Educational Environment

School-Aged Students include:

- All students 5 or older in grades K-12
- All PK students age 6 or older

When reporting Special Educational environments for school-aged students, Environments 1-3 reflect the percentage of time that the special education student is in the regular education classroom regardless of whether the student is receiving special education services during that time.

Calculating Time in Regular Education Classrooms

When determining the amount of time a child is in the regular classroom, you must divide the number of hours the child spends inside the regular classroom by the total number of hours in the student's school day (including lunch, recess and study periods). The time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.

Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

The educational environments categories are defined as follows:

- Environment '1': In the regular classroom at least 80% of the time. These are students who receive special education and related services outside the regular classroom for less than 21% of the school week. This includes students with disabilities placed in:
 - Regular class with special education/related services provided within regular classes.
 - Regular class with special education/related services provided outside regular classes, such as small group special education classes for less than 21% of the school week.
- Environment '2': In the regular classroom at least 40% of the time but no more than 79% of the time. These are students who receive special education and related services outside the regular classroom for at least 21% but no more than 60% of the school week. This includes students with disabilities placed in:
 - Small group special education class with part-time instruction in regular class.

- Environment '3': In the regular classroom less than 40% of time. These are students who received special education and related services outside the regular classroom for more than 60% of the school week. This may include students with disabilities placed in:
 - Small group special education class with part-time instruction in regular class.
 - Small group special education classrooms with full-time special education instruction on a regular school campus
- Environment '4': Public Separate Facilities: Special education and related services for greater than 50% of the school week in public separate day-school facilities (e.g., the Atlanta Area School for the Deaf, GNETS center-based program).
- Environment '5': Private Separate Facilities: Special education and related services in private separate day school facilities at public expense for greater than 50% of the school week.
- Environment '6': Public Residential Facilities: Special education and related services in public residential facilities for greater than 50% of the school week. This includes residential State Schools and Department of Human Resources (DHR) operated facilities.
- Environment '7': Private Residential Facilities: Special education and related services in private residential facilities at public expense for greater than 50% of the school week.
- Environment '8': Correctional Facilities: Special education and related services received in correctional facilities. This includes students with disabilities placed in:
 - Short-term detention facilities (community-based or residential such as the local jail) – These students are to be reported by the LEA in which the facility is located.
 - Department of Corrections – These students are withdrawn by the traditional or charter LEA and reported by DOC.
 - If the DOC student receives special education services by Foothills Completion Special School, the student will be reported by Foothills Completion Special School.
 - Department of Juvenile Justice - Traditional LEAs should withdraw students who are placed in a DJJ facility as withdrawn to another GA LEA. DJJ is an LEA in GA. DJJ will report this environment code for all students with disabilities.

- Environment '9': Hospital/Homebound: Hospital/Homebound includes both those students who have a doctor's note as required in Georgia to be served as Hospital/Homebound and those students for whom the IEP placement decision was that the LRE was home-based. This data is intended to be a count of all students receiving special education in:
 - Hospital programs
 - Homebound programs
 - Home-based programs

- Environment '0': Parentally Placed in Private School: Students who have been enrolled by their parents, or guardians, in regular parochial or other private schools, including home school. These students are:
 - Educated in a private school paid through private resources OR home-schooled by parent choice
 - Eligible for special education and related services
 - Receiving special education and related services at public expense from an LEA under a Services Plan (SP) using Proportionate Share funds

Note: Do not include students who are placed in private schools by the local education agency (school system). These students should have an IEP rather than a Services Plan and should be reported with enrollment in your SIS and the appropriate environment code above should be reported.

Note: Students parentally enrolled in private or home school and NOT receiving services under an SP because the service for which they are eligible is not provided by the LEA or the parent declined service are reported with NO