**SPECIAL EDUCATION CALCULATIONS**

*Special Education FTE vs. LRE*

Sasha’s school day is 6 hours and is not in a life skills program. She receives classroom instruction for 180 days annually. She spends 4.5 hours each day with her peers receiving general education services including band, P.E., reading, spelling, etc. and excluding lunch and recess. Her IEP provides for special education to be provided in the general education classroom and in a pullout program. According to her IEP, Sasha receives .6 hours instruction in math through team teaching with a special education teacher and her general education math teacher. She also receives .5 hours speech instruction from the general education teacher reminding Sasha to correctly articulate the “r”. Sasha also receives speech services for .3 hours per day in a pull out setting.

LEAST RESTRICTIVE ENVIRONMENT: - (Setting Specific)

When reporting Sasha for Child Count, the district provides the following information.

|  |  |  |
| --- | --- | --- |
| Percent of time student receives general education with no special education and related services | 5.1 hours per day (4.5 general education, .6 artic reminders from general education teacher) | 85% |
| Percent of time a student receives special education and related services with general education peers | .6 Special education teacher providing Math | 10% |
| Percent of time a student receives special education and related services NOT ewith general education peers | .3 Speech Language Pathologist providing speech/language services | 5% |
| Total |  | (Must Equal and not exceed 100%) |

SPECIAL EDUCSTION STUDENT FTE – (Staff Specific)

Special Education Student FTE is determined by calculating the percent of aggregate time a student receives special education and related services. The FTE includes: 1) the amount of time the student spends in separate setting other than the regular classroom and 2) the amount of time the student with a disability spends in the regular classroom receiving instruction as indicated on the student’s IEP from special education staff.

When reporting FTE for financial reimbursement for Sasha the district reported:

|  |  |  |
| --- | --- | --- |
| Amount of time the student spends in the regular classroom receiving instruction as indicated on the IEP from special education staff | .6 hours per day (Math instruction from special Education Teacher) | .10 FTE |
| Amount of time student spends in a separate setting other than the general education classroom | .3 hours per day (Speech pull out program from SLP) | .05 |
| Total |  | .15 |