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## **INSTRUCTIONS FOR FY-2020 SPECIAL EDUCATION EXPENDITURE REPORT**

### **PURPOSE:**

The Special Education Expenditure Report serves the following purposes:

- (1) provides a summary of special education costs for the fiscal year through the end of the reporting period for each reporting entity;
- (2) shows the expenditures for specific grants to eliminate costs covered by grant sources from amount eligible for State formula reimbursement; reports the amount of Mainstream Block Grant and EEE Grant used and reports expenditures on Regional I-Team Consultant grants so that grant payments can be made;
- (3) reports the costs that are eligible for special education expenditures reimbursement for the reporting entity;
- (4) provides, at the end of the year, information on the costs of special education students who are residentially placed at school district expense (Worksheet C);
- (5) bills the State for reimbursement for special education costs incurred in providing IEP services to State-Placed students so that reimbursement can be calculated (Worksheet A); and
- (6) provides information on special education costs for students that qualify for extraordinary reimbursement so that reimbursement can be calculated (Worksheet B).

Please note that if the Agency has questions as to whether or not a claimed cost is reimbursable, it will request back-up documentation for the claimed cost. At a minimum, claimed costs must be pursuant to a written agreement or contract between the district and the approved contractor.

### **REPORTING PERIODS:**

The reports are **cumulative** from the beginning of the fiscal year. The reporting schedule for FY-2020 is as follows:

<b>Reporting Period</b>	<b>Due Date</b>
July 1, 2019 - October 31, 2019	November 15, 2019
July 1, 2019 - February 28, 2020	March 15, 2020
July 1, 2019 - June 30, 2020	August 1, 2020

**Penalty-** The Legislature created a penalty for the late filing of the final Special Education Expenditure Reports. The reason for the penalty is to ensure that all reports are filed on time as the final payments for school districts cannot be calculated until all reports are received. The penalty is \$100 per State business day for each supervisory union pursuant to 16 V.S.A. §2968 (b). The rules relating to the penalty are in VSBE Rule 2366.4.

## **REPORTING ENTITIES:**

The Special Education Expenditure Report is to be completed by each supervisory union/supervisory district and any entity that incurs costs.

This set of forms is designed for each reporting entity to reflect the special education transactions on its accounting records. The forms are also designed to show costs that are duplicated across reporting entities (such as assessments) so they can be eliminated in the final calculations. Transactions that are not expenditures (such as payment of funds that are sub-granted to member districts) need to be eliminated from these reports as they are not payments for special education services. The information from all reporting entities within the supervisory union is combined to calculate formula funding for member districts within the supervisory union.

## **INFORMATION SHEET:**

At the beginning of each fiscal year, the supervisory unions are asked to notify the Vermont Agency of Education of their reporting entities for the year. This procedure lets the Agency staff know which reports to expect as well as the individuals at the supervisory union having responsibilities relating to these reports. The form also provides the information on who should receive information about the payments based on the reports. The deadline for submission of the Information Sheet for the FY-2020 is October 18, 2019.

## **GENERAL REPORTING INSTRUCTIONS:**

The Special Education Expenditure Report is to be prepared in accordance with Handbook II and based on information from the general accounting system of the school district, joint contract school or supervisory union.

This accrual based report is to include costs that are for this fiscal year only, even if those costs were paid for outside of the fiscal year. Expenditures for prior fiscal years require that the appropriate fiscal year's report be amended. Prior year expenditures are not to be included here. The final report should include all of the salaries and benefits earned through June 30<sup>th</sup> even if they are actually paid after June 30<sup>th</sup>. The final report should also include the costs of service provided through June 30<sup>th</sup>. Any costs obligated against the IDEA-B grant for the fiscal year should be included.

The reports from a supervisory union need to be consistent throughout that supervisory union and its member school districts by using either whole dollars or using dollars and cents. Pages 1 and 2 and Worksheets A and B all need to use the same convention: either rounding to whole dollars or using dollars and cents.

## **INSTRUCTIONS FOR SEER-SU:**

### **GENERAL**

This section includes all expenditures incurred for the provision of special education direct instruction, related services, and special education administration costs in accordance with IDEA and State Board Rules. Generally, these are the costs for educational services provided specifically for students with disabilities as required by their IEPs and the related costs of administering the special education services and the eligibility process. The cost of regular education services is not to be included even if they are for special education students. This report is to cover the cost of providing special education services, not the total education costs of students with disabilities if part of those costs is for regular education services.

### **EXPENDITURES BY PROGRAM: K-12 Eligible, K-12 Ineligible and Pre-School Special Education**

The special education expenditures are reported by the three categories: K-12 Eligible, K-12 Ineligible and Pre-School. The Eligible and Ineligible columns are used to include all costs relating to special education for students in grades K-12. The Pre-School column is used to report all costs relating to special education for young children not yet enrolled in Kindergarten. It is important that this breakdown is captured through the school's expenditure accounting code structure so that the reports can be produced in a timely and accurate fashion and that general ledger detail information is available when required for audits or other reasons.

#### **Eligible K-12 Special Education (Program 211 for Elementary and Secondary Levels)**

This column includes costs of providing special education services for **K-12 students** in accordance with State Board of Education Rule 2366.2. Any costs relating to the provision of special education services to students not yet enrolled in Kindergarten are to be coded to the PreK/EEE level and reported in the Pre-School column. The Technical Guide for Special Education Cost Documentation is the guide to the documentation required for costs reported as eligible K-12 costs and is available on the Vermont Agency of Education web site.

In order to charge the salaries and benefits of staff as "Eligible K-12 Special Education," the staff must be providing specialized instruction or related services for K-12 students or performing other related special education work such as evaluations, case management and administration. Professional staff charged to special education need to be licensed special educators or be appropriately credentialed for the related service that they are providing. The supervisory union/supervisory district needs to base the portion of the salary and benefits charged to special education based on the actual work performed by each staff member – i.e., the staff documentation prepared for the year. If the special education staff person provides services to Pre-School children, then the portion of salary and benefits relating to Pre-School services needs to be reported in the Pre-School column.

The rules for determining the portion of special education staff providing instructional services in a mainstream setting for K-12 services that is an eligible cost are under VSBE Rule 2366.2.1

(a). The flexibility to serve students on EST and 504 plans is allowed on a limited basis with a maximum of an additional 20% of allowable special education time calculated for each

qualifying employee. More detailed information about staff documentation is provided in the [Technical Guide for Special Education Cost Documentation](#).

For a cost to be a special education cost it must be for a service required by the student's IEP. This means that it is important that the specialized instructional and related services listed in a student's IEP are the actual services provided to the student. It also means that it is important to confirm that services are actually listed in the individual student's IEP before charging the cost to special education. For example, the transportation to a special education program is a special education cost as long as it could not be provided through the regular school bus routes **and it is listed on the service page of the student's IEP covering that time period.**

Each supervisory union/supervisory district needs to have a payment approval process in place to ensure that costs coded (and then reported) as special education are allowable special education costs and are correctly categorized as K-12 or Pre-School. The staff members coding and approving invoices or payroll need to have access to the special education student records to check that the services being coded to special education are required by students' IEPs or are otherwise allowable under VSBE Rule 2366.2. It is also important that invoices with confidential information are appropriately handled. Before invoices go to the board for approval, a copy of invoices with student names should be made and kept in locked files. The original invoices that go to the board for approval need to have confidential information such as student names redacted to comply with confidentiality requirements.

The following is the text of the allowable cost rules in effect for FY-2020:

### **2366.2 Allowable Special Education Expenditures for State Formula Reimbursement**

These rules define expenditures eligible for state reimbursement for special education provided to kindergarten through 12th grade resident students and for the extraordinary cost for essential early education children under the following funding provisions:

- (a) Mainstream Block Grant and matching funds pursuant to 16 V.S.A. §2961;
- (b) Extraordinary Services Reimbursement and the matching local funds pursuant to 16 V.S.A. §2962; and
- (c) Special Education Expenditures Reimbursement pursuant to 16 V.S.A. §2963.

The cost of providing special education services for Vermont state-placed students that is not covered by State-Placed Student reimbursement pursuant to 16 V.S.A. §2950(a) can be claimed as long as the cost is an eligible cost based on the following definitions.

### **2366.2.1 Instructional Services**

Except as provided under (1) and (2) in (a) below, expenditures for instructional services shall be allowable if required by a child's IEP or pursuant to a settlement agreement. The allowable special education costs include:

(a) Salaries and benefits of licensed special education teachers including vocational special needs teachers, and instructional aides for the time they carry out special education responsibilities.

(1) The allowable cost that may be claimed includes a school period or service block during which the above staff member is providing special education services as defined in Rule 2360.3.1 to a group of eight or fewer children, and the majority of the children are receiving the special education services, in accordance with their IEPs.

(2) In addition to the time for carrying out special education responsibilities, up to 20% of a special education staff member's time may be claimed, if that staff spends the additional time performing consultation to assist with the development of and providing instructional services required by:

(i) A plan pursuant to Section 504 of the Rehabilitation Act; or

(ii) A plan for children who require additional assistance in order to succeed in the general education environment as determined by the Educational Support Team;

(b) Salaries and benefits for services of individual aides for the portion of time they carry out special education responsibilities;

(c) Contracted services to provide special education instruction to children with disabilities;

(d) Student transportation which is required to implement a part of the instructional program for children with disabilities;

(e) The portion of non-collaborative tuition of special education programs and excess costs charged by public schools which relate to allowable costs;

(f) The collaborative tuition for special education programs charged by public LEAs;

(g) Tuition and all reasonable and necessary costs of placement, as defined in Rule 2366.2.5, excluding any general education tuition in an independent school approved for the purpose of providing special education in accordance with 16 V.S.A. §2958(e) and Rule 2228, et seq.;

(h) Travel of special education personnel relating to educating children with disabilities as allowed by their local contractual agreement;

- (i) Special textbooks, workbooks, other classroom supplies and other instructional materials for a child with disabilities to the extent required by a child's IEP; and
- (j) The reasonable cost of rental, purchase and maintenance of specialized equipment for a child with disabilities required by the IEP and not otherwise available at no cost to the parent through any other sources.

**2366.2.2 Related Services**

(a) Expenditures for related services are allowable if:

- (1) They are for services defined as related services in federal and state law;
- (2) The expenditure is for a related service required by the child's IEP or pursuant to a settlement agreement, including transportation to and from home for children with disabilities who cannot be accommodated by general school bus service;
- (3) The expenditure is for services provided by personnel beyond those required by the non-special education School Quality Standards (e.g. counseling, nursing); and
- (4) The expenditure is not reimbursed by another source.

**2366.2.3 Special Education Administration**

(a) Allowable expenditures for special education administration are as follows:

- (1) Salary and benefits of special education administrators and support staff for time dedicated to administration of the educational program for children with disabilities. However, if a supervisory union elects not to hire a special education administrator and is implementing an alternative organizational plan for the provision of special education administration for a given school year, in order for the cost to be considered an allowable expenditure, the plan shall be approved by the Vermont Agency of Education. The plan shall include a description of the functions and the responsibilities of the staff assigned to special education administration; the time spent on these functions; and the estimated costs to be allocated to special education administration;
- (2) Supplies, office expenses and equipment for special education administration;
- (3) Cost of in-service activities relating to special education up to a maximum amount per year established by the Commissioner;
- (4) Expense of a telephone in a special education classroom; and

(5) Advertising expenses in an amount not to exceed \$3,000 annually per supervisory union.

#### **2366.2.4 Evaluation Costs**

Reasonable and necessary expenditures are allowable for diagnostic medical services, other tests, and associated costs when part of a comprehensive evaluation, re-evaluation, or independent evaluation.

#### **2366.2.5 Costs of Placement in Approved Independent Schools**

(a) Subject to (b), reasonable and necessary costs, required by a child's IEP, excluding general education tuition, of a placement in an independent school are allowable if either:

- (1) The independent school is approved by the State Board of Education for purposes of providing special education pursuant to Rule 2228 for the category of disability under which the child was determined to be eligible for special education and has been reviewed and received reimbursement approval through the residential review process;
- (2) The child's placement has been recommended for reimbursement either through the residential review process or as an exception by the Commissioner pursuant to Rule 2228.2.(2) of a high cost day or residential placement; or
- (3) The child's placement is required by a due process hearing order issued following a hearing on the merits or a court order.

(b) Costs approved by the State Board of Education at an independent school are only allowable if covered by a written agreement pursuant to Rule 2228.4.1 and at a rate approved under Rule 2228.8 or for an out of state placement, the rates approved under that state's approval system.

(c) If the costs relating to a child's attendance at an independent school or program are pursuant to a legally binding settlement agreement, the parties shall, at a minimum, make reference in the IEP to the settlement agreement as the means by which the parties have agreed to resolve placement differences. The agreement shall provide for annual review by the parties of any resolution of placement issues.

**Ineligible Special Education (Program 212 for Elementary and Secondary Levels):**

This column includes all costs legitimately coded to Special Education which are for K-12 students but which are not eligible for formula reimbursement (VSBE Rule 2366.2). Costs which are specifically to be included as ineligible are:

1. Attorney's fees and other legal costs;
2. Overhead cost including building operations, general administration, and business services except that are part of a collaborative tuition attributable to overhead costs, and then only to the extent that overhead costs do not exceed 20% of the total program costs;
3. Funds paid to union schools or supervisory unions by member school districts as assessments for special education;
4. Any costs not allowable under Rules 2366.2.1 through 2366.6;
5. Any costs for financial accounting and auditing;
6. Technical Education tuition established under 16 V.S.A. §1552(a);
7. Any costs related to the provision of special education to a youth that has reached age 22 unless the commissioner has granted an extension under 16 V.S.A. §2944(e); and
8. Any costs related to parentally placed independent school children in excess of the proportionate share required by the IDEA except if pursuant to a hearing officer order reached on the merits or a court order.

The costs listed above are ineligible for all three parts of the State Funding Formula: Mainstream Block Grant, Special Education Expenditures Reimbursement, and Extraordinary Reimbursement.

**Ineligible Costs Charged to Other Grants**

In some cases, ineligible costs can be charged to certain specific State or Federal grants. For special education costs that are ineligible for State funding, enter the costs on the function/object code expenditure line in Part I under the "Ineligible" column. For costs that are not related to special education but charged to federal or EEE grant funds, the expenditures should be reported on the "Non-special education costs charged to Sped grants" line in Part I.

For ineligible costs charged to federal or other grant funds, the amount charged to the grant will also be shown in the ineligible column on the grant line. For example, if \$1,300 of the IDEA-B 4226 grant funds were used for indirect costs on the grant, then the \$1,300 could show in the ineligible column on the 2500 expenditure line in Part I and also would show in the ineligible column on the 4226 line in Part II. If a supervisory union spent \$35,000 on a coordinated early intervening services approved in its IDEA-B 4226 grant budget, the expenditure would show in

Part I on the non-sped line and in Part II on the 4226 grant line, both in the ineligible column.

### **INSTRUCTIONS FOR SEER-DISTRICT:**

This section includes salary and benefit expenditures incurred by a district for the provision of special education services provided by a paraprofessional. Allowability of costs rules are the same as listed in the Instruction for SEER-SU listed above.

### **PRE-SCHOOL SPECIAL EDUCATION:**

This column includes the costs of Pre-School educational services provided specifically for children with disabilities on IEPs. The Pre-School column should include Pre-School Special Education cost whether they are paid from Federal (IDEA-B – Basic, Pre-School or Infants & Toddlers) funds or State funds such as EEE grant funds, EEI grant funds or Education Spending funds. This column will include the cost of child find activities including special education evaluations for children from birth up to kindergarten and special education services for children ages 3 to 6 excluding kindergarten services.

**1:1 Services** – Preschool services for children in a 1:1 situation are considered special education services if they are provided by an Early Childhood Special Educator or related service personnel pursuant to an IEP. The 1:1 services may also be provided by a para-educator supervised by either an Early Childhood Special Educator or related service personnel.

**Instructional Services Provided in Group Setting** - For instructional services provided to groups of preschool children, the costs are allowable only if the Lead Teacher is a licensed Early Childhood Special Educator and the portion allowed is based on whether the majority of children served are children on IEPs. If the Lead Teacher is an Early Childhood Special Educator and the majority of the children in the group are on IEPs, then the total cost of the instructional services for the group is allowable. If the teacher is an Early Childhood Special Educator and 50% or less of the group consists of children on IEPs, then only a portion of the cost of the instructional services is allowed; the portion allowed is based on the percentage of IEP children to the total number of children in the group. For example, if the Early Childhood Special Educator serves a group of five children and 2 of the children are on IEPs, then 40% (2/5) of the cost is allowed as special education cost. If the Early Childhood Special Educator serves a group of five children and 3 or more of the children are on IEPs, then 100% of the costs is allowed as special education cost.

**Other Allowable Pre-School Cost** – Pre-School special education costs reported can include costs that may be ineligible as K-12 allowable costs. Pre-School costs may include the portion of building costs (rent, utilities, etc.) relating to EEE services if the building used is not owned by the school district. Pre-School costs can include the cost of specific amounts of day care services required by a child’s IEP to meet IEP goals.

**Non-Sped Pre-School Cost** - The line “Non-special education costs charged to Sped grants” is used for the non-special education costs which are charged to the State EEE Grant (Revenue

Code 3204) under VSBE Rule 2366.8. The cost of providing services to **Preschoolers** who have not been determined special education eligible should be included on this line only if the cost was paid from the EEE grant. EEE grant funds can only be used for specialized services provided to non-sped students if the district has excess EEE grant funds after performing child find for preschool children age 3 to kindergarten and providing preschool special education to children eligible for special education. See EEE grant award for more details.

### **STAFF SPLIT BETWEEN K-12 AND PRE-SCHOOL**

The costs reported for special education staff members who provide special education services to both K-12 and preschool students need to be appropriately divided between the K-12 and Pre-School columns as there are different funding mechanisms for the K-12 and Pre-School special education costs. Preschool staff members are not currently required to complete the staff documentation for State funding unless they also perform K-12 special education services. However Federal staff documentation must be maintained for all staff being charged to the federal grant funds.

### **EXPENDITURE CODES**

The expenditures are to be reported by Handbook II - Function/Object Codes. It is extremely important that the Business Office and Special Education administrative personnel maintain communication regarding changes in personnel and students during the year. Any changes in staff and staff assignments and students' special education eligibility have an impact on what special education costs are considered eligible for K-12 or Pre-School.

### **FUNCTION CODES**

The costs are to be reported by the function codes shown on the reporting form. The description is listed along with the code. For further definition of the function codes, refer to Handbook II or the Annual Statistical Report.

### **OBJECT CODES**

For the Direct Instruction function code (1000), the costs need to be divided between the major object codes – 100 through 900. The Student Support Services function code (2100) is divided between equipment (700) and all other object codes (100-900 except 700). For further definitions of object codes, refer to Handbook II or the Annual Statistical Report.

The category “**Non-special education costs charged to the Sped grants**” is available to use in the “Ineligible K-12 Special Education” and “PreSchool Special Education” columns only. Any expenditure that does not relate to special education services need to be reported on this line. This line is used if some of the EEE grant funds are used for providing specialized services to 3-5 year old students at risk of school failure as stated in EEE grant award. This line is also used for coordinated early intervening services paid from IDEA-B grant funds. In both these cases the expenditures are not for providing special education services or performing special

education evaluations. They need to be included on this report so that the total expenditures for these grant programs are reported here.

**Total Special Education:** This column is the total of the three columns:  
Eligible K-12 Special Education,  
Ineligible K-12 Special Education,  
and PreSchool Special Education.

The Total Special Education Expenditure line should be the total of the expenditures in Part I of the form.

## **DOCUMENTATION OF ELIGIBLE K-12 SPECIAL EDUCATION EXPENDITURES**

The documentation necessary to support costs reported as Eligible K-12 Special Education Expenditures is detailed in the Technical Guide for Special Education Cost Documentation. All Special Education Expenditure Reports filed are subject to audit by the Agency of Education.

## **INSTRUCTIONS FOR SEER-SU or SEER-DISTRICT - PART II:**

This section shows the **amount of funds used** from various revenue sources to cover expenditures shown in Part I; **this section is not used to report revenue received**.

### **Expenditures Charged To Federal Grants:**

For the Federal Grants section, indicate the amount of expenditures in Part I that are being charged to each grant. There are seven categories shown: IDEA-B Basic Flow Through (4226), IDEA-B PreSchool Flow Through (4228), Infants & Toddlers (4235), and four lines with "Grant Award #" for listing other projects. All federal grant expenditures need to be tracked separately in the school district's accounting system using either a fund code or project ID. The amount of funds used should be shown under the appropriate columns: "K-12 Eligible," "K-12 Ineligible" and "Pre-School." Funds sub-granted by the supervisory union are not to be shown as expended by the supervisory union. The member school district that received the funds must report the amount of its expenditures charged to the sub-grant on the appropriate federal grant line. This will eliminate duplication of funds and means that the total grant expenditures for the year are the total of the amounts reported across the reporting entities for the supervisory union.

The information in this section is submitted so that the total cost is collected but the amount of Federal funds used is eliminated from the calculation of State formula funding. Funds for these Federal projects should be requested using the AOE 3.0 form on a quarterly basis. For the final AOE 3.0 for any of the IDEA-B projects (4222, 4223, 4226 and 4228) to be acceptable, the amount included as spent for the project on the Special Education Expenditure Report must match the total of expenditures on the final AOE 3.0. Also a final AOE 3.0 is required for all grants awarded even if no funds were spent.

**Expenditures Charged To State Funds and Match:**

**Mainstream Block Grant (3201)** - Enter the amount of the State Block Grant award that you consider spent. Since supervisory unions/supervisory districts are not required to do separate accounting for these State funds, this figure can be an arbitrary portion of the eligible special education cost incurred until the final report. On the final report, the total of the grant for the supervisory union/supervisory district should be reported in this block unless the supervisory union/supervisory district did not incur sufficient special education costs to use all their Mainstream Block Grant and match funds. For the few supervisory union/supervisory district that do not spend all their Mainstream Block Grant funds, 60% of the eligible K-12 expenditures not covered by other grants or exclusions should be listed here. If the supervisory union/supervisory district operates a school and did not spend all of its Block Grant and match for special education, the supervisory union/supervisory district may spend the remaining Block Grant and match for support and remedial services. If the supervisory union/supervisory district spends funds in this way, they must submit a separate report at the end of the fiscal year describing the support and remedial services provided and the cost of those services with that final report.

**Local Block Grant Match** - Calculate the match required for the amount of the Mainstream Block Grant shown on the line above by dividing the Mainstream Block Grant amount by 0.6, then multiplying the result by 0.4. The total match for the year is listed on the Mainstream Block Grant award document.

**State-Placed Student Cost (Worksheet A)** – This information comes from this reporting entity’s completed Worksheet A. Report in the “Pre-School” column all of the cost listed on Worksheet A for EEE students. The costs reported under “Eligible” or “Ineligible” relate to the kindergarten through 12<sup>th</sup> grade students listed on Worksheet A. The only costs shown under “Ineligible” would be the ineligible portion of a special education tuition charged by a public school. The amount reported in the “Total Special Education” column should equal the total of other three columns. Instructions for Worksheet A start on page 13.

**Extraordinary Cost (Worksheet B)** – This information comes from this reporting entity’s completed Worksheet B. The “Pre-School” amount will be the “Eligible Extraordinary Cost” amount for any EEE students listed on Worksheet B. The total of the “Eligible Extraordinary Cost” amounts for kindergarten through 12<sup>th</sup> grade students is entered in the "Eligible" column. The total of the two columns should equal the total from Worksheet B. Instructions for completing Worksheet B start on page 18. New for FY18 only 1 Worksheet B can be submitted for each supervisory union/supervisory district. Reports cannot be split between reporting entities.

**Essential Early Education Grant (3204)** – EEE grant funds expended can only be reported by the specific supervisory union/supervisory district that was awarded the funds. The amount spent from the Essential Early Education (EEE) Grant for the reporting period is shown on the EEE grant line. The amount will show under the "Total Special Education" and “PreSchool” columns. For the final report, the amount shown as used by the supervisory union/supervisory

district on the EEE Grant line should be the whole grant amount unless the supervisory union/supervisory district 's PreSchool special education costs did not total to the grant amount.

**Other State or local Grants** - are entered on lines with "Grant Award #". Enter the four digit revenue code from the State grant award number as the description, and enter the amount of grant funds spent in the appropriate columns. Please be sure to include a Regional Educational Specialist Grants (3207) in this section for those supervisory unions/school districts that have a grant. Act 230 Training Grants (3219), BEST Grants (3213), Medicaid reinvestment funds (5481), and EEI (3243) grants are included on the report only to the extent that costs covered by the grants are special education expenditures reported in Part I of the report. For miscellaneous state and local grants, include a brief description in the space after "*Grant Award#*".

**Expenditures Charged To Other Revenue:**

The remaining section is used to eliminate expenditures included in Part I of the form which are claimed by a different reporting entity.

**Special Education Tuition from other LEA's** - Enter special education tuition revenue received or due from other LEAs. For non-collaborative tuitions, you need to divide the amount collected between the "Eligible" and "Ineligible" columns based on the split in cost of the program between those categories. As the LEA paying the tuition will claim the reimbursement, that revenue is deducted here by the reporting entity offering the program so that the cost reported is the net cost to the reporting entity.

**Excess Costs from other LEA's** - Enter special education excess costs billed to other LEAs. Before final billings are done on excess costs for the year, the excess cost calculation needs to be redone using actual eligible cost for providing the services to ensure that the costs billed follow the statutory requirement of only billing actual costs or actual proportionate cost under 16 V.S.A. §826 (c).

**Total Grant Expenditures & Other Exclusions**

Enter the total of the amounts reported in Part II.

**Total Net Cost** - Enter the total of Part I less the total of Part II. Check that the total of the amounts in the last three columns equals the amount in the "Total Special Education" Column.

**TWO VERSIONS OF WORKSHEET A**

There are two versions of Worksheet A included in the forms. The version on the legal size paper is to be used only with the reporting period ending the last day of February. The instructions that follow are written for the letter size form. The only difference in the legal form is the final column which shows the total estimated cost for the fiscal year. This is the amount for each service that the school district has already incurred plus additional costs expected to be incurred for the fiscal year. **Please use the appropriate form for each reporting period.**

## INSTRUCTIONS FOR WORKSHEET A:

This form is a bill to the Vermont Agency of Education for the special education costs of the State-placed students incurred by the reporting entity. The Worksheet A needs to provide the following student information: the full name of each student, date of birth and seven digit ID#. Each line requires the specific beginning and ending dates that the service being claimed was provided to the student. The description of the service must be specific and have enough information so that the Agency can determine if it is a special education service and track the cost of special education services by category. The cost for each service must be calculated for the specific period being billed. If the Agency has questions as to whether or not a claimed cost is reimbursable, it will request back-up documentation for the claimed cost. At a minimum, claimed costs must be pursuant to a written agreement or contract between the district and the approved contractor.

A State-Placed student is a Vermont student educated by a school district other than the district of residence of the child's parent(s) or guardian **as a result of a placement** by a State Agency, a designated community mental health agency or agency approved by the Commissioner. This **does not** allow for reimbursement for students being educated by their home school district (based on the residence for the parent(s) or guardian), even if they are in State custody. The term State-Placed student is defined in 16 VSA § 11 (28).

**NEW** for FY20 is a Worksheet A Supplement. This requires the same information as the worksheet B Supplement. Please include full Student name, Primary disability, secondary disability, tertiary disability, other disabilities, and the school placement in which costs were incurred. This information is vital for rapid processing of the Worksheet A.

### **Costs Covered by State-Placed Student Reimbursement**

This report is cumulative and will include all costs from the beginning of the fiscal year. The costs included on the report are limited to special education costs paid for by this reporting entity. The service(s) must be special education services required by the student's IEP or as part of a special education evaluation and actually have been provided to the student. The costs listed for reimbursement can include those for specialized instructional services, related services and special education evaluations.

You cannot bill the State for services paid for by Federal funds or other State grants. Regular education tuition or regular Technical Center tuitions can not be reported here as they are not special education costs. Also, the only ineligible cost that can be claimed for as a State-Placed student special education cost is the ineligible portion of a non-collaborative tuition.

### **Information Required for each special education service billed for each student:**

**Student's Name:** *List students in alphabetical order by student's last name.* Enter the first and last name of the student.

**Date of Birth:** Enter each student's date of birth in the mm/dd/yy format, such as 02/14/05 for February 14, 2005.

**Student ID Number:** Enter the student's seven digit identification number. (If you need an ID number for a student, check with the school district person responsible for the student census.)

**Public School Attended:** Provide the name of the public school the student was attending or enrolled in while receiving this service. If the student was attending a separate day program, a special class or receiving home tutoring, he/she is still considered enrolled in the public school for that district. For example, if the student attends the Baird Center, you would still record Spaulding H.S. if that is the public school he/she would normally attend.

**Description of Services:** Enter a description of the special education services being provided to the State-Placed student in accordance with his/her IEP. The list on the following three pages shows common service descriptions. Be sure to include all of the additional detailed information required for the service listed. If the service does not fit one of the categories listed, please provide a brief description of the service being provided.

A separate line should be used for each separate service. For example, if the supervisory union/supervisory district is paying for tuition, transportation and an individual aide for one student, one line needs to be used for each of the separate services. Any tuition items need to clearly indicate the name of the program and the organization that operates the program. Too often the only information included about a tuition charge is who the vendor was which does not indicate the specific program that the student attended. The only items listed as tuition would be for programs at independent schools that are approved as special education programs or special class or separate day program offered by public schools.

Entities can claim special education instructional costs in a number of ways. If the school district pays special education tuition or excess cost to another school district, they bill for the costs that they paid. If a school district is providing IEP services using their own staff, they can use the State allowed rate for specialized instruction. If the State allowed rate is not sufficient to cover the actual cost of their staff, two worksheets have been provided for school districts to use to calculate the actual cost of their staff for specialized instruction provided to State-Placed students. One is for individual student services and one is for special education programs:

- (1) IEP Instructional Cost Calculation Sheet used for individual student services and
- (2) District Special Education Program Calculation Sheet used for special education programs.

The forms and instructions for these are included after the common service descriptions.

## COMMON SERVICE DESCRIPTIONS FOR WORKSHEET A

Service Description and Additional Information to be Reported	Definition of Services Included in Service Category
<p><b>K-12 Special Educator Services I</b> – Case management only, during school year only.  <i>Worksheet A description should include number of school days that are being billed.</i></p>	<p>Special education case management for students who are placed in special education separate day programs and special classes - State allowed rate for FY-2020 is \$32.71 per school day - not to exceed \$5,725 for the school year.</p>
<p><b>K-12 Special Educator Services II</b> – Specialized instruction by special education staff and case management during school year.  <i>Worksheet A description should include number of school days that are being billed.</i></p>	<p>Specialized instruction and case management for students being provided mainstream special education in their school district – State allowed rate for FY-2020 is \$51.26 per school day - not to exceed \$8,970 for the school year and is based on Special Educator and program aide services. This rate is inclusive of para-educator services. If a district has additional para-educator costs, a cost calculation sheet will need to be completed by both the SU and the district.</p>
<p><b>K-12 Special Educator Services III</b> - Individualized special instruction and case management for school year or extended school year.  <i>Attach IEP Instructional Cost Worksheet and student's IEP with Worksheet A claim.</i></p>	<p>Specialized instruction and case management for students that have intensive special education programs and for which the school district reimbursement calculated on the State allowed rates in above category would not be sufficient. The IEP Instructional Cost Worksheet must be used to calculate the amount claimed and must be submitted with the Worksheet A claim.</p>
<p><b>K-12 Speech and Language Services</b> during the school year or extended year services.  <i>Worksheet A description should include number of school days that are being billed.</i></p>	<p>Speech and language services provided directly by a Speech Language Pathologist or Speech Teacher or by an aide supervised by either a Speech Language Pathologist or Speech Teacher. <u>For services provided by district staff - State rate for FY-2020 is \$18.22 per school day - not to exceed \$3,189 per school year. For contracted service or extended year services – use actual amount paid for the service.</u></p>
<p><b>K-12 Excess Cost for Special Education Instructional Services, Case Management or other services</b> - Mainstream special education instruction and/or case management or other IEP services billed by another LEA or Independent School not included in tuition rate.  <i>Description needs to indicate whether special education instruction, case management or both. Also note the billing organization.</i>  <i>Attach copy of excess cost invoice.</i></p>	<p>For students who are tuitioned to another school district or Independent School, the cost of specialized instructional services, case management or other IEP services that are not part of the approved tuition rate.</p> <p>Note: If services other than special education instruction or case management are being billed, the description should say excess cost with the services such as individual aide, speech, counseling, and transportation. Each separate service should be on a separate line.</p>

Service Description and Additional Information to be Reported	Definition of Services Included in Service Category
<p><b>Wrap Around Services</b> – Specialized instruction and related services – school year, summer services or year round.</p> <p><i>Worksheet A description needs to include the name of the Developmental Services or Mental Health service provider or the name of the agency providing services.</i></p> <p><i>Attach copy of contract and student's IEP.</i></p>	<p>Specialized instruction and related service provided by a Mental Health or private service provider as part of a wrap-around or an individualized service program as required by a student's IEP.</p>
<p><b>District Operated Special Education Program</b> – per pupil cost of special education program calculation sheet for a K-12 operated by the school district making the claim</p> <p><i>Include the name of the program and the number of school days that the student was enrolled and the daily per pupil rate.</i></p> <p><i>Attach a copy of the District Operated Special Education Program worksheet.</i></p>	<p>Per pupil cost calculated by the district for its own special class or self-contained special education programs. Use the District Special Education Program Calculation Sheet to calculate the program cost per pupil and then calculate the amount for the student based on the daily per pupil rate times the number of days that the student was enrolled. Please note that this category can be used for summer school programs as well as K-12 school year programs.</p>
<p><b>Special Education Tuition</b> – per pupil cost of special education program paid to another public school or independent school</p> <p><i>Include name of program and school district or organization that operates the program, number of school days that the student was enrolled and the daily per pupil rate.</i></p>	<p>Per pupil cost charged to the district for <b>self-contained special education programs</b> if the placement is required by the student's IEP. This includes special education separate day programs not located in a public school such as ON-TOP, Wilder School or Baird and <b>special education classes</b> within a public school, academy, or vocational center. This does not include regular education tuition or regular technical center tuition.</p>
<p><b>EEE Instruction and Speech Services</b> – cost of Essential Early Education program (preschool special education program) based on per pupil calculation or cost of IEP services.</p>	<p>Essential Early Education instructional or speech provided directly by or under the supervision of a licensed early childhood special educator or speech pathologist or other services required by student's IEP.</p>
<p><b>Evaluation</b> – costs associated with special education evaluations to determine eligibility</p> <p><i>Include type of evaluation such as psychological, OT, PT, Speech, etc.</i></p>	<p>Evaluations performed as part of comprehensive or supplemental evaluation plan. Cost of evaluations performed by mainstream Special Educators are excluded.</p>
<p><b>Individual Aide</b></p>	<p>1:1 Paraprofessional hired for individualized supervision and/or instruction during the school year as required by the student's IEP.</p>
<p><b>Transportation</b></p>	<p>Transportation services required by the student's IEP excluding regular school bus service. The service needs to be specifically listed as a related service in the student's IEP for the cost to be claimed as a special education cost.</p>

Service Description and Additional Information to be Reported	Definition of Services Included in Service Category
<b>Behavior Consultation</b> <i>Include name of mental health agency providing service</i>	Behavioral consultant or specialist who provided consultation for school staff or direct services as required by the student's IEP.
<b>Behavior Interventionist</b> <i>Include name of mental health agency providing service</i>	Behavior Interventionist hired to implement specific behavior interventions as required by IEPs.
<b>Counseling</b>	Direct counseling or therapy provided by psychologist or mental health professional as required by the student's IEP.
<b>Vocational/Community/ Independent Living Training</b> <i>Include specific service provided to the student.</i>	Employment specialist, job coach or other services related to preparing for or providing student employment opportunities, providing work experience or independent living skills required by the student's IEP.
<b>Occupational Therapy</b>	Direct services or consultation by a registered OT or an aide working under their direct supervision as required by the student's IEP.
<b>Physical Therapy</b>	Direct services or consultation by a registered PT or by an aide working under their direct supervision as required by the student's IEP.
<b>Hearing Services</b> <i>Description should include specific services provided to student.</i>	Services relating to auditory issues including hearing consultant services, interpreters, cued speech, and assistive technology training services as required by student's IEP.
<b>Supplies</b> <i>Include description of specialized supplies.</i>	Specialized supplies purchased to implement student's IEP services such as a special computer program or large print books; can not be claimed in addition to State allowed rates as each rate includes an allowance for supplies.
<b>Equipment</b> <i>Include description of specialized equipment.</i>	Specialized equipment purchased or leased specifically to implement the student's IEP.
<b>Contracted Tutoring Services</b>	Tutoring services provided as a contracted service as required by the student's IEP
<b>For all others, enter a brief description of service provided such as vision services, specialized communication, or medical or nursing services.</b>	Other services that are required by the student's IEP and which meet the allowable cost rules can be claimed but do not fall into the above categories.

**Attachments:** Check "Yes" or "no" column to show if there are attachments relating to this line.

**Dates of Service:** The date of service should include **the beginning and ending date that costs were included for that service for that student.** If the service is an individual aide who started on August 27<sup>th</sup> the first day of school), then the period reported would be 08/27/19 - 10/31/19 for the first report. If the student moved out of the supervisory union/supervisory district on

11/15/19, then the period on the later reports would be 08/27/19 - 11/15/19. If the service lasted to the end of the school year, show the actual last day of school. Do not use 6/30/20 as the ending date unless that service was provided through that date. Only use separate lines for the same service for a student if there is a break during the time period the service was provided.

**Cost of Eligible Spec. Ed. Service:** List the cost of each service for the student indicated. All of the costs included here should be included on the top section of Part I of Page 1. If the cost is billed from an outside vendor for the one student, simply list the amount from the bills. If it is a service provided by a staff member, you may use the State rate or use the IEP Instructional Cost Worksheet for instructional services. For non-instructional services, you will need to calculate the amount attributable to this student based on the staff person's caseload or actual time spent working with that student. You need to document the way you calculate the cost and keep the backup documentation with your reports.

**Total:** At the bottom of the sheet, total the amounts in the cost column. This total is the amount to be entered on Page 1 as the total on the "State-Placed Student Cost (Worksheet A)" line. The costs for K-12 students would be shown as "Eligible" with the one exception of the ineligible portion of tuition being reported as "Ineligible". All the cost for Pre-School students is reported in the "Pre-School" column.

**IEP Instructional Cost Calculation Sheet for State-Placed Students** is used by a supervisory union/supervisory district to calculate the cost for special education instructional services provided to a State-Placed student placed in their district and being educated by their staff. The calculation sheet is a three part sheet with the first part listing the instructional services shown on the student's IEP. The IEP information includes the specific services with the frequency and duration of each. The supervisory union/supervisory district needs to add information on the group size and calculate the amount of services that the student receives as well as the hourly rate for each service provider and the amount that the school district spent providing those services.

**District Special Education Program Calculation Sheet** is used by a supervisory union/supervisory district to calculate the daily cost for any special education programs that it operates. The calculation only includes allowable special education cost for K-12 programs but can also be used for PreSchool special education programs. The calculation sheet is used to calculate the daily rate of the program to document the rate being charged for the State-Placed student on Worksheet A.

**Review of Worksheet:** Cathy Scott at (802) 479-1234 will be reviewing the Worksheet A to ensure that all costs reported are eligible for this funding mechanism. Once she reviews the Worksheet A, she sends a Claims Approval memo showing which claims are approved and which are pended or denied. It is important to contact her once this is received to clear up any issues with denied or pended claims as payment will only be made for approved claims and the timeline for resolving issues on Worksheet A claims is very tight. **Revised Worksheet A's must be sent to the special education finance team first, not directly to Cathy.**

**NOTE: Worksheet A is only submitted if the reporting entity has costs to report. Blank Worksheet A's should not be submitted.**

**INSTRUCTIONS FOR WORKSHEET B:**

This form is used to claim extraordinary reimbursement. Extraordinary reimbursement only applies to students over three years of age whose special education **costs exceed \$60,000.00 for FY-2020**. The costs included on Worksheet B should be included in the special education expenditures at the top of Page 1 in the "Eligible" column for students in kindergarten through 12th grade or in the "Pre-School" column for Pre-School students. Only formula eligible costs can be included for a K-12 student which excludes any costs paid from federal funds or other grant funds (except Mainstream Block Grant). If the Agency has questions as to whether or not a claimed cost is reimbursable, it will request back-up documentation for the claimed cost. At a minimum, claimed costs must be pursuant to a written agreement or contract between the district and the approved contractor. For Pre-School students, only the costs not covered by federal funds, EEE grant funds or other grants can be listed for the student. This report is cumulative from July 1, 2019 through the end of the reporting period. **Do not report students until their costs have exceeded the \$60,000.00 amount.**

**Student's Initials:** Enter the student's initials. Use one line per student to record the costs for the fiscal year. (If costs were paid during the year for prior fiscal years, you need to amend the reports for the prior year to receive reimbursement for those costs.) **Do not include students whose costs are being billed on Worksheet A.**

**Student ID Number:** Enter the student's seven-digit identification number. (If you need an ID number for a student, check with the school district person responsible for the student census.)

**Date of Birth:** Enter the student's date of birth using the format of 06/04/99 for June 4, 1999.

**Disability Category:** Enter the code that reflects the student's primary category of disability.

<u>Code</u>	<u>Disability Category</u>	<u>Code</u>	<u>Disability Category</u>
01	Intellectual Disability	08	Other Health Impairment
02	Hearing Loss	09	Specific Learning Disability
		10	Deaf-Blindness
04	Speech/Language Impairment	11	Multiple Disabilities
05	Visual Impairment	12	Developmentally Delayed
06	Emotional Disturbance	13	Traumatic Brain Injury
07	Orthopedic Impairment	14	Autism Spectrum Disorder

**Student's Town Code:** Enter the code for the town of parent's legal residence such as T001 for Addison.

**Residential Placement? (Yes or No):** Indicate “yes” if the student was in a residential placement (providing service for 24 hours a day) at district expense for any part of the fiscal year. If a student was not in a residential placement at district expense for any portion of the fiscal year, enter “no.”

**SUPERVISORY UNION COSTS:**

The next five categories are for the costs for special education services provided to the student by the supervisory union/supervisory district as required by the student’s IEP for the fiscal year. For K-12 students, only report eligible special education costs not paid from Federal or miscellaneous state or local grant funds. All costs reported are to be actual costs based on what has been paid for services provided from the beginning of the fiscal year to end of reporting period. **Do not include any costs paid by Federal funds** or the cost of special education administration. For PreSchool students, you can only include those costs above and beyond costs charged to State EEE, local and Federal grants.

**Special Education Tuition:** Include the amount of special education tuition (object code 560s) paid for this student. If the tuition is for a public school non-collaborative program, only include the portion of the tuition relating to eligible costs, which must be indicated on the bill. Regular education tuition or regular technical center tuition is not to be included anywhere on this report, as it is not a special education cost.

**Equipment:** Enter the amount paid for equipment (object code 700s) purchased for this individual student as required by the student's IEP.

**Other Direct Instructional Costs:** Enter the cost of all other direct instructional services required by the IEP and provided to this student. This cost includes all special education expenses coded to function code series 1000, Direct Instruction, except Tuition (560) and Equipment (700). Some of the costs which can be included here are: Resource Room Instruction, Consulting Teacher/Learning Specialist Services, Behavioral Specialist Services, Integration Facilitator Services, Individual Aide, Adaptive Physical Education, and special textbooks.

**Related Services:** Enter the cost for related services required by the IEP and provided to the student. This includes all special education expenses coded to function code series 2100, except for Tuition (560) and Equipment (700). Some of the costs which can be included here are:

- |                               |                               |
|-------------------------------|-------------------------------|
| Speech/Language Services      | Special Education Evaluations |
| Occupational/Physical Therapy | Audiology and Deaf Education  |
| Counseling Services           | Interpreter Services          |

**Transportation:** Enter the cost of the specialized transportation (function code 2700) required by the IEP.

**SU Total Cost:** This cell will calculate automatically.

## **DISTRICT COSTS:**

**District:** Enter the school district code that incurred the costs. For example, enter U061 for Mount Abraham Unified SD. Leave this field blank if no costs were paid for by the district.

**District Para Costs:** Enter the amount of para-educator costs paid for by the district.

## **DISTRICT COSTS:**

The total costs will calculate automatically based on the SU and District Costs.

**SU Eligible Extraordinary:** The total of this column is entered on Page 1 on the Extraordinary Cost line breaking the amount between the "Eligible" and "PreSchool" columns based on whether the student is in PreSchool or not.

**District Eligible Extraordinary:** The total of this column is entered on Page 1 of the district SEER on the Extraordinary Cost line breaking the amount between the "Eligible" and "PreSchool" columns based on whether the student is in PreSchool or not.

**WORKSHEET B SUPPLEMENT:** Please include full Student name, Primary disability, secondary disability, tertiary disability, other disabilities, and the school placement in which costs were incurred. This information is vital for rapid processing of the Worksheet B.

**NOTE: Only 1 Worksheet B can be filed by supervisory union/supervisory district. Each student must appear on only 1 line of the report and only when the student's eligible costs exceed \$60,000.**

## **INSTRUCTIONS FOR WORKSHEET C:**

Worksheet C is used to capture information on the cost of residential placements paid by the supervisory union/supervisory district for the fiscal year. This page is only required with the final reports due on August 1st. This page is required whether or not there are any students to report. If there are no students to report, complete the header of the form and note "none" on the form. This report only needs to be submitted by the supervisory union/supervisory district.

**This report is to include all special education students who were residentially placed (in a 24 hour a day placement requiring approval by the residential review team) and whose placement is being paid for by the supervisory union/supervisory district.** Only include the cost of the student's program while the student is residentially placed. Also, information is reported separately for each residential placement and the costs only include those incurred for the student's services during the residential placement - not before or after.

**Student's Initials:** Enter the student's initials. Include students even if listed on Worksheet B. Use a separate line for each placement if a student had more than one residential placement during the year.

**Student ID Number:** Enter the student's seven-digit identification number. (If you need an ID number for a student, check with the school district person responsible for the student census.)

**Date of Birth:** Enter each student's date of birth such as 06/19/99 for June 19, 1999.

**Disability Category:** Enter the code which reflects the student's primary category of disability. See the chart on Page 18 under Worksheet B for a listing of the categories.

**Student's Town Code:** Enter the code for the town of parent's legal residence such as T001 for Addison.

**Name of Residential School:** Enter the brief name of the residential facility such as Austine for Austine School for the Deaf and Hard of Hearing.

**Date Entered Residential for Year:** Enter the first day for the fiscal year that the student is residentially placed. If the student continued in a year-round residential placement from the prior fiscal year, use 07/01/19. If the student continued in a residential placement but the program operates on the school year, use the beginning date for their school year. For students who are entering a residential placement during the year, enter the first day of the placement.

**Last Day in Residential for Year:** Enter the last day that the student is residentially placed for the year. If the student left the placement, enter the exit date. If the student remained through the end of the fiscal year, enter 06/30/20. If the placement runs on a school year basis and the student stayed to the end of the school year, enter the last day the school was in session.

**Cost Breakdown for Student's Residential Placement:** Only include costs incurred for the period of time that the student was residentially placed. If the student is residentially placed for the whole school year, include the costs for the school year but exclude the cost of any summer program. This section uses the same categories as Worksheet B. Please refer to those instructions if you have questions on the categories. Only include costs paid by the school district. If a portion of the costs for the residential placement is paid by a State agency, it can be noted on the bottom of the form.

**Total Cost:** Enter the total of the five cost categories which represents the total cost to the school district for the student during that residential stay.

#### **SUBMISSION OF REPORT:**

**Be sure that Page 1 is signed and dated and that the form header information is completed at the top of each page. Check that the period ending date is completed, and that the reporting entity's name and supervisory union number are entered on each page. Check that Page 2 is completed on the back of Page 1. Only submit Worksheets A and B if there are costs entered on that particular worksheet. Worksheet C must be submitted by all SU's/SD's, but only with the final report.**

Submit completed form with **original signature** to: Jeremy Parker -or- Orilla Farnham  
Vermont Agency of Education  
219 North Main Street, Suite 402  
Barre, VT 05641

Faxed or scanned copies will be used to establish the date submitted, but the completed form with the original signature must be submitted via US Mail or hand delivered.

Please keep a copy for your records with all supporting documentation for at least three years. Questions can be referred to the Jeremy Parker at (802) 479-1118.