

To: Superintendents
Special Education Directors
Business Managers

From: Nicole Tousignant
Special Education Finance Manager

Date: August 8, 2017

Subject: FY-2019 Special Education Service Plan

Attached are the forms and instructions for the FY-2019 Special Education Service Plan.

The deadline for submitting the FY-2019 Service Plan is October 16th, 2017. It is important that the deadline is met in order for the Agency to compile the information for the FY-2019 State Special Education funding formula projections which are due out on December 15th, 2017. If the Service Plan for a supervisory union is not received by the deadline, the Agency is authorized to withhold funds due the supervisory union or its member school districts until the Service Plan is filed and accepted by the Agency.

Federal Data Report Forms - Section D

Section D is available in a downloadable Excel Spreadsheet from the agency website. Section D should be submitted electronically via e-mail to Mike Bailey at mike.bailey@vermont.gov. Any questions about completing Section D should be address to Mike at 802-479-1165.

Report Forms and Submission

The electronic version of the forms are attached to this e-mail. Please be sure to use the FY-2019 version of the forms when the service plan is submitted. The completed forms for Sections A-C should be mailed in paper form to the Agency to my attention while Section D is to be submitted electronically to Mike Bailey.





219 North Main Street, Suite 402
Barre, VT 05641 (p) 802-479-1030 | (f) 802-479-1835

FY-2019 SERVICE PLAN GENERAL INSTRUCTIONS

Each supervisory union is required by law to submit a service plan annually to the Secretary of Education. The purpose of the Service Plan is to report to the Agency of Education each school district's anticipated expenditures for special education for the following school year by October 15th. The instructions for each part will explain why the information is being requested.

There are four sections of the service plan. Section A and Section D are to be completed for the supervisory union as a whole. Section B's and C's are completed by each budget entity within the supervisory union that is expected to incur K-12 or preschool special education costs. For this purpose, a budget entity is a town/city school district, an incorporated school district, a union or unified union school district, a joint contract school, an interstate school district or a supervisory union. Section B is to be completed by each budget entity for its K-12 special education costs. Section C is to be completed by each budget entity which is expected to incur preschool special education costs.

Section A is completed for the **supervisory union** with the combined information for the supervisory union itself and its member districts and consists of:

- Part 1 Summary of Cost Reported on Sections B and C
- Part 2 Salary Survey for "Mainstream" Special Education Positions as of October 1, 2015
- Part 3 Compliance with 16 V.S.A. § 261a(a)(6)

Section B is completed for **each budget entity for Kindergarten through 12th grade special education costs**. This section consists of:

- Part 1 K-12 Student and Staff Information
- Part 2 Special Education K-12 Budget
- Part 3 Extraordinary Cost Detail

Section C is completed for **each budget entity for preschool special education costs**. This section consists of one part:

- Part 1 Children Served and Budget for Preschool Special Education

Section D is completed for the supervisory union with the combined information for the supervisory union itself and its member districts and consists of:

- Part 1 Special Education Teachers and Paraprofessionals Employed and Needed for School Year 2016-2018
- Part 2 Other Special Education and Related Service Personnel Employed and Needed for School Year 2016-2018
- Part 3 Staff Shortages of Special Education Personnel for School Year 2016-2018

THE DUE DATE FOR ALL SECTIONS IS OCTOBER 16th, 2017. Submit signed original to:

**Vermont Agency of Education
Attn: Nicole Tousignant
219 North Main Street, Suite 402
Barre, VT 05641**

PLEASE READ THE INSTRUCTIONS BEFORE COMPLETING THE FORMS.

A copy of the Service Plan and any worksheets should be kept by the person preparing the report to respond to questions that are raised during the Agency’s review of the Service Plans.

Section A - Supervisory Union Summary Instructions

This section is to be completed for the supervisory union as a whole.

Part 1 – Summary of Cost from Section B and C

This part is a summary of the costs reported in the Section B’s and C’s for the supervisory union and its member districts and is the last part to be completed. From the completed Section B’s and C’s, list the budget entities for which Section B’s and Section C’s are being submitted. Budget entities include the supervisory union, its member school districts, and any joint contract schools formed by its member districts. In the first column, enter the names of the budget entities. In the description column, indicate the type of school district (such as town/city school district, incorporated school district, union or unified union school district, joint contract school, interstate school district or supervisory union).

There are two columns for the total amounts from Section B and Section C. On the line for each budget entity, enter the total from the Section B - Part 2 and the Section C - Part 1 completed for that budget entity. For example, if Battenkill Valley Supervisory Union estimated K-12 special education costs of \$123,400 on Section B - Part 2 and Preschool special education costs of \$348,500 on Section C - Part 1, those amounts would be entered on the Battenkill Valley SU line in Section B and C columns respectively. If Arlington and Sandgate estimate that they will pay \$950,490 and \$7,900.00 respectively from their accounts for K-12 Special Education Services on Section B – Part 2, then the Arlington line would show \$950,490 in the Section B column and Sandgate \$7,900.00. If totals from Section Cs for Arlington and Sandgate are \$93,230 and \$0.00 respectively, then those amounts would show in the Section C column.

Budget Entity	Description of Budget Entity	Estimated FY-2019 Special Education Budget Amount as shown on:	
		Section B (K-12)	Section C (Preschool)
Battenkill Valley SU	Supervisory Union	\$123,400.00	\$1,850.00
Arlington	Town School District	\$950,490.00	\$93,230.00
Sandgate	Town School District	\$7,900.00	\$0.00

Once the amount for all the budget entities have been entered, enter the total of all the amounts listed in Section B and C columns on the “Total Estimated Unduplicated FY-2019 Cost” line. The total amounts should be the total unduplicated cost projected for K-12 eligible special education (Section B column) and preschool special education (Section C column) for FY-2019 for the supervisory union and its member

districts. If there is any duplication of cost, then the detailed budgets in Section B or Section C should be corrected to eliminate the duplication.

Under section 2 on the form, enter the name and telephone number of the person responsible for preparing this service plan. This will allow us to contact the appropriate person when we have questions. It is important that any backup documentation used in preparing the service plan be kept until after the review is completed. It is also helpful to compare the amount reported here with the total estimated costs from the prior year's service plan and the most recent year's actual cost to ensure that the unduplicated total estimated for FY-2019 are realistic.

The bottom of this form requires the signature of the superintendent certifying that the information submitted is as accurate as possible. The form with the original signature must be submitted to the Agency.

Part 2 - Salary Survey for "Mainstream" Special Education Positions as of October 1, 2017

The salary survey information is needed to compute the Mainstream Block Grant for FY-2019. There are also instructions at the top of the form itself. List all employees who are licensed as and working in the following capacities: Special Educator, Intensive Special Needs Teacher, Consulting Teacher and Educational Speech Language Pathologist. Do not include information on other staff that do not meet this criteria.

The information reported for each employee should be available from the employee's contract for the current school year. For this part, you simply report the contracted salary amount – you do not need to exclude portions of the salary that might relate to non-special education functions. It is important to have the accurate salary for the current school year and the FTE that matches that salary.

This data collection is only for employees who are working on a salary basis as of October 1, 2017. Do not include contracted employees who are not covered by the master negotiated agreement. Also do not include vacant positions.

Show the **annual salary** being paid for each position as of October 1, 2017, **for the current school year**. Although others parts of the service plan relate to projected costs for the upcoming school year, this part requires the salary for the current school year 2017-2018. Enter the salary per the employee's contract for the current school year, excluding compensation for summer services or extra duties. If the person works part-time, show the salary earned for that part-time position. For "FTE" (full-time equivalency), show the portion of time the person works as a decimal equivalent. If a person is hired as a 50% employee, the FTE should be shown as .50.

If the percentage that the person works is not included in their contract, you will need to calculate it based on the hours that the employee works. If a person works the full school day for three days out of the five-day school week, use .6 (3/5). If the person works each day for 3 1/4 hours out of a 6 1/2 hour workday, then use .5 (3.25/6.5).

Toward the bottom of the form, enter the current annual salary for the individuals licensed and performing the duties of a **director of special education**. This is to **include positions employed at the supervisory union and at the school district level**. If the person is employed part-time, enter the FTE for that reflects the decimal equivalent of the time employed – i.e., 60% is shown as .6. If the person is employed full-time, enter 1.0 for FTE. For this salary survey, report the total contract salary amount for the person and the FTE for which they are employed even if job functions include non-special education

duties. (When completing the budget sections, only include the salary that is expected to be eligible special education cost for that year.)

This form requires the signature of the superintendent to verify that the information provided is accurate. The form with the original signature should be submitted to the Agency.

Part 3 - Compliance with 16 V.S.A. § 261a(a)(6)

This part is a statement of how the supervisory union has complied with consolidation legislation. If the supervisory union selects "other" a clear explanation must be provided to explain how/where special education expenditures will occur.

The name and phone number of the person who can answer questions about consolidated expenditures must be entered on the form. This will allow us to contact the appropriate person when we have questions.

This form requires the signature of the superintendent to verify that the information provided is accurate. The form with the original signature should be submitted to the Agency.



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FY-2019 SERVICE PLAN GENERAL INSTRUCTIONS FOR SECTION B

PURPOSE:

The purpose of Section B is to provide the Agency with information on the estimated K-12 formula eligible special education costs for FY-2019. This information is used by the Agency to calculate estimates for FY-2019 Special Education Formula Funding - Block Grant, Special Education Expenditures Reimbursement and Extraordinary Reimbursement. These revenue projections are used for preparing local budgets and for the Legislature in setting the FY-2019 appropriation. The Agency is interested in the most realistic estimates the supervisory unions can provide for FY-2019 Special Education costs.

BUDGET ENTITIES:

Section B is to be completed by each budget entity (school district, joint contract school or supervisory union), that is expected to incur K-12 Special Education costs for FY-2019 (July 1, 2018 through June 30, 2019). Each budget entity that incurs cost must complete a Section B reflecting only the services and costs paid for by that individual budget entity. Assessments should not be included on Section B. **Districts that do not incur costs do not need to complete a Section B.**

The costs shown by the supervisory union, school districts, and joint contract schools should be the total special education cost **including those expenses that will be charged to IDEA-B funds**. When preparing State funding estimates based on the service plan information, the Agency first deducts the amount estimated to be covered by IDEA-B grant funds. So it is important that the costs covered by IDEA-B funds are included in the estimates provided.

For each budget entity, report the amount shown on that entity's Section B, Part 2 on the "FY-2019 Total Estimated Eligible Special Education Cost" line on Section A, Part 1 in the "Section B (K-12)" column. The reports from all the budget entities are added together on Section A, Part 1 to come up with the unduplicated K-12 special education costs for the supervisory union as a whole.

THREE PARTS:

A Part 1 and a Part 2 need to be completed by each entity that incurs costs. Only 1 Part 3 needs to be completed for the SU as a whole. The Part 1 and 2 for the SU includes more service and budget lines than the Part 1 for the district. The Part 1 and Part 2 for the district only includes information related to paraprofessionals as these are the only costs that are allowed to be paid at the district level under the consolidation rules.

Services and Cost Reported by Budget Entity Paying for Service

For Part 1, report only the students and staff numbers relating to services *paid for by that particular budget entity*. All student counts should be reported at the supervisory union level. The district report(s) only include FTE counts for paraprofessionals being paid for by the district.

Total Eligible K-12 Special Education Cost

The information contained in Section B is to include all special education services paid for by that budget entity for its K-12 students that are eligible for State and Federal special education funding. The cost of special education services for Preschool students is excluded from Section B except for Part 3 for the Extraordinary Cost. The services to be purchased from Federal funds earmarked for K-12 students with disabilities (IDEA-B) are to be included if they are eligible costs for K-12 special education services. Costs ineligible for state funding such as training in excess of \$3,000 may be included in Section B only if they will be paid for with IDEA-B funds.

INSTRUCTIONS FOR SECTION B - Part 1 – Student & Staff Information

General Information

The information requested here is required by statute and will be used as justification for the FY-2019 funding request from the Legislature. This form is designed to show the count of K-12 resident students and State-Placed students that the school district expects to serve.

For students - count K-12 resident and State-Placed students on IEPs in each service category. Use only whole numbers (i.e. count student as "1" if receiving service regardless of whether part-time or part of year or receiving the school year plus summer services). Only include students in a service category if the service is or is expected to be required by the student's IEP and paid for by the school district. Many students will be counted in more than one category as they receive more than one IEP service. Also, the same student may be counted by more than one budget entity if the costs of different services he or she receives are paid by different budget entities.

For staff - full-time equivalents (FTEs) are used. The full-time equivalent (FTE) is the portion of a full school year that each staff person works. A teacher who works full-time for the full school year is a 1.0 FTE. A teacher who works three full school days out of five for the school year works 0.6 FTE (3/5). A teacher who works 3 ¼ hours each day out of a 6 ½ hour school day works a .5 FTE (3.25/6.5). A special educator who works full days for the school year plus 18 full days in the summer would be a 1.1 FTE (193 days/175 school days). In some cases, you may need to divide staff between categories which should be made based on how the staff member normally divides his/her time. For example, if a psychologist works three school days per week and on the average, she spends one day on assessments and two days on counseling, you would show 0.2 FTE (1/5) for assessment and 0.4 FTE (2/5) for counseling. **Please limit the FTE to two decimal places.** If the service is provided without a special education cost being incurred, enter "N/C" instead of an FTE to indicate no cost.

FY-2018 (This Year) - refers to the year from July 1, 2017 through June 30, 2018.

FY-2019 (Next Year) - refers to the year from July 1, 2017 through June 30, 2019.

This year's student information - can be obtained based on staff caseload counts as well as your childcount information. **Next year's student information** - needs to be estimated, based on current numbers, trends in your childcount and your knowledge of the students.

Staff for FY-2018 - use the actual staff for the current year that qualifies as eligible special education cost under the State Board of Education rule 2366.2.1. This includes both the staff you hire under your negotiated agreement and the staff who have separate service contracts. A summary of what is allowable is as follows:

- Eligible Cost for Special Education Instructional Staff and Speech Staff
 - For staff FTE relating to staff hired under the master negotiated agreement, estimate the hours or FTE that each special education instructional staff person spends on allowable K-12 special education activities:
 - Providing services required by students' IEPs individually or through co-teaching that qualifies as a special education service under 2360.3.1 and specialized instruction to a group of eight or fewer students if the majority of students are receiving the specialized instruction as an IEP services;
 - Prorated portion of time spent on services provided to groups of students based on the portion of students in the group receiving the service as an IEP service to the total number of students in the group if does not qualify under the small group provision above;
 - Performing special education case management, special education evaluations, participating in meetings to develop students' IEP or determine special education eligibility or other special education functions;
 - Plus up to an additional 20% of the time allowed above for performing consultation to assist with the development of and providing instructional services required by EST and 504 plans.
- Eligible Cost for Related Service Staff and Contracted Service Providers:
 - Estimate the hours or FTE that each contracted service provider or related service provider spends on the allowable K-12 special education activities:
 - Providing services required by students' IEPs and related case management as well as work relating to special education evaluations and IEP development or other special education functions and
 - Prorated portion of time spent on services provided to groups of students based on the portion of students in the group receiving the service as an IEP services.

Staff for FY-2019 - should be estimated as realistically as possible. You should adjust the FTE counts to reflect changes and only include new positions if you realistically believe they will be funded.

FTE Calculation for School Year Personnel is based on the hours during the school year that a full-time employee is expected to work. So if employees are expected to work 6.5 hours for 175 instructional days, a full-time employee would work 32.50 hours a week or 1,137.50 hours for the year. If the employee would be spending 10 hours a week doing preschool work, then only 22.5 hours out of the 32.5 hours or .69 FTE (22.5/32.5) would be reflected as K-12 staff.

Service Category - The chart on the next three pages provides an explanation of what is to be included for students and staff for each of the service categories. The information requested is for the K-12 students and services (**do not include** Pre-School students or Essential Early Education Program services). The student counts relate only to **K-12 students on IEPs**. The only exception is that the assessment category includes all students expected to be evaluated to determine special education eligibility, regardless of the outcome of the evaluation process.

STUDENTS (K-12)

STAFF (SERVING K-12)

(01) Residential Placements

<p>Show the number of students residentially placed to receive IEP services for any part of the year but only if paid for by the school district. (Do not include State-Placed Students whose residential placements are paid directly by State agencies.)</p>	<p>Leave blank as staff not employed by budget entity.</p>
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(02) Special Class Programs

<p>Show the number of students receiving special class instruction as an IEP service. The special class instruction can be in a program operated by public schools or by independent schools approved for providing special education services. Examples of these include ON-TOP, Gateway, Centerpoint and Project SOAR.</p>	<p>Only include special education staff FTEs for special class programs operated by this budget entity (even if they serve students from outside your school). If the staff provides services to students other than special education students, the staff FTE needs to be prorated based on the ratio of special education students to total students in the program. Also if there are regular education staff providing services, their FTE and costs are not included as special education costs. If all instruction is provided by paying tuition to other school districts or independent schools, enter zeros here.</p>
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(03) Resource Room and/or Consulting Teacher and/or Special Educator Services

<p>Show the number of students receiving IEP services from a resource room teacher, consulting teacher, or special educator whether directly, through a co-teaching model, through an aide supervised by one of the above, or through consultation by the above with a regular education teacher that results in the provision of specialized instruction noted in the IEP.</p>	<p>Report the FTE for special educators or consulting teachers as professionals and the FTE of aides for the portion of time they work providing direct instruction for students that is considered eligible cost under the current State Board of Education rules.</p>
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(04) Behavioral Specialist Services

<p>Show the number of students receiving IEP services from a person specifically hired as a Behavior Specialist. This service may be direct instruction or consultation with the classroom teacher as above.</p>	<p>Show the FTE for appropriately credentialed professionals employed or contracted working as a Behavior Specialist. Indicate the FTE that they provide IEP services to special education students. Include the FTE of aides and/or behavior interventionists working under the supervision of appropriately credentialed professionals providing primarily behavioral services.</p>
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(05) Integration Facilitator Services

<p>Show the number of students receiving IEP services from a person hired as an Integration Facilitator. This person may provide direct instruction or consultation with the classroom teacher.</p>	<p>Show the FTE for licensed special educators working as an Integration Facilitator employed or contracted for the FTE they provide IEP services.</p>
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STUDENTS (K-12)

STAFF (SERVING K-12)

(06) Community and/or Employment Services

<p>Show the number of students receiving IEP services of community transition and/or job training services or placement. This may be by a person specifically hired for that purpose or a contracted service.</p>	<p>Show the FTE for staff providing IEP services specifically for students in the areas of community transition and/or job training and placement services. Include both staff employed and contracted by the school district.</p>
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(07) Vision Services

<p>Show the number of students receiving specially designed instructional services for the blind and visually impaired per their IEPs. Services may be direct services or consultation with classroom teachers.</p>	<p>Show the FTE for staff providing services as required by IEPs with Teacher of the Blind and Visually Impaired shown as professional.</p>
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(08) Adaptive Physical Education Services

<p>Show the number of students receiving specially designed physical education instruction as an IEP service because regular physical education is not appropriate for the student or for specially designed physical education which is in addition to regular physical education.</p>	<p>Show the FTE for licensed professionals with appropriate training providing special physical education to a student as required by the IEP. The only aides to be included here would be APE classroom aides working with an APE teacher.</p>
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(09) Individual Aides and/or Individual Tutoring

<p>Show the number of students receiving individual supervision/assistance in the student's various class setting as required by student's IEP. Also include the number of students tutored in segregated settings such as homebound or hospital settings in order to provide IEP services.</p>	<p>Show the FTEs for professional staff and aides providing these services as required by students' IEPs.</p>
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(10) Health Services

<p>Show the number of students receiving in accordance with their IEPs special nursing, health or medical services in order to access school programs.</p>	<p>Show the FTEs for staff who provide service (beyond staff required by the non-special education School Quality Standards) as required by students' IEPs. Note: staff required by the non-special education School Quality Standards is not eligible for special education funding per State Board Rule.</p>
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(11) Occupational and/or Physical Therapy

<p>Show the unduplicated count of students receiving IEP services from an Occupational Therapist and/or a Physical Therapist. The OT/PT services may be direct service, consultation with the classroom teachers, or by an aide under the direction of an OT/PT.</p>	<p>Show the FTE for professional staff providing these IEP services. The only aides to be included here are aides who specifically assist with the provision of OT/PT services under the direction of a professional staff person.</p>
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STUDENTS (K-12)

STAFF (SERVING K-12)

(12) Counseling Services

Show the number of students receiving counseling services as required by their IEPs.	Enter the FTEs for professional staff for time spent providing counseling services to special education students. Do not include any staff required by the non-special education School Quality Standards.
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(13) Assessment Services

Show the number of students expected to receive comprehensive initial evaluations or re-evaluations. Include all students expected to be evaluated regardless of the outcome of the evaluation.	Show the FTE for personnel who perform evaluations to determine special education eligibility. Include the FTE for staff members who specifically do evaluation and the FTE for personnel hired to do evaluations. Do not duplicate staff FTE which has already been included as a service provider in another category.
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(14) Speech Language Instruction

Show the number of students receiving speech or language services per their IEPs from a Speech Language Pathologist. The service may be direct services or service by an aide supervised by a SLP.	Show the FTEs for professional staff and aides providing speech/language instruction that is considered eligible cost under the current State Board of Education rules.
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(15) Audiology and/or Deaf Education

Show the number of students receiving Audiology or educational services specifically designed for students who are deaf or hard of hearing. Include students receiving services from a sign language interpreter. If a student receives all services in a (01) residential placement or (02) special class program, they should be counted in that category and not in this category.	Show the FTEs for professional staff and aides providing Audiology and deaf education services outside of residential or special class programs.
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(16) Transportation Services

Show the number of students with disabilities whose IEPs require special transportation to and from school or to move from one part of their school day to another.	Show the staff FTEs for providing special Transportation services. Count bus drivers as professional and school bus aides as aides. Only staff employed by the school district need be included.
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(17) Other Related Services

Show the number of students with disabilities who require other related services to access their educational program. Do not use this category for extended school year services if the service fits into one of the above categories. If the service does not fit into one of the above categories, add a brief description of the service being provided.	Show the FTEs of staff required to provide services employed or contracted to provide these services. If service is provided by regular education staff or staff included above, enter "n/c".
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Total Staff FTEs – At the bottom of Section B, Part 1, total the staff FTEs in the “Prof.” and “Aides” columns for the two years. Review the totals to make sure that the totals appear accurate and staff FTEs were not duplicated across categories. Also check to make sure that the change from FY-2018 to FY-2019 is what is expected.

INSTRUCTIONS FOR SECTION B - Part 2 – Special Education K-12 Budget

General Instructions

Once Part 1 is completed with the number of students requiring services and staff needed for the special education service categories, the cost of providing those services for next year (FY-2019) needs to be estimated. This information will be used in the Agency’s funding request to the Legislature as well as to provide school districts with special education revenue projections for the upcoming year. The cost information provided needs to be the most realistic estimate of the Special Education Budget for FY-2019 for each budget entity.

It is important not to duplicate cost between budget entities. The cost is to be shown by the budget entity which pays for the cost. The actual transfer of funds to pay the assessment paid to a supervisory union or union school or other similar costs are not to be included as they are duplicated costs. The supervisory union and union school which collect the assessment should show what they anticipate spending on special education services.

The estimated costs are for the year from July 1, 2018 through June 30, 2019. To estimate amounts for the next year, consider the effect of inflation. It is easiest to make some basic assumptions about the increases needed to cover inflation. Using information from other supervisory union staff and any other sources, you may want to decide on the following:

- a. Percentage increase/decrease in salary anticipated for school year 2018-2019 unless the contract is already settled for that year;
- b. Percentage change or anticipated rates for all benefits for school year 2018-2019;
- c. Estimated increase for supplies, textbooks and other instructional materials;
- d. Expected mileage reimbursement rates; and
- e. Any other anticipated rate changes affecting special education or any new costs to be included.

Costs to be included in Section B - Part 2 are:

1. All eligible costs for special education services provided to resident and State-Placed K-12 students on IEPs;
2. All costs listed on extraordinary cost summary for K-12 students; and
3. All eligible costs to be paid from Federal (IDEA-B) funds for K-12 students.

The cost of providing services to preschool children is to be excluded from Section B – Part 2. The exclusion of Preschool costs applies to costs paid from all sources including State, Federal and Education Spending grant funds.

This section can include costs for State-Placed Students that you expect to be educated by your school district if the school district will be paying the cost. You also need to show the amount of State-Placed Student Reimbursement you expect to receive on the line "Less State-Placed Student Reimbursement

for the above services". The net result is that the cost estimated for your school districts that will be the cost eligible for federal IDEA funding and State funding formula reimbursement.

Budget Detail Instructions

Worksheets are provided to help in the budget building process. The worksheets are meant to assist you but you do not need to submit them with the service plan. All worksheets and other backup information should be kept in case questions arise during the review process.

1000 Direct Instruction - Special Education

Direct instruction costs will cover Service Categories 01-09 from Section B, Part 1 of the Service Plan.

100 Teacher Salaries

Include special education teachers hired under your negotiated agreement that provide special education services (Service Categories 01-09) to students on IEPs. Start with your current staff in this area and make any adjustments based on estimated time spent providing services not eligible for formula reimbursement. Adjust for any changes in staff level proposed for FY-2019. The salaries should reflect any estimated adjustment in salaries for FY-2019 provided by the terms of the negotiated agreement. Include the estimated amount needed for summer services and substitutes if those costs are coded to salaries. (Worksheet Page 1)

100 Aide Salaries

This will cover the costs for all aides for **Service Categories 01-09** whether program or individual aides. Estimate in same manner as for teacher salaries. (Worksheet Page 2)

200 Employee Benefits

Include the cost of benefits **for the above two categories of direct instruction staff**. Estimate the cost for each benefit for that the budget entity expects to pay based on the negotiated agreement with staff or under school board policy if there is no negotiated agreement. You need to be sure to include the benefits for new positions and use the projected rates for FY-2019. (Worksheet Page 3)

300 Purchased Professional Services

Estimate the cost of contracted services (positions not hired under your negotiated agreement) to provide services under **categories 01-09**. (The contracted services for related services, such as OT/PT, counseling and speech services, should be included in the 2100's.) First estimate the rate for FY-2019, then multiply that by the amount of time you will require. If substitutes and/or summer services were not included under salaries, the cost needs to be included here.

For example, if you hire a behavioral specialist for 2 days per week under a contracted service agreement and you estimate the rate for FY-2019 at \$325/day, then the cost for the year would be calculated by multiply \$325/day X 2 days/week X 35 weeks to get \$22,750. (Worksheet Page 3)

400 Purchased Property Services

The eligible costs in this object code are rental of equipment and repair and maintenance of equipment required by a student's IEP. (Worksheet Page 3)

500 Other Purchased Services Except Tuition & Excess Cost

The costs to be included here are communication costs (postage & telephone), and travel by the instructional staff to provide services. (Student transportation to and from home is included under 2700 Student Transportation Services.) Only include costs relating to Service Categories 01-09. (Worksheet Page 4)

560's Tuition (Special Education Programs)

Estimate the tuition for residential placements and special class programs for students placed in either pursuant to their IEPs. This will include special education tuitions whether to public or independent school and whether in-state or out-of-state. Never include regular education tuition as a special education cost. For collaborative programs, the total tuition amount should be reflected; for the non-collaborative tuition, you should only include the portion of the tuition relating to eligible costs. (Worksheet Page 4)

594-595 Excess Cost Expense

Estimate the excess cost for special education services that you will incur for your resident students tuitioned to other school districts (Worksheet Page 5). This includes excess cost fees for mainstream special education services as well as excess cost for specific individual services such as an individual aide.

600 Supplies and Materials

For your direct instructional special education programs (Service Categories 01-09), estimate the cost of textbooks, computer software, manipulative devices, and other supplies needed. Note: Do not include supplies and materials for SLPs, OT/PTs or testing under the 1000 function code as they belong under the 2100's. (Worksheet Page 5)

730 Equipment

This category includes only the cost of purchasing equipment required by individual students' IEPs for direct instruction. (The only equipment considered as eligible special education cost is equipment required by a student's IEP or for special education administration). Equipment is included under other function code categories if it relates specifically to that function. For example, a print enlarger for an individual student would go under this direct instruction equipment while an auditory trainer would go under 2150 for Speech Pathology and Audiology Services as it relates to the speech function. (Worksheet Page 5)

Other Function Codes

On the remaining function codes, make sure you cover all the object code classes for each function code. For example, for SLP services, be sure to include the staff's salary, benefits, cost of substitutes, supplies, equipment, and staff travel under the 2150-function code.

2130 Health Services

For the services and staff shown under Health Services (**Service Categories 10**), estimate the cost of those services for FY-2019. You **cannot include** here the cost of staff required by non-special education School Quality Standards as it is an ineligible cost. (Worksheet Page 5)

2140 Psychological Services

For the services and staff shown under Counseling Services and Assessment Services (**Service Categories 12 and 13**), estimate the cost of those services for FY-2019. You can include the costs of test materials to be used for special education evaluations. You **cannot include** cost of staff required by non-special education School Quality Standards even if they perform these services. (Worksheet Page 5)

2150 Speech Pathology and Audiology Services

For the services and staff shown under Speech Language Instruction, Audiology and/or Deaf Education (**Service Categories 14 and 15**), estimate the cost for FY-2019. You need to review each of the object code groups so that you do not miss some of the associated costs such as salaries, benefits, contracted services, supplies and equipment (100-730). (Worksheet Page 6)

2160 Occupational Therapy Services

For services and staff shown under Occupational Therapy (part of **Service Category 11**), estimate the portion of the staff and cost that relates to providing Occupational Therapy. (Worksheet Page 6)

2190 Other Support Services for Students

For those services and staff, included under the Other Related Services (**Service Category 17**) as well as the Physical Therapy services (part of **Service Category 11**), estimate the cost of providing that service. (Worksheet Page 6)

2200 Support Services - Instructional Staff

Include the cost of in-service activities relating to special education. This would include the cost of attendance at training conferences on special education topics and local in-service activities focusing on special education topics. The maximum amount eligible for funding formula reimbursement for FY-2019 is \$3,000 per supervisory union. Only include over \$3,000 if you plan on paying for the amount in excess of \$3,000 from IDEA-B funds. Do not include the costs covered by Act 230 Grants, as those costs are not eligible for funding formula reimbursement. (Worksheet Page 6)

2420 Special Education Administration

This cost shows up in the supervisory union budget if the special education administration staff is employed by the supervisory union. This will include the special education administrator for the supervisory union and his/her support staff **for the time they devote to special education administration**. Also, include in this category the associated costs such as telephone, postage, supplies, equipment and travel. If special education administration staff is employed at the school district level, estimate the cost in the same manner as above and report under the school district. **Do not include** the cost of financial services such as bookkeepers, business managers or auditors as such costs are not eligible. Also, ineligible costs relating to office space such as rent, heat and electricity should not be included. (Worksheet Pages 6 & 7)

2700 Student Transportation Services

This covers the cost of Transportation (**Service Category 16**). Estimate the actual cost of transportation of students with disabilities to and from home for those students who cannot be accommodated by regular school bus service. This may include the cost of aides on a school bus if it is an IEP required service for a student with a disability. (Worksheet Page 7)

Other Function Codes

For other categories of special education costs that do not fit under the function codes shown on the form, add the function code, description and estimated cost for FY-2019.

Less Tuition and Excess Cost Revenue

Estimate the amount to be received as special education tuition and excess cost revenue from other school districts for costs included on this page. For example, if you ran a local program which costs you \$60,000 for 4 students or \$15,000 per student and you expect 2 students will come in as tuition students, you would show \$30,000 as estimated tuition revenue. You should include all anticipated special education tuition and excess costs revenue here **except for State-Placed Students**.

Less State-Placed Student Reimbursement

This is an estimate of the reimbursement expected to be received on the above expenditures for State-Placed Students. Only include reimbursement anticipated for the costs included on this page. Effective July 1, 2008, the exclusion for reimbursing school district for “mainstream” special education services has been eliminated so that school districts can claim reimbursement for specialized instruction offered by special education staff outside of special class program.

FY-2019 Total Estimated Eligible Special Education Cost

This is the total of the amounts above. Be sure that the amounts for estimated tuition/excess cost revenue and State-Placed Student Reimbursement are subtracted (not added). It is a good idea to check this total against the prior year’s service plan and the final expenditure report for the year just completed to make sure that the total makes sense..

INSTRUCTIONS FOR SECTION B - Part 3

Part 3 is the only part of Section B that may include preschool costs. Extraordinary reimbursement covers the cost of all special education students ages 3 through 21 if their special education costs are expected to exceed \$50,000 for July 1, 2018 through June 30, 2019. This only applies to cost for service on or after their 3rd birthday or until their 22nd birthday. Any costs for services before the third birthday are not eligible for extraordinary reimbursement. Costs for services on or after the 22nd birthday are allowed only if an extension has been approved in writing by the Secretary of Education.

Part 3 is completed only once for the SU, not for the each budget entity. When costs are split between the supervisory union and the districts, the costs are listed on one line. All costs for a student must be listed on the same line of the report.

The costs estimated here for extraordinary reimbursement can not include costs paid from federal or other grant funds. Any costs that are expected to be covered by federal or other grant funds should not be included. So if the cost for a student included special education tuition estimated at \$56,000 and

transportation at \$4,500 but the transportation is expected to be paid from federal funds, only the \$56,000 can be listed for that student.

Part 3 – Extraordinary Cost Detail

Part 3 is used to report the extraordinary cost by student with one line being used for each student. The first six columns require information about the student. The remaining columns should be completed with the estimated special education cost for the student for FY-2019 by the expenditure categories shown. If costs are split between the district and the supervisory union, the district costs should be listed in the appropriate sections. **All of the costs listed in this summary by student should already be included in Section B, Part 2 except for preschool students' costs which are included in Section C. Do not list a student here unless his/her total estimated cost for FY-2019 exceeds \$50,000.**

Student's Initials:

Enter the student's initials. Student should be a resident student of the school district reporting the student or a school district within the supervisory union reporting the student. Students whose special education costs will be reimbursed under State-Placed student reimbursement should not be included in this Part.

Student ID Number:

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

Student's Town Code:

Enter the four-digit school district code (T001 for Addison through U401 for Mt Mansfield) which reflects the student's legal residence.

If Preschool Check:

Enter a check in this box if the student will be a preschool student during FY-2019. If the preschool box is checked, only report the costs for the portion of the school year after the child's 3rd birthday.

Disability Category:

Use the following child count codes to reflect student's **primary** category of disability:

<u>Code</u>	<u>Disability Category</u>	<u>Code</u>	<u>Disability Category</u>
01	Learning Impairment	08	Other Health Impairment
02	Hearing Impairment	09	Specific Learning Disability
03	Deafness	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

Residential?

Circle "yes" if student is expected to be in a residential placement paid by the school district for any part of FY-2019 (July 1, 2018 through June 30, 2019).

Special Education Tuition

Enter the amount estimated as this student's eligible special education tuition for FY-2019. Do not include regular education tuition or the ineligible portion of a public school special education tuition.

Equipment

Enter the estimated rental or purchase cost of any equipment required by the student's IEP.

Other Instructional Cost

Enter the estimated cost of this student's instructional costs that are not considered tuition or equipment. This would include individual aide cost for students who have them. This could also include excess cost or a proration of other special education instructional staff's time based on either time spent with student or an average per pupil amount based on their caseload. Costs included here can only relate to services listed in the students' IEPs.

Related Services

Enter the estimated cost of this student's related services as listed in his/her IEP. Some of the services included here would be:

Health Services,
Occupational & Physical Therapy,
Counseling Services,
Assessment Services,
Speech Language Instruction, and
Audiology and Deaf Education.

Transportation

Enter the estimated cost of this student's transportation that is an eligible special education cost.

SU Total Cost

Add the total for the five cost categories to come up with the supervisory union total cost for the student. **Please note that neither administration expenses nor any costs to be paid from Federal funds can be included as part of an individual student's extraordinary cost.**

District Name

Enter the name of the district when costs for the student are incurred at the district level

District Para Costs

Enter the estimated costs of paraprofessional services incurred at the district.

Total Student Cost

Enter the sum of the SU Total Cost to the District Para Costs to calculate the total student cost.

Eligible Extraordinary Cost

Compute the cost eligible for extraordinary reimbursement by subtracting \$50,000 from the Total Student Cost.

Page Totals

At the bottom of the page, enter the totals for each of the cost columns, the Total Cost column and the Eligible Extraordinary Cost column.



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FY-2019 SERVICE PLAN GENERAL INSTRUCTIONS FOR SECTION C

PURPOSE:

The purpose of Section C is to provide the Agency of Education with information on the number of preschool children being provided special education services by school districts and/or supervisory unions and the estimated cost of Preschool Special Education services to be paid by Vermont school districts. This information is needed to provide the Legislature with information for setting the FY-2019 Essential Early Education (EEE) appropriation.

BUDGET ENTITIES:

Section C is to be completed by each budget entity within the supervisory union that is expected to incur special education costs for preschool children for FY-2019. A budget entity can be a city/town school district, a union or unified union school district, a joint contract school or a supervisory union. Depending on how preschool costs are budgeted and paid for in the supervisory union, there may be various combinations of budget entities. Once the Section C's are completed for the budget entities, enter the total from the bottom line of each Section C on the line for that budget entity on Section A, Part 1 in the "Section C" column.

COUNT OF PRESCHOOL CHILDREN SERVED IN SPECIAL EDUCATION:

This section requests information on the anticipated number of children to be served during the current year and the upcoming year. This is the count of preschool children (ages 3 through 5) who meet the eligibility requirements for special education and receive EEE services. This does not include children in the count if they are enrolled in kindergarten.

The number of children reported should be **an unduplicated count for each supervisory union for each category**. If services are provided by more than one budget entity within the supervisory union, you need to decide how to count the children to avoid duplication. If the supervisory union pays for the basic program staff, it probably makes sense to show the count of children on the supervisory union's Section C even if the member school districts are paying for individual costs such as aides.

PRESCHOOL SPECIAL EDUCATION COST

The cost information included on this report should only reflect the cost of providing EEE services for children determined eligible (ages 3 through 5) *and* for child find and evaluations for children (ages 3 through 5) for IDEA Part B. This includes the cost for special education services to children ages 3 through 5 but not yet enrolled in kindergarten that are required by the child's IEP.

Include all the preschool special education costs anticipated for preschool children regardless of the funding source which would pay for the service. The costs in this section should only be for the provision of preschool special education required by children's IEPs. It should not be the cost for all preschool education – only those components that are required based on the children's IEPs and only to the extent that the costs are allowed as special education.

INSTRUCTIONS FOR SECTION C, PART 1 - PRESCHOOL SPECIAL EDUCATION

This is to provide information on the number of preschool children eligible for special education and the cost of providing special education services to those children. This will give the Agency information for use during the next Legislative session.

Number 1 – Count of Preschool Children Served:

Enter the number of children expected to be served for FY-2018 (July 1, 2017 through June 30, 2018) and estimated numbers for FY-2019 (July 1, 2018 through June 30, 2019). There are two categories for the children expected to be served:

- a. Age 3 Years up to Age 6 for EEE direct services and

Note: Children are not to be included if they are enrolled as kindergarten students even if under the age of six.

Number 2 – Estimated FY-2019 Preschool Special Education Cost:

Estimate costs for preschool special education services for FY-2019 (July 1, 2018 through June 30, 2019) for child find and evaluations for preschool children (3 through 5) under IDEA-B and for EEE services for eligible children (3 through 5).

The cost of 1:1 services for children on IEPs is a special education cost as long as the service is provided as required by the child's IEP. Also the service provider needs to be appropriately licensed or have appropriate credentials for providing the IEP service.

For instructional services provided in a group setting, there are two criteria that need to be met for the services to be considered special education. First the instructional services are allowed only if the Lead Teacher is an Early Childhood Special Educator. Secondly, if the majority of the children being served in the group are on IEPs, then the cost can be considered 100% special education. However, if 50% or less of the children are on IEPs, the portion of the cost of the service allowed is calculated based on the portion of the children in the group that are on IEPs. So if a Early Childhood Special Educator is providing instructional services to a group of five children and only 2 of the children have IEPs, then 40% (2/5) of the cost for that instruction is considered a special education cost.

For other services provided to groups of preschool children, the portion allowed is calculated based on the number of children receiving the service as an IEP service to the total number of children in the group. If physical therapy is being provided to a group of three children and only one of those children has an IEP requiring the services, then 1/3 of the cost of that physical therapy is considered a preschool special education cost.

Function Code/Object Code Categories

This section shows the costs of special education teachers, aides, and associated costs for the Preschool program to provide children ages 3 through 5 with the service required by their IEPs as well as the cost for child find for children ages birth through 5. A worksheet is included with detailed instructions if assistance is needed to estimate costs by the function/object code

breakdowns. A blank line is left if costs are incurred for other function codes. The total is to be entered on the "Total Cost of Preschool Education" line.

The cost of any child determined eligible for EEE services who meets the \$50,000 threshold for extraordinary should be included in the estimated amount for FY-2019 on this sheet. Also itemize the special education cost for FY-2019 for the extraordinary preschool children on Section B, Part 3(a). Costs for EEE services are only eligible for extraordinary reimbursement if:

- (1) the total special education cost for the child is expected to exceed the \$50,000 threshold;
- (2) the costs can only include services provided from the child's third birthday or later; (3) the costs are for EEE services required by the child's IEP and for the child's evaluation to determine eligibility and
- (4) the costs are not covered by federal grant funds or grants including the state EEE grant.

Costs to be covered by non-special education revenue or excluded cost

This section is used to subtract out any funds which you expect to cover by non-special education revenue or bill to a different budget entity or the State for the costs shown above. There are three categories provided:

Costs Billed to Other LEAs/State-Placed Student Reimbursement
Non-Special Education Federal Funds such as Evenstart and Title 1; and
Non-Special Education State Funds such as Early Education Initiative.

The "Amount Covered by Non-Special Education Funds" is the total of the three categories listed above it.

FY-2019 Preschool Special Education Cost Net of Non-Special Education Funds

This is computed as the amount entered as "Total Cost of Preschool Education" less "Amount covered by Non-Special Education Funds". The bottom line should be the costs expected to be covered by Education Spending Grant funds, State EEE funds, and Federal IDEA-B and Pre-School funds.



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FY-2019 SERVICE PLAN INSTRUCTIONS FOR SECTION D – SPECIAL EDUCATION PERSONNEL SURVEY

OVERVIEW

The Special Education Personnel Survey, consisting of Part 1 and Part 2 of Section D of the FY-2019 Service Plan, is designed to fulfill two purposes:

- 1) To count the full-time equivalents (FTEs) of employed or contracted special education teachers, paraprofessionals, and related service personnel for the 2017–2018 school year as required by the U.S. Department of Education Office of Special Education Programs (OSEP) in order for the state to receive its federal IDEA-B funds; and
- 2) To help the Vermont Agency of Education determine the extent of special education personnel shortages.

Note: Part 3 – We are no longer collecting Highly Qualified / Not Highly Qualified for special education teachers or paraprofessionals. The new reporting criteria are Fully Certified / Not Fully Certified.

Section D is available as a downloadable Excel spreadsheet at http://education.vermont.gov/new/html/pgm_finance_sped.html. **Part 1 and Part 2 of the Section D spreadsheet should be completed for the entire Supervisory Union/District. The entire document should then be submitted as an Excel spreadsheet electronically to Mike Bailey at mike.bailey@vermont.gov by October 15, 2017.** For questions about completing the Special Education Personnel Survey, please contact Mike Bailey at (802) 479-1165 or at mike.bailey@vermont.gov.

DEFINITIONS FOR SECTION D

Special Education Teacher:

For the purposes of this data collection, OSEP is defining a special education teacher as a teacher employed or contracted to provide special education to children with disabilities. This includes preschool teachers, itinerant/consulting teachers, home/hospital teachers, and teachers of children with disabilities in separate schools and facilities. This definition DOES NOT include regular education teachers who work with children with disabilities. Please note speech-language pathologists are reported in Part 2, not in Part 1.

Special Education Paraprofessional:

For the purposes of this data collection, OSEP is defining special education paraprofessionals as employees who provide instructional support, including those who:

- Provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- Assist with classroom management, such as organizing instructional and other materials;
- Provide instructional assistance in a computer laboratory;
- Conduct parental involvement activities;
- Provide support in a library or media center;
- Act as a translator; and/or

- Provide instructional support services under the direct supervision of a teacher.

This definition DOES NOT include regular education paraprofessionals who work with special education children.

Vacant Positions:

For Parts 1 and 2, report the number of unfilled vacancies in funded positions that exist during the school year. Do not count positions which are filled by personnel not fully qualified or fully certified, as these positions are already counted. Do not count any vacancies for which funds are not available.

Fully Certified:

Report special education teachers, paraprofessionals and other staff who meet the existing Vermont state standards or requirements (certification or licensure) for the position held. Please note that a Provisional License doesn't meet this criterion. If there are no Vermont state requirements for the position, then count the FTE as fully certified.

Not Fully Certified:

Report special education teachers, paraprofessionals and other staff, who do not meet the existing Vermont state standards or requirements (certification or licensure) required for the position held. This includes staff employed on an emergency or provisional basis and may include long-term substitutes.

Total Demand:

The Total Demand FTE in Parts 1 and 2 is the sum of Column 1(a), Column 1(b), and Column 2.

REPORT EMPLOYED OR CONTRACTED PERSONNEL

For the purposes of this data collection, "employed" refers to employees that are employed or contracted. Report the FTE on only the percentage of time the employee works specifically with children with disabilities receiving special education and related services.

HOW TO CALCULATE FULL-TIME EQUIVALENTS (FTEs)

- 1) The first step in making an FTE calculation for an individual teacher, paraprofessional, or other staff member (regardless of HQT or certification status) is to define how many hours are in 1.0 FTE in the school district where he/she is employed or contracted. As an example, consider a hypothetical school district, School District Alpha, where there are 6.5 hours in a full-time work day and 175 work days in a school year. In this example, the number of hours in 1.0 FTE would be 1,137.5 (6.5 hours in a day multiplied by 175 days in a school year). For your calculation, use the hours per day and days per school year that are typical for the school district.
- 2) After defining the number of hours in 1.0 FTE, the next step is to determine how many hours a particular staff member works over the course of a school year. As an example, consider a special education teacher, Mary, who works in School District Alpha. If Mary works 3 hours per day for 175 days, then her total hours worked for the year are 525 (3 hours per day multiplied by 175 days).
- 3) The final step in determining the FTE value for a particular teacher or staff member is to divide the total number of hours the staff member worked by your calculation for the number of hours in 1.0 FTE. For example, the FTE value for Mary would be 0.46 (525 hours worked per year divided by 1,137.5 hours for a 1.0 FTE).
- 4) Note that the calculation of FTE values is the same for all staff whether they work under a negotiated agreement or a separate service contract. If an occupational therapist, Robert, is contracted by School

District Alpha to work 5 hours per day for 20 days during the school year, the FTE value would be 0.0879 (100 hours worked per year divided by 1,137.5 hours for a 1.0 FTE).

- 5) Round the number so that there are only two digits after the decimal point. In the above example, the 0.0879 would be rounded to 0.09.

PART 1 – SPECIAL EDUCATION TEACHERS AND SPECIAL EDUCATION PARAPROFESSIONALS EMPLOYED AND NEEDED FOR SCHOOL YEAR 2017–2018

Please enter the full-time equivalent (FTE) values in each column for all special education teachers and special education paraprofessionals employed or contracted during school year 2017–2018 by the Supervisory Union/District and all its member school districts. The FTEs need to be divided between the two age group categories of children with disabilities (ages 3–5 and ages 6–21) and between highly qualified and not highly qualified based on the definitions for this data collection (see Definitions for Section D above).

SPECIAL EDUCATION TEACHERS SECTION

To complete Column 1, it may be easiest to start with the FTE for each of the special education teachers employed or contracted for the school year. The FTEs for special education teachers need to be divided between time spent providing services to the two age groups (ages 3–5 and ages 6–21). The next step is to determine what FTE the special education teacher is not fully certified. Fully certified means that the special education teacher has unconditional Vermont license. This excludes those with Provisional Licenses. The balance of the total FTEs for special education teachers employed but not reported as not fully certified would be reported as fully certified. The FTE for vacant positions is shown under Column 2 and the Total Demand is the total of the columns to the left.

SPECIAL EDUCATION PARAPROFESSIONALS SECTION

Special education paraprofessionals who fully satisfy SU/SD qualifications to work with students should be reported as fully certified. If a special education paraprofessional does not fully satisfy SU/SD qualifications, they should be reported as not fully certified. The FTE count is further divided between the two age groups (ages 3–5 and ages 6–21) based on the time spent providing services for each. The FTE for vacant positions is shown under Column 2, and the Total Demand is the total of the columns to the left.

DATA NOTES

- 1) When completing Vacant Positions (Column 2), only include FTEs of funded unfilled vacancies that existed during the school year. Do not count positions which are filled by personnel not fully qualified as these positions are already counted. Do not count any vacancies for which funds are not available.
- 2) Speech-language pathologists should NOT be included in Part 1. Speech-language pathologists are included in Part 2: Other Special Education and Related Service Personnel.
- 3) DO NOT include regular education teachers who work with children with disabilities in this section.
- 4) Include all teachers and paraprofessionals employed or contracted to provide services.
- 5) Round all responses to the nearest two decimal points. For example, 1.345 should be recorded as 1.35.

PART 2 – OTHER SPECIAL EDUCATION AND RELATED SERVICE PERSONNEL EMPLOYED AND NEEDED FOR SCHOOL YEAR 2017–2018

Enter FTE values in each column for all fully certified and not fully certified other special education and related service personnel employed or contracted to provide special education services to children with disabilities ages 3–21 for school year 2017–2018, including the Supervisory Union/District and all its member school districts. Do not include any teachers or paraprofessionals reported in Part 1. All special education staff should be shown either on Part 1 or Part 2 but should not be reported on both as that would result in duplication of the staff counts. Speech-language pathologists are reported in Part 2, not in Part 1.

Report the FTE on only the percentage of time the other special education and related service personnel work specifically with children with disabilities receiving special education and related services. If related service personnel work part of their time with children without disabilities, and other times with children with disabilities, report only the proportion of their FTE that the related service personnel works specifically with children with disabilities receiving special education and related services.

Report the FTE of staff employed or contracted for each category divided between fully certified and not fully certified. Fully certified staff in Column 1(a) include those staff meeting the existing Vermont state standards or requirements (certification or licensure) for the position held. If there are no Vermont state requirements for the position, then count the FTE as fully certified.

Report as not fully certified staff those staff not meeting the existing Vermont state standards or requirements (certification or licensure) required for the position held. This includes staff employed on an emergency or provisional basis and may include long-term substitutes.

Please refer to the Part 2 Definitions section to review definitions of related service personnel.

DATA NOTES

- 1) Include other special education and related service personnel employed or contracted to provide services. See the Part 2 Definitions section for definitions of positions that are in this category.
- 2) All special education staff should be shown either Part 1 or Part 2 but should not be reported on both as that would result in duplication of the staff counts.
- 3) When completing Vacant Positions (Column 2), only include FTEs of funded, unfilled vacancies that exist during the school year. Do not count positions which are filled by personnel not fully certified as these positions are already counted. Do not count any vacancies for which funds are not available.
- 4) In rows 18 and 19 (Other Professional Staff and Other Nonprofessional Staff), include an unduplicated FTE count of all professional and nonprofessional personnel providing special education and related services for children with disabilities not reported in Part 1 or elsewhere in Part 2 (this part).
- 5) Round all responses to the nearest two decimal points. For example, 1.345 should be recorded as 1.35.

PART 2 DEFINITIONS

Definitions by row for the Other Special Education and Related Service Personnel categories reported in Part 2 are as follows:

Row 1: Speech-Language Pathologists

Provide an unduplicated FTE count of ANY speech-language pathologists providing the following services to children with disabilities:

- Identification of children with speech or language impairments;
- Diagnosis and appraisal of specific speech or language impairments;
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- Provision of speech and language services for the habilitation or prevention of communicative impairments; and/or
- Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Row 2: Vocational Education Teachers

Provide an unduplicated FTE count of ONLY those vocational educational teachers employed specifically to work with children with disabilities.

DO NOT include vocational education teachers employed to work with all students, i.e., students with and without disabilities.

Row 3: Physical Education Teachers

Provide an unduplicated FTE count of ANY physical education teachers who provide special physical education, adaptive physical education, movement education, or motor development to children with disabilities.

Row 4: Work-Study Coordinators

Provide an unduplicated FTE count of ONLY those work-study coordinators employed specifically to work with children with disabilities.

DO NOT include work-study coordinators employed to work with all students, i.e., students with and without disabilities.

Row 5: Psychologists

Provide an unduplicated FTE count of ANY psychologists who provide the following services to children with disabilities or in evaluations for special education eligibility:

- Administering psychological and educational tests, and other assessment procedures;
- Interpreting assessment results;
- Obtaining, integrating, and interpreting information about child behavior and conditions relation to learning;
- Consulting with other staff member in planning school program to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations;
- Planning and managing a program of psychological services, including psychological counseling for children and parents; and/or
- Assisting in developing positive behavioral intervention strategies.

Row 6: School Social Workers

Provide an unduplicated FTE count of ONLY those social workers employed specifically to work with children with disabilities who provide the following services:

- Preparing a social or developmental history on a child with a disability;
- Group and individual counseling with the child and family;
- Working in partnership with parents and others on those problems in a child's living situation (home, school, or community) that affect the child's adjustment in school;
- Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her education program; and/or
- Assisting in developing positive behavioral intervention strategies.

DO NOT include social workers employed to work with all students, i.e., students with and without disabilities.

Row 7: Behavior Specialists

Provide an unduplicated FTE count of ONLY those behavior specialists employed specifically to work with children with disabilities.

DO NOT include behavior specialists employed to work with all students, i.e., students with and without disabilities.

Row 8: Occupational Therapists

Provide an unduplicated FTE count of ANY occupational therapists that provide the following services to children with disabilities:

- Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
- Improving ability to perform tasks for independent functioning if functions are impaired or lost; and/or
- Preventing, through early intervention, initial or further impairment or loss of function.

Row 9: Audiologists

Provide an unduplicated FTE count of ANY audiologists who provide the following services to children with disabilities:

- Identification of children with hearing loss;
- Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- Creation and administration of programs for prevention of hearing loss;
- Counseling and guidance of children, parents, and teacher regarding hearing loss; and/or
- Determination of the children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

Row 10: Recreation and Therapeutic Recreation Specialists

Provide an unduplicated FTE count of ANY recreation and therapeutic recreation specialists who provide the following services to children with disabilities:

- Assessment of leisure function;
- Therapeutic recreation services;
- Recreation programs in schools and community agencies; and/or
- Leisure education.

Row 11: Medical/Nursing Services

Provide an unduplicated FTE count of ANY personnel providing:

- Medical services for diagnostic and evaluation purposes provided to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs; and/or
- Nursing services designed to enable a child with a disability to receive FAPE as described in the child's IEP, with the exception of services related to medical devices that are surgically implanted (e.g., cochlear implants).

DO NOT report personnel in this row who have been reported elsewhere.

Row 12: Physical Therapists

Provide an unduplicated FTE count of ANY physical therapists that provide the following services to children with disabilities:

- Screening, evaluation, and assessment of children to identify movement dysfunction;
- Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and/or
- Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.

Row 13: Counselors

Provide an unduplicated FTE count of ONLY those counselors employed specifically to work with children with disabilities.

DO NOT include counselors employed to work with all students, i.e., students with and without disabilities.

Row 14: Supervisors/Administrators

Provide an unduplicated FTE count of supervisors/administrators providing special education and related services to children with disabilities ages 3–21. Include school district and Supervisory Union/District special education professionals whose activities are concerned with directing and managing the operation of a particular special education school or program.

Row 15: Interpreters

Provide an unduplicated FTE count of ANY interpreters who provide services to children with a hearing loss disability, including:

- Oral transliteration services;
- Cued language transliteration services; and/or
- Sign language interpreting services.

Row 16: Rehabilitation Counselors

Provide an unduplicated FTE count of ANY rehabilitation counselors who provide services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

Row 17: Orientation and Mobility Specialists

Provide an unduplicated FTE count of ANY personnel providing orientation and mobility services, including:

- Services provided to blind or visually-impaired students to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and/or
- Teaching students the following, as appropriate:
 - Spatial and environmental concepts and use of information received by the senses (such as sound, temperature, and vibrations) to establish, maintain, or regain orientation and line of travel;
 - To use the long cane to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
 - To understand and use remaining vision and distance low vision aids; and/or
 - Other concepts, techniques, and tools.

Row 18: Other Professional Staff

Provide an unduplicated FTE count of all professional personnel providing special education and related services for children with disabilities not reported in Part 1 or elsewhere in Part 2.

Row 19: Other Nonprofessional Staff

Provide an unduplicated FTE count of all non-professional personnel providing special education and related services for children with disabilities not reported in Part 1 or elsewhere in Part 2.

FY-2019 SPECIAL EDUCATION SERVICE PLAN

Section A - Supervisory Union Summary

Part 1 - Summary of Cost Reported on Sections B and C

Supervisory Union:		SU No.:	
<p>1. The following list shows the budget entities that are submitting Section B's and C's with the total budget for each section. Under the description of budget entity column, indicate the type of school district (such as town school district, union school district, joint contract district or supervisory union). Under the Section B and Section C columns, enter the total budget for FY-2019 from the Section B and C for that entity. Total the amounts listed in Section B and Section C columns which should be the unduplicated cost for the supervisory union as a whole.</p>			
Budget Entity	Description of Budget Entity	Estimated FY-2019 Special Education Budget Amount as shown on:	
		Section B (K-12)	Section C (Preschool)
Total Estimated Unduplicated FY-2019 Cost		\$0.00	\$0.00
<p>2. The contact person at the supervisory union responsible for answering questions about this document is:</p>			
Name of Contact Person:		Phone #:	
<p><i>I certify that the information included in this service plan is as accurate as possible. It reflects our best estimates of the services needed for special education students and the costs of providing those services.</i></p>			
Signature of Superintendent:		Date:	

FY-2019 SPECIAL EDUCATION SERVICE PLAN

Section A - Supervisory Union Summary

Part 2 - Salary Survey For "Mainstream" Special Education Positions as of October 1, 2017

Supervisory Union:			SU No.:										
<p>Complete the information below based on the actual contractual salaries being paid as of October 1, 2017. Include the following type of positions if they are licensed and employed to work as mainstream special educators for the current school year:</p> <ol style="list-style-type: none"> 1. Special Educator (SE), 2. Intensive Special Needs Teacher (ISN) 3. Consulting Teacher (CT), and 4. Educational Speech Language Pathologist (SLP). <p>TEACHER'S NAME: enter first initial and last name only. FTE: enter 1.0 for full-time personnel. For part-time employees, enter the portion of time that the person works such as .4 for a staff member working two full school days per week. See instructions for examples. STATUS: circle "S" for settled if there is a current negotiated agreement. If negotiations are still in process for the current school year, circle "U" for unsettled, enter the actual annual salary being paid, and enter the range of possible salary increase over the annual salary reported following the * below the listing of teachers. ANNUAL SALARY: enter the salary amount from the employee's contract for the current school year, exclude compensation for additional duties and summer services. POSITION: enter the abbreviation for the appropriate type of position.</p>													
Teacher's Name (first initial & last name)	FTE	Status (Choose S or U*)	Annual Salary	Position Type (Choose SE, ISN, CT or SLP)									
1.		S											
2.		S											
3.		S											
4.		S											
5.		S											
6.		S											
7.		S											
8.		S											
9.		S											
10.		S											
11.		S											
12.		S											
13.		S											
14.		S											
15.		S											
16.		S											
17.		S											
18.		S											
19.		S											
20.		S											
<p>* If "U" is entered in the Status column, the estimated increase in salary for the current year over the amounts listed above is from % to % increase.</p> <p>Enter the name, current salary and FTE for staff employed and licensed as a Director of Special Education in the supervisory union either at the supervisory union or the member school districts for the current fiscal year.</p> <table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:50%;">Name:</td> <td style="width:25%;">Salary:</td> <td style="width:25%;">FTE:</td> </tr> <tr> <td>Name:</td> <td>Salary:</td> <td>FTE:</td> </tr> <tr> <td>Name:</td> <td>Salary:</td> <td>FTE:</td> </tr> </table> <p><i>I certify that the above information is correct and that the annual salaries and FTEs listed are the actual annual salaries and FTEs for the above staff for the current fiscal/school year.</i></p>					Name:	Salary:	FTE:	Name:	Salary:	FTE:	Name:	Salary:	FTE:
Name:	Salary:	FTE:											
Name:	Salary:	FTE:											
Name:	Salary:	FTE:											
Superintendent's Signature:			Date:										

FY-2019 SPECIAL EDUCATION SERVICE PLAN

Section A - Supervisory Union Summary

Part 3 - Compliance with 16 V.S.A. § 261a(a)(6)

Supervisory Union:	SU No.:
16 V.S.A. § 261a(a)(6) requires the consolidation of special education expenditures to the supervisory union. For FY18 please indicate how consolidation will occur:	

All special education expenditures will be paid by the supervisory union.

All special education expenditures will be paid by the supervisory union, with the exception of paraprofessional expenditures, which will be paid by the school district.

Other--provide detailed description

The contact person at the supervisory union responsible for answering questions about this document is:	
Name of Contact Person:	Phone #:
<i>I certify that the information included in this service plan is as accurate as possible. It reflects our best estimates of the services needed for special education students and the costs of providing those services.</i>	
Signature of Superintendent:	Date:

FY-2019 SPECIAL EDUCATION SERVICE PLAN--SUPERVISORY UNION/SUPERVISORY DISTRICT

Section B - Special Education Funding Formula Information K-12

Part 1 - K-12 Student & Staff Information

Budget Entity:			SU No.:			
Service Category (Count students in all appropriate categories. See definitions in instructions pages 5-7.)	# of Students (Use only whole numbers for student counts.)		Staff FTE Providing Services (Include employed and contracted staff providing special education service paid for by the budget)			
	FY-2018 (This Year)	FY-2019 (Next Year)	FY-2018		FY-2019	
			Prof.	Aides	Prof.	Aides
(01) Residential Placements						
(02) Special Class Programs						
(03) Resource Room and/or Consulting Teacher and/or Special Educator Services						
(04) Behavioral Specialist Services						
(05) Integration Facilitator Services						
(06) Community and/or Employment Services						
(07) Vision Services						
(08) Adaptive Physical Education Services						
(09) Individual Aides and/or Individual Tutoring						
(10) Health Services						
(11) Occupational and/or Physical Therapy						
(12) Counseling Services						
(13) Assessment Services						
(14) Speech Language Instruction						
(15) Audiology and/or Deaf Education						
(16) Transportation Services						
(17) Other Related Services (Explain*):						
Total			0.00	0.00	0.00	0.00

* Explain the nature of the service or the specialty area of the service provider.