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# Special Education Reimbursement Guide State Categorical Aid

Contains	Transportation Reimbursement Catastrophic Aid Special Teacher Reimbursement
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***FOR SCHOOL YEAR 2015-2016***

***(State Fiscal Year 2016)***

***and Extended School Year 2015***

***TO BE AUDITED IN 2016-2017***

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## TABLE OF CONTENTS

Reimbursement Guide: Summary of Changes .....	3
Glossary: .....	3
Purpose: .....	4
Overview of Categorical Aid: .....	4
Transportation .....	5
General Requirements: .....	5
Specific Requirements (with Form 308 line reference): .....	5
Catastrophic Aid .....	8
General Requirements .....	8
Specific Considerations .....	8
Special Teacher Reimbursement .....	11
Calculation of Special Teacher Categorical Aid .....	11
Incomplete/Partial Year Assignments .....	12
Collaborative Co-Teaching Models .....	12
Special Services in General Education Settings .....	12
Waivers .....	13
Hand Approval .....	13
Travel .....	13
Time & Effort .....	13
Documentation Required for Audit .....	14
Assignments Reimbursable for Greater than 1.0 FTE (OA) .....	14
Substitutes .....	15
Extended School Year (ESY) (Summer session) .....	16
Child Find Activities .....	17
Early Childhood .....	18
Part C - Infant/Toddler Services (IT) .....	20
KSDE Licensed Personnel Details .....	21
Related Services Personnel Details .....	22
Paraeducators (nonprofessionals) .....	25
Title I Paraprofessional Requirements .....	30
Contracted Services .....	32
APPENDIX A .....	35
KSDE Special Teacher Endorsements for Reimbursement .....	35
APPENDIX B .....	36
FTE Calculations and Required Documentation .....	36
APPENDIX C .....	37
Special Teacher Reimbursement Licensing Requirements .....	37
APPENDIX D .....	38
Paraeducator Tiered Professional Development Planning Worksheet .....	38
APPENDIX E .....	39
Personnel Web Dates .....	39
State Board Information .....	40

# Reimbursement Guide: Summary of Changes

Change	Reason	Pages
Special education students changed to identified students or other appropriate phrases	Updating language	Throughout
Clarified-Transportation	Incorporated Appendix A	5-7
Clarified-Transportation	Added rules and example for official station & Part C transportation	5-7
Reworded Incidental Benefit section	Align with federal guidance	12
Clarified-Substitutes not allowed in ESY	Never allowed, but not explicitly stated	16
Change-General Education Intervention limit changed to 180 hours from 18 weeks/ wording changes	18 week rule too restrictive and confusing	17
Clarified-Removed some wording on AD and SU	Clarity	21
Added-requirements for Adapted Physical Education	Clarity	22
Clarified-Interpreter staff development requirements	Changed in 09, not clearly stated	23
Clarified-Teaching license to replace para inservice does not include sub or esub	Stated in program, not in guide	26
Clarified – Title I paraeducator information	Reworded for clarity and accuracy	30
Corrected legal citation for 4 <sup>th</sup> contract type	Accuracy	34
Appendix A changed from Transportation to Special Teacher endorsements	Appendix A information incorporated into Transportation section	35

## Glossary:

### FTE

Full Time Equivalent. One FTE = One full time position. Part time, partial year, and full time employee positions are added together to create the total FTE in a district. Paraeducators are reimbursed as 2/5 a *special teacher* (40%).

### Infant Toddler

Children Ages 0-2

### Early Childhood

Children Ages 3-5

### LEA

Local Educational Agency. General term encompassing school districts, interlocals and special education cooperatives.

### Non Professional

Non-professionals are referred to throughout this guide as paraeducators. The term as used in this guide generally means someone who is not licensed in a particular area as a professional or who is required to be supervised by a professional.

### Professional

For each area a special teacher is assigned, there are licensing or certification requirements that must be met to claim the special teacher to be claimed as a professional. Please refer to the licensure chart in the Appendices.

### Qualified personnel

Federal (34 CFR 300.23) "personnel who have met SEA-approved or SEA-recognized certification, licensing, registration, or other comparable requirements that apply to the area in which the individuals are providing special education or related services". State (KAR 91-40-1(zz)) "qualified means being certified, licensed, registered or otherwise authorized by the state to render services in a particular profession or occupation".

### Special teacher

(KSA 72-962(j)) "a person, employed by or under contract with a school district or a state institution to provide special education or related services, who is: (1) Qualified to provide special education or related services to exceptional children as determined pursuant to standards established by the state board; or (2) Qualified to assist in the provision of special education or related services to exceptional children as determined pursuant to standards established by the state board".

## **Purpose:**

This guide is intended to help users understand and prepare claims for state special education support known as Categorical Aid.

## **Overview of Categorical Aid:**

Categorical Aid consists of three components.

- Transportation Reimbursement
- Catastrophic Aid
- Special Teacher Reimbursement

These components are also the order of precedence in which state special education funds are distributed, as transportation is reimbursed first, then catastrophic aid is reimbursed out of the remaining categorical aid funds, finally the remaining funds are distributed based on the amount of FTE reported for special teachers.

### **General Requirement for all categorical aid Special Education Reimbursement:**

Categorical aid helps with the cost of implementing IEP services over and above the regular education that all students are entitled to receive.

All expenditures claimed for reimbursement under categorical aid must have been paid from the LEA's special education funds

All categorical aid money requested by the LEA must be deposited in its special education fund

### **Purpose of state categorical aid funding**

The purpose of state special education funding is to supplement Federal allocations under the Individuals with Disabilities Education Act (IDEA), which currently funds approximately 19% of the total cost of providing special education and related services to eligible students. The Kansas Legislature has attempted to add to this limited Federal funding by allocating state funds in terms of a percentage of "excess costs," defined as the amount over and above the average cost of educating a student who is not receiving special education services. In most recent years, reimbursement to LEAs has been approximately 92% of excess costs. In addition to Federal aid and State Categorical Aid, LEA's transfer the additional amount needed to cover the cost of special education from the LEA general fund.

The 92% figure includes reimbursement of medical-related services provided to Medicaid-eligible students received in the previous year. No margin of error exists for students whose parents do not grant consent for the school to release personally identifiable information in order to bill Medicaid, for billing errors, or for claims denied that were valid.

This Guide has been developed through collaboration between the Fiscal Auditing Team, School Finance Team, and the Special Education Services Team of the Kansas State Department of Education. Federal and state laws and regulations form the foundation for the guidance, procedures, and processes described in this document.

### **Verification**

KSDE audits district, cooperative and interlocal special education budgets yearly. This audit includes verification of accuracy in reimbursements for transportation, catastrophic aid, special teacher reimbursement, and special teacher reimbursement accessed through contracts. Throughout this guide, reference is made to documents needed for review during these audits.

### **Questions on specific topics:**

- Transportation Reimbursement – Sara Barnes 785-296-4972
- Catastrophic Aid – Mason Vosburgh 785-296-4945
- Special Teacher Reimbursement – Evelyn Alden 785-296-3868
- Non-Public Equivalency contracts – Mason Vosburgh 785-296-4945

# Transportation

## General Requirements:

Special education transportation, whether involving a special teacher (defined in glossary) or pupil travel, is only reimbursable if it is specified as a related service in the student's IEP. All transportation costs are reimbursed at 80% of the actual travel expenses incurred.

All transportation reimbursement is claimed on Form 308, which is an online form accessed through Authenticated Applications (LEA Forms) and must be submitted on or about May 10 each year. This early filing deadline requires LEAs to make estimates of May and June expenses. Specific instructions will be sent out to school administrators each year. LEAs should not include identified students riding a special education bus as students riding a regular bus in the Kansas Individual Data on Students (KIDS).

## Costs not allowable for Transportation Reimbursement include:

- Student tuition
- Expenditures of a regular bus at the time it is serving a regular route
- Special teacher travel, including administrative travel, to:
  - Attend meetings not associated with the provision of services to students
  - Travel to attend meetings, inservice workshops, Special institutes, and other professional meetings (Kansas Attorney General Opinion no. 81- 13)
- Special teacher salaries
- Cost of special teacher lodging, meals, and conference registration fees
- Cost of travel associated with the delivery of supplies or equipment, and performance of maintenance
- Cost of travel in recruiting special teachers
- Cost of travel outside the LEA's boundaries unless required by a student's IEP
- **Cost of travel incurred by an agency/company under a non-public school equivalency contract**
- **Travel from a special teacher's home to official station, where the employee regularly performs his or her duties. If the employee's work involves recurring travel or varies on a recurring basis, the official station is where the work activities of the employee's position of record are based or where more than one-half of the work time is spent for three or more months.(K.A.R. 1-16-3)**

## Audit documentation for transportation expenses:

- Expense reports for individuals
- Vehicle expense invoices
- Vehicle logs
- Student IEPs

## Specific Requirements (with Form 308 line reference):

### A. SPECIAL TEACHER MILEAGE, KSA 72-978(b)(1). (Claimed on Line 8)

Actual travel allowances of special teachers in connection with duties in providing special education or related services for exceptional children (limited to rate specified in K.S.A. 75-3203). **If a special teacher resides outside the city designated as their official station, travel from the residence to an activity may be reimbursed for the lesser of: the distance between the official station and the activity OR, the distance between the residence and the activity. (K.A.R. 1-16-3c)**

Allowable costs include:

- Mileage expenditures directly related to providing special education and related services to exceptional children as outlined in the student's IEP
- Out-of-district mileage if specified in the student's IEP
- Cost of travel by Special Education Administrators if associated with the administration of special education such as attending IEP meetings, meeting with special education staff, ensuring quality of special education services, etc.
- Expenditures incurred for a paraeducator to accompany an exceptional student on the special education bus outside the school day. These expenditures should only be claimed on Form 308 and not on the special teacher Personnel Report
- **Infant Toddler special teacher mileage must be paid by the LEA to be claimed on Form 308.**

## **B. PUPIL TRANSPORTATION, KSA 72-978(b)(2).**

Actual travel expenses incurred in providing transportation for exceptional children to special education or related services as outlined in the student's IEP. **Transportation not required in an IEP may not be claimed. Expenses not incurred by the LEA are not reimbursable.** (Auditing note: Reimbursement will not be paid if a student has been counted in determining the regular route transportation weighting of the district under the provisions of the School District Finance and Quality Performance Act. This is intended to prohibit reimbursing the same mileage twice.)

### **Pro-Rating Special Education Reimbursement:**

**If a vehicle is used to transport both identified and regular education students, the special education ratio is determined by the number of identified students (with travel on the IEP) divided by total number of students riding the bus.**

**If a vehicle is used only part time for travel required in IEPs, the special education ratio is determined by the number of miles for special education divided by the total miles driven for the vehicle.**

### **Allowable costs include:**

- **Salary of Bus Drivers and Transportation Aides (claimed on Line 1)**  
Salary, benefits and payroll taxes (social security, unemployment, worker's comp, insurance, etc.) for special education bus drivers for the purpose of transporting identified students are reimbursable. The cost incurred for paraeducators accompanying an exceptional student on the special education bus outside the school day should be claimed here. This time must NOT be included as time worked by the paraeducator on the LEA's personnel report.
- **Contracted Services (claimed on Line 2)**  
Transportation costs incurred directly by districts that have contracted with a parent or other private party for the transportation of an exceptional child. Contracted services include payments made for contracted bus service and for mileage paid to parents who transport identified students. This would include taxi services, services supplied by another LEA and services provided by private bus companies, however, these costs can only be claimed if the LEA bears the financial responsibility for the transportation. The provision of these services must be the responsibility of the district.
- **Insurance (claimed on Line 3)**  
Insurance payments covering vehicles used to transport identified students. The LEA MUST verify that insurance costs have not been duplicated on the Annual Statistic Report Form 18E on the regular route pupil transportation expense form.
- **Other Expenses (claimed on Line 5)**  
Maintenance costs such as gasoline, oil, routine maintenance, tires, and repairs of special education vehicles. Maintenance costs claimed for special education reimbursement should not be entered on the Annual Statistic Report Form 18E on the regular route pupil transportation expense form. Administrative salaries are entered here but are not to exceed 10% of the line 5 expenditures. Vehicle maintenance salaries are also allowed on this line.
- **Capital Outlay Fund (claimed on Line 6)**  
Expenditures for equipment used in transporting students such as major modifications made to school district vehicles, which include ramps, lifts, bus safety lights, and other items needed to equip vehicles for special education. Do not include vehicle purchase. The LEA may opt to claim the total cost of the modification of special education vehicles in the year of the expense or may depreciate the cost over an eight-year period.
- **Depreciation (claimed on Line 7)**  
The only method of depreciation allowed is straight-line depreciation over 8 years on vehicles used exclusively for the transportation of exceptional children or the pro-rated share for vehicles used for dual purposes. The vehicle must have been delivered on or before June 1 to be claimed in the current year. Depreciation claimed on Form 308 must not also be claimed on the Annual Statistic Report Form 18E on the regular route pupil transportation expense form.
- **Transportation Expenditure Reimbursements (listed on Line 10)**  
Any reimbursement received such as insurance recovery or payments from other LEAs or organizations for the use of special education.

**C. MAINTENANCE IN LIEU OF TRANSPORTATION, KSA 72-978(b)(3). (Claimed on Line 4).**  
Costs incurred in providing room and board or non-medical care (or both) while maintaining an exceptional student at some place other than the child's residence for the purpose of providing special education.

**Special aspects of the requirement:**

- Reimbursement shall not exceed \$600 per exceptional child per year (allowable expenditures may not exceed \$750, because 80% of \$750 is \$600)
- These expenses are at no cost to the parents of the child if the district in which the child resides provides special education services to the child at a place outside the district (K.A.R. 91-40-21(j))

**Examples of reimbursable and non-reimbursable special transportation events:**

1. An identified student rides a regular bus, which is outlined in the student's IEP, to a pick-up point, then is shuttled to special services on a special education bus. Can the district claim reimbursement for the regular bus trip? *For the regular bus trip, the district can either choose to pro-rate the total cost of the bus and claim transportation reimbursement for that amount or count the student for regular route transportation weighting. The shuttle to special services would be included on the special transportation expenditure report for the 80% funding.*
2. A single bus transports five regular education students and five identified students (as outlined in their IEP's) who ride together throughout the year to school. The total yearly cost of operating the bus is \$10,000. What amount can the district claim for special transportation reimbursement? *The district pro-rates the entire cost by the number of identified students, which is calculated by dividing the number of identified students by the total number of students riding the bus. The first part of the calculation determines the percentage of identified students:  $5/10 = .5$ . The second part of the calculation determines the cost attributable to the percentage of identified students:  $.5 \times \$10,000 = \$5,000$ . The district can claim \$5,000 for special transportation reimbursement, of which the district will be reimbursed 80%.*
3. District A transports a student to Company/Agency C which provides special services for the student with District A. *District A will be reimbursed 80% of these transportation costs by KSDE because the district is directly responsible for the transportation of the student.*
4. Teacher X is employed by Company/Agency C. District A has a Non Public Equivalency Contract with Company/Agency C to provide services to a student. Teacher X drives from C's office to the student's home to provide services. *Teacher X's mileage is not reimbursable by KSDE because travel cost is part of Non Public Equivalency rates.*
5. Company/Agency C staff drives to a student's home and transports the student to C's place of business, provides special education services under a non-public school equivalency contract, and transports the student back home. *No transportation aid is available because District A incurs no separate cost for transportation. Any transportation costs incurred by Company C would be included in the contract amount with the district*
6. District A has an individual service provider contract with Provider Y to provide PT services to a student. Y incurs mileage in going to and from the student's home while providing services. *District A should list Y on the district's special teacher personnel report for the amount of time services were provided and may incur reimbursement as "teacher travel" on Form 308 because, a provider under an individual service provider contract is identified as a Special Teacher.*
7. *Special Teacher Y lives in Moran, is employed by a Coop and provides OT services in Iola, Humboldt and Chanute. There is no school in Moran. Most services (65%) are provided in Iola. Official station is Iola because that is where the majority of the work is, even though the Coop offices are in Chanute. Mileage between Iola and home may not be claimed. Mileage between Chanute and home may be claimed at 22 miles (the lesser of Chanute to Iola (22) and Chanute to Moran (32)).*
8. *LEA contracts with an Infant Toddler program to provide special education services to infants and toddlers, including transportation for special teachers. The Infant toddler program provides mileage logs to the LEA at years end and LEA reimburses the Infant Toddler program for the entire cost. The LEA's cost would be included on the special transportation expenditure report for the 80% funding.*

# Catastrophic Aid

## General Requirements

- Students are only eligible for catastrophic aid if the costs of providing services exceed twice the per teacher entitlement for categorical aid from the prior school year after deducting all other state and/or federal aid for the student (KSA 72-983).
- Reimbursement is 75% of the costs exceeding the amount of twice the prior year's teacher entitlement. Example: after deducting all other state and/or federal aid, a student requires \$50,000 of services. Last year's teacher entitlement was \$20,000. The student is eligible for catastrophic aid because services exceed twice the amount of last year's teacher entitlement. The district can claim catastrophic aid reimbursement on the excessive amount (\$10,000) which would be reimbursed at 75% (\$7500).
- Amounts requested under this act can be used only to reimburse costs for the excessive expenditures in providing special education services for students qualifying for catastrophic aid and must be documented in the student's IEP or supporting IEP documentation
- Districts are required to provide financial information to KSDE upon request.
- Based on actual unduplicated (un-reimbursed) costs for the provision of special education and related services as documented in the IEP. Expenditures may be estimated only if solely based on anticipated services as stated in the IEP, Personnel Web System, or MIS Database.
- Separate claims are made for each student
- Valid SSN numbers are required for all providers to assure proper licensure and payment of catastrophic aid

## Specific Considerations

### Data Necessary for Completing Claim

- Allowable expenses and necessary deductions used in the catastrophic aid claim are outlined in the catastrophic aid worksheet on the Special Education Funding site: <http://www.ksde.org/Default.aspx?tabid=538> under the Catastrophic Aid header.
- This worksheet is intended to assist with the calculations and should not be submitted to KSDE, however, the district will need to retain a completed worksheet for auditing purposes.

### Prorating Shared Services

Expenditures for services that benefit more than one child must be prorated among all the children receiving services to delineate the cost for the catastrophic aid eligible student.

Such proration may occur for: (See the examples section below for illustration)

- Special teacher services
- Transportation for the catastrophic aid eligible student
- Mileage incurred by a special teacher or paraeducator in delivering services



## **Paraeducator Time And Catastrophic Aid**

Paraeducator time may be claimed for catastrophic aid if:

- Assigned and supervised in providing direct support to the catastrophic aid eligible child as documented in the child's IEP
- Providing dedicated instructional support services
- Providing attendant care services
- Providing interpreter services
- Providing support services during extracurricular before and/or after school activities
- Providing bus services
- Providing support services during lunch or other non-instructional time during the regular school day
- Paraeducator time is prorated in the same manner as special teacher time

## **Expenses Not Reimbursed Through Catastrophic Aid**

- Professional or paraeducator activities for which categorical aid covers such as:
  - General education intervention
  - Screenings
  - Preparation
  - Attending IEP meeting
  - Maintaining IEP files
  - Preparation time to deliver specially designed instruction
  - Communication with parents and teachers not included as part of the delivery
- Due process and administrative costs
- Staff development and in-services

## **Submission Procedures**

Enter the catastrophic aid information into KAN\_Service and submit to KSDE

## **Approval Process**

All applications will be reviewed by the KSDE administrators for payment approval. Those applications with sufficient expenditures, valid justification and complete MIS data will be approved for payment. Conversely those applications with insufficient expenditures, inadequate justification or incomplete MIS data will be denied. Districts will be notified of a rejected application, the basis of the rejection and may reapply for funds if time allows.

## **Examples of prorating time and transportation:**

1. Teacher A provides services to four children all day in the same classroom. Teacher A's salary and benefits total \$60000. On the catastrophic aid claim for student B, include \$15,000 ( $60,000 \div 4$ ) for teacher salary and benefits.
2. A special teacher is contracted for .90 special education FTE and .10 general education FTE. The LEA pays the special teacher \$55,555 per year in salary and benefits. The special teacher has five students on her caseload with the following amounts of service (see table below) documented in the student's IEP's. As two students receive instruction at the same time, these services are prorated accordingly. Student 1 is eligible for catastrophic aid. How should the district calculate the amount of instructional time received by that student?

First, before the special teacher's time can be prorated among the students, the teacher's salary must first be prorated by the amount of time dedicated to special education. In this case, 90% (.90 FTE) is dedicated to special education. The special teacher's salary is multiplied by the FTE amount dedicated to special education to produce a proportionate salary for special education - \$50,000 for this example.

Next, a proportionate amount of time is calculated by multiplying the special teacher's contracted days by the special education FTE amount.

186 contracted days X .90 FTE = 167.4 days assigned to special education activities.

167.4 days X 450 minutes per contracted day = 80,352 minutes per year.

Student	Service Time	Total Minutes	Calculation	Percent of Time
Student 1	100 minutes 5 times a week 36 weeks	18,000 minutes	18,000 / 75,330	.238%
Student 2	20 minutes 3 times a week 36 weeks / 2*	1,080 minutes	1,080 / 75,330	.014%
Student 3	15 minutes 5 times a week 18 weeks	1,350 minutes	1,350 / 75,330	.017%
Student 4	20 minutes 3 times a week 36 weeks / 2*	1,080 minutes	1,080 / 75,330	.014%
Student 5	150 minutes 3 times a week 36 weeks	16,200 minutes	16,200 / 75,330	.215%

\*Teacher time is prorated because the special teacher provides services to 2 students at the same time.

Note: All service times are based on actual services and the remaining forecasted services to be provided in the school year.

Costs for delivering special education services: Multiply salary by % of time calculated in the above table

Student	Calculation	Total Expenditure Per Child
Student 1	\$50,000 X .238	\$11,900
Student 2	\$50,000 X .014	\$700
Student 3	\$50,000 X .017	\$850
Student 4	\$50,000 X .014	\$700
Student 5	\$50,000 X .215	\$10,750

The district will claim \$11,900 on the catastrophic aid application for student 1.

- District C operates a special education transportation route for five students including Student B, who is eligible for catastrophic aid and has this transportation identified in the IEP. The cost of the route (driver, gas, repairs, etc.) is \$15,000. On the catastrophic aid claim for Student B, include \$3,000 ( $15,000 \div 5$ ) for transportation.

#### Documentation required for audit

- Documentation matching actual expenses to the specific student claimed
- Student's IEP and supporting paperwork
- Purchase orders
- Deductions worksheet which includes actual, allowable expenditures on the Special Education Funding site: <http://www.ksde.org/Default.aspx?tabid=538> under the Catastrophic Aid header
- Copies of provider licenses if KSDE is unable to verify license

## Special Teacher Reimbursement

The primary means of accessing categorical aid for *special teachers* is through the Personnel Web System. The Special Education Administrator should oversee the process of completing the Personnel Report and should review the report to ensure its accuracy before it is submitted. There are 5 payments during the year; LEAs should ensure that their data is current before the deadline for each payment. The deadlines for updating Personnel Web System are found in the appendix and on the KSDE website.

Reimbursement Deposit Schedule:	October 15	25% of total reimbursement based on FTE claimed
	December 15	25% of total reimbursement based on FTE claimed
	March 15	17% of total reimbursement based on eligible FTE
	April 15	17% of total reimbursement based on eligible FTE
	June 01	16% or balance based on eligible FTE

LEA administrators should make sure all teachers and paraeducators that are eligible for payment are included in the May report and that appropriate FTE is being paid. The Personnel Report should include the termination date and the FTE calculation for personnel who have left the LEA. The final special education categorical aid payment will be based on the May report. There will be no supplemental payments issued.

### Calculation of Special Teacher Categorical Aid

The Special Teacher portion of categorical aid distribution is based on the number of full-time equivalent special teachers (professionals) and paraeducators (nonprofessionals) submitted by LEAs. Reimbursement is based on the ratio of the LEA's total *special teacher* FTE to the state total *special teacher* FTE. The resulting percentage is applied to the total categorical aid funds available (after transportation, Medicaid, and catastrophic aid costs have been subtracted) to determine the amount of funds available for distribution for each FTE.

Reimbursement is by either days or hours worked. The employment contract will determine if hours or days should be claimed. 1.0 FTE is based on the local Board approved standard number of days for a full year, then by the percentage of the employment contract paid. See Appendix B.

If the contract(s) indicates that a certain percentage of the special teacher's time is to be allocated to special education, then at least that amount of time must be documented, however if the Time & Effort documentation reflect percentages over the amount in the contract(s), the amount reimbursed will be consistent with the percentage in the contract.

Examples:

Contract states that the special teacher will work 80% of the time on special education and 20% in regular education duties

- Time and Effort records (Personal Activity Report) show special teacher worked 50 hours/week, 35/special education (70%), 15/regular education (30%). Reimbursement would be 70% based on the percentage of work done for special education.
- Time and Effort records (PAR) show special teacher worked 90% of time on special education, reimbursement would be 80% based on the contract maximum

Categorical aid is not available for the time staff are providing special education services to students in identified juvenile correctional facilities. KSA 72-978(b)(2) states: "No time spent by a *special teacher* in connection with duties performed under a contract entered into by the youth center at Atchison Juvenile Correctional Facility, the youth center at Beloit Juvenile Correctional Facility, the Larned Juvenile Correctional Facility, or the youth center at Topeka Juvenile Correctional Facility and a school district for the provision of special education services by such state institution shall be counted in making computations under this section."

The only exception to this calculation method is categorical aid accessed through Non-public School Equivalency Contracts. Refer to the contract instructions.

## Dual Roles, Part General Education

Reimbursement will be pro-rated for special education personnel who are assigned part-time to general education duties, unless those duties (such as an extracurricular activity) take place outside the regular work day. The mere presence of students with exceptionalities in a general education class does not qualify special teachers for categorical aid reimbursement. (See "Collaborative Teaching Models" below.)

## Dual Roles, Both Special Education

LEAs may employ special teachers to fulfill more than one role. For example, a secondary special teacher who provides special education services for 3 hours per day may work as a transition specialist the other half of the day. Both roles are reimbursable, as long as the special teacher is appropriately certified/licensed/endorsed. In addition, the special teacher's contract must delineate the special teacher's dual roles, and documentation must be maintained to reflect the proper amount of time spent in both areas of responsibility, in accordance with the contract.

### Area of Assignment

*Separate entries must be made on the KSDE Special Education Personnel Report to reflect the assignments of persons with duties in more than one special education area/field (e.g., 0.33 FTE integration specialist, 0.33 FTE learning disabilities special teacher, and 0.34 FTE special education supervisor).*

## Incomplete/Partial Year Assignments

Categorical aid reimbursement for special teachers and paraeducators who terminate their contracts before the end of the school year or who begin after the start of the year, will be pro-rated based upon the terms of the contract. For example, contracts may be for a certain number of days, or may specify a certain number of hours. If special teachers and paraeducators are paid for a certain number of days, the 1.0 FTE will be the number of days in the local school board approved school year. If special teachers and paraeducators are paid by the hour, the 1.0 FTE will be 1116 hours. LEAs will not be reimbursed for more than 1.0 FTE for multiple people in the same position.

## Collaborative Co-Teaching Models

Reimbursement is authorized for collaborative co-teaching models. In these types of delivery models, one or more identified students with exceptionality receive services from the *special teacher* in a general education setting. Planning and instruction are the shared responsibility of both the *special teacher* and the regular education teacher who work collaboratively as a team. The names of students listed on the caseload of the *special teacher* should be found in the MIS child count data submitted by the LEA. The IEPs of these students must reflect the amount of service provided by the *special teacher*.

## Special Services in General Education Settings

Reimbursement is not allowed for the time a special teacher teaches a general education class.

### Services and Aids that also Benefit Non-Exceptional Children

Expenses for special education and related services supplementary aids and services, provided in a regular class or other education-related setting to a child with an exceptionality in accordance with an IEP of the child are allowable, even if one or more non-identified children benefit from these services. However special education and related services and supplementary aids and services personnel may not grade papers, spend time on parent teacher conferences, or perform any functions for the non-identified children.

34 C.F.R. §300.208

#### Permissive Use of Funds

For costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with an IEP of the child, even if one or more nondisabled children benefit from these services.

## Waivers

LEAs may claim categorical aid reimbursement for teachers providing services for duties performed in areas/fields or instructional levels for which they are not endorsed under licensure waivers that have been approved by the Kansas State Board of Education. The reimbursement may only be claimed during the school year, or portion of the year, for which the waiver is in effect. Waiver application and information may be found here: <http://www.ksde.org/Default.aspx?tabid=549>. For questions and information on waivers and waiver applications, please contact Teacher Licensure at 785-291-3678.

## Hand Approval

In cases where a provider is correctly licensed/certified for a position, hand approval can override incorrect program rejection. Hand approval in personnel web covers only reimbursement, and does not apply to any other KSDE reporting method. Hand approval is also possible in a few other situations including:

### **KSDE licensed professionals Not Yet Certified**

Understanding that licensing can be delayed for reasons beyond the teacher's control, teachers that are not yet licensed/endorsed by KSDE, but that have successfully completed the required programs, may be hand approved for reimbursement.

### **KSDE licensed professionals With Lapsed Certification**

Teachers that have a gap in licensure due to reasons beyond the teacher's control, but that have successfully renewed their licenses, may be hand approved for reimbursement for the lapsed time.

**Hand approval in these cases will not be given until the appropriate license/endorsement is in place, is not automatically granted, nor will it be given for more than the semester in which licensure/endorsement is granted.**

## Travel

The FTE of special teachers claimed for categorical aid through the Personnel Web System will not be reduced based on time spent in transit to deliver services to a child. Commute time from the provider's home to school or office at the start of the work day, breaks in service, and commute time from the last site to home does not count toward FTE.

## Time & Effort

Employees whose employment with an LEA is 100% special education must complete the bi-annual certification (signed and dated by the employee or a supervisor with first-hand knowledge of the work performed at least semi-annually, after the work has been completed) that all their work/effort was to further the goals of their federal and/or state funding sources. Employees whose employment with an LEA is not 100% special education must complete a monthly Personal Activity Report or equivalent stating the amount of daily time they spent for their various funding sources. English as a Second Language (ESOL) services should not be documented in combination with special education. All employees during the summer (extended school year) session must complete the monthly Time and Effort form. Sample Time and Effort forms are available on the categorical aid page of the KSDE website, LEAs are welcome to create their own.

Per OMB Circular A-87 (5) Personnel activity reports or equivalent documentation must meet the following standards:

- (a) They must reflect an after-the-fact distribution of the actual activity of each employee,
- (b) They must account for the total activity for which each employee is compensated,
- (c) They must be prepared at least monthly and must coincide with one or more pay periods, and
- (d) They must be signed by the employee.

## Documentation Required for Audit

<b>IEPs/IFSPs</b>	Services provided by <i>special teachers</i> to individual students will be reviewed on their Individualized Education Programs (IEPs). Services for infants and toddlers (ages birth to 3) will be reviewed on their Individualized Family Service Plans (IFSPs). Services for preschool children (ages 3 through 5) may be on an IEP or an IFSP.
<b>Job Descriptions</b>	Will be reviewed to assure proper reporting of assigned duties. It is important that LEAs report accurately the job responsibilities of all personnel for whom they are claiming categorical aid reimbursement. Reporting staff as a <i>special teacher</i> under only one of the categories of exceptionality when that person actually has other job responsibilities gives a skewed picture of actual personnel needs and program growth.
<b>Contracts</b>	To assure proper reporting of assigned duties and for FTE claimed.
<b>Time Cards</b>	For personnel contracted on an hourly basis.
<b>Supervision records</b>	For supervision of paraeducators, when requested. Services provided to individual students may be reviewed.
<b>Payment Records</b>	To verify amounts paid and funding source used.
<b>Time &amp; Effort</b>	To verify after the fact that the work performed was for special education. See Appendix B.
<b>Work Products</b>	Written documentation of work provided, such as assessment reports.
<b>Qualifications</b>	Verification that personnel claimed as non-professionals, whose assignments require specific qualifications (i.e. interpreters, OTA/PTA), have the proper qualifications.
<b>Interviews</b>	May be conducted to clarify actual duties performed.
<b>GEI Plans</b>	For professionals who must account for time spent providing general education interventions, auditors may request to review the intervention plans identifying the service provider's obligations, expected duration, etc.

## Assignments Reimbursable for Greater than 1.0 FTE (OA)

There are limited, specific instances for which individuals may be claimed for second assignments in addition to a full time assignment: The second assignment should be coded as OA for "Other Assignment"

- Services must be required in order for LEAs to provide direct instruction to students with IEPs/IFSPs to meet IDEA requirements.
- Only for 2nd assignments over 1 FTE. If only one assignment exists, regardless of the location of the services, the area of assignment should be the area of services.
- Second assignments must have separate, supplemental contracts or documented personnel actions including IEP/IFSPs that document the need for services.
- These services must be provided outside the regular assignment and providers are typically paid on an hourly basis.

Things to be aware of:

- Services provided to IT (Part C) must be on a separate assignment from other levels.
- Compensatory services are not reimbursable.
- Teachers must be qualified for the level and area they are assigned.
- Paraeducators cannot be assigned as the sole provider.

Examples of common Other Assignments (all personnel would be full time special teachers, with these assignments being additional)

- Homebound/hospital personnel.
- Home-based instruction and services.
- Services to students while under suspension/expulsion
- EC or I/T assignments with two agencies
- Interpreters for deaf/hard of hearing for extracurricular activities.

Additional Audit Documentation required:

- Separate personnel actions/contracts for the extra assignments.
- Student IEP/IFSP documenting the activities for which additional reimbursement is sought.
- Timesheets for the identified assignments that must be separate from timesheets for the school day position and must document hours worked outside the regular work week.

## Substitutes

As long as a *special teacher* is being paid by the LEA (includes LEA-paid short-term disability insurance pay), only the original special teacher should be listed on the Personnel Report to cover both the teacher and the replacement's time filling the position. Substitutes are only reported when the regular teacher is not being paid by the LEA.

For positions covered by KSDE teaching endorsements, the following limits apply for substitutes that do not possess the required endorsements:

Valid teaching license – 125 days = .67 FTE

Substitute license – 90 days = .48 FTE

ESub with degree – 30 days = .16 FTE

ESub without degree – 15 days = .08 FTE

For related service positions, the substitute must possess the appropriate certificate, license, or registration for the position in order to be eligible for categorical aid. Since such substitutes are appropriately certified/licensed for the position, they should be reported on the Personnel Report under the appropriate professional classification, not as a substitute.

The amount of time substituting should not exceed the time allowed for a substitute's license/certificate and the FTE claimed for the position, regardless of how many people fill the position, should not exceed 1.0 FTE.

### Documentation Required for Audits: Substitutes

Auditors will review:

- Personnel action(s) for substitute with assignment(s) identified
- Timesheets
- Certificate/license. The type of license held limits the number of days reimbursed:
  - Emergency Substitute license w/o degree (valid up to 15 days)
  - Emergency Substitute license w/baccalaureate degree (valid up to 30 days)
  - Substitute Teacher license (valid up to 90 days)
  - Certified (or Licensed) Teacher, not Special Education endorsed (valid up to 125 days).
  - Special Education Endorsed/Certified/Licensed Teacher (length of assignment). Note: If the professional is appropriately licensed for the assignment, report the person in the assignment area, not as a substitute.
- State special education categorical aid will not be paid for substitute teachers or related service providers who do not have a current teaching certificate/license issued by the Kansas State Board of Education or by the relevant licensing agency.

### 91-31-34. Local board of education requirements.

(a) General. Each local board of education shall ensure that each school meets the requirements of this regulation.

(b) Staff.

- (1) Except as otherwise provided in this subsection, in filling positions for which a license or certificate is issued by the state board, each school district shall employ persons who hold licenses or certificates with specific endorsements for the positions held.
- (2) If a teacher holding an appropriate license or certificate is not available, the school district shall use a substitute teacher holding a valid Kansas teacher or administrator license or certificate at any level or in any field or subject. A school district shall not allow any person holding a Kansas teaching license or certificate to substitute teach for more than 125 days in the same assignment.
- (3) If a substitute teacher holding a valid Kansas teacher or administrator license or certificate is not available, the school district shall use a substitute teacher holding a valid Kansas substitute teaching license or certificate. A school district shall not allow a person holding a substitute teaching license or certificate to teach for more than 90 days in the same assignment.
- (4) If a substitute teacher holding a valid Kansas substitute teaching license or certificate is not available, the school district shall use a person who holds a baccalaureate degree and an emergency substitute teaching license or certificate. A school district shall not allow a person who holds a baccalaureate degree and an emergency substitute teaching license or certificate to teach for more than 30 days in the same assignment.
- (5)(A) If a person holding a baccalaureate degree and an emergency substitute teaching license or certificate is not available, the school district shall use a person who has been licensed or certified by the state board as an emergency substitute teacher. A school district shall not allow any person who does not hold a baccalaureate degree to teach for more than 15 days in the same assignment or more than 60 days in a semester.  
(B) If a local board of education documents that there is an insufficient supply of substitute teachers, the board may appeal to the commissioner of education for authority to allow individuals holding an emergency substitute teaching license or certificate to continue to teach for an additional length of time that shall not exceed a total of 93 days in a school year.

## Extended School Year (ESY) (Summer session)

An extended school year setting is any setting in which state-approved special education services and/or related services are made available to students with disabilities beyond the regular school term provided to non-disabled children.

Extended school year services will be reimbursed on a pro-rated basis; 186 days or 1116 hours will be used as divisors in computing the FTE per employee position. LEAs will not be reimbursed for more than .30 FTE (335 hours) for the Extended School Year.

Reimbursement is provided for:

- extended school year services provided these services are specified in students' IEPs. Special education supports or modifications reflected in the students' IEPs are reimbursable even when provided during summer school. General education summer school programs are not eligible for reimbursement, even though students with disabilities may be included in these programs.
- personnel who conduct evaluations during a summer session.
- time spent in administering tests, analyzing test results, writing evaluation reports, conducting file reviews, and participating in staffings.
- Special education administrators and coordinators who supervise Extended School Year services **only when students with IEPs are in attendance.**
- Gifted services are not reimbursable during the Extended School Year (K.A.R. 91-40-1(x))
- **Substitutes are not reimbursable during the Extended School Year**

All staff must maintain Personal Activity Reports to document that services were provided during an Extended School Year. A schedule showing the times and dates students were in attendance must be maintained for auditors.

Extended School Year Contracts:

- The LEA calendar is used to determine the start and end dates for ESY services, these dates will vary from LEA to LEA.
- LEAs should report the actual number of hours worked during ESY contracts.
- If ESY contracts specify that personnel will be paid by the hour, reimbursement will be made on the basis of the total hours worked divided by 1116 hours, however, the number of hours claimed per day may not exceed the hours per day during the regular school year.
- If ESY contracts specify that personnel will work a certain number of days, reimbursement will be made on the basis of the number of full days worked divided by 186 days.



## Child Find Activities

Child Find, according to Kansas regulation 91-40-07, allows for the participation of special education staff in activities to identify, locate, and evaluate all children with exceptionalities. As a result, KSDE provides reimbursement of *special teachers* and paraeducators involved in Child Find activities as specified below.

### Screening:

Screenings conducted by special education and related services personnel in accordance with policies and procedures adopted by the local board are reimbursable Child Find activities. While vision and hearing screenings are reimbursable Child Find activities, vision and hearing screening procedures that are afforded to all students as required by state law are not reimbursable even if performed by *special teachers*.

### General Education Intervention:

For school age children, screening procedures also include General Education Interventions (GEI) as a means of Child Find. Special education and related services personnel may participate in the general education interventions (GEI) process in a variety of ways, including activities such as:

#### Direct Services:

- modeling of and coaching around instructional strategies; and
- providing intensive, direct instruction to students.

#### Indirect Services:

- participating in problem-solving activities;
- consultation with other educators;
- collecting and analyzing student data;
- providing indirect classroom support to general education teachers

### Non Reimbursable Screenings:

72-1205. Free tests required; when and by whom tests performed; reports to parents. (a) Every pupil enrolled in a school district or an accredited nonpublic school shall be provided basic hearing screening without charge during the first year of admission and not less than once every three years thereafter.

72-5205. Basic vision screening required, exception; eye examination for conditions impairing reading ability. (a) (1) Each school board shall provide basic vision screening without charge to every pupil enrolled in each school under the governance of such school board not less than once every two (2) years.

If special education and related service personnel provide direct services for the purpose of Child Find, there must be documentation on an individual student intervention plan for auditing purposes. A record or log listing the name of the special education provider, along with the actual minutes and dates services are provided must be available to the auditors upon request. In this situation, special education or other related service personnel may be reimbursed for providing intensive direct instruction for up to but not more than 180 cumulative hours, per school year, **per position**. Assigning Child Find responsibilities to special education and related services personnel should be closely monitored to ensure compliance with IDEA so that IEPs are followed and FAPE continues to be provided to students with exceptionalities.

A referral for evaluation must occur once data-based documentation indicates a special education evaluation is warranted. Services provided by special education and related service personnel solely designed to help meet a non-identified child's need in the general education classroom are not reimbursable.

## Early Childhood

Special education services for children ages 3-5 are delivered in a variety of early childhood settings. These may include, but are not limited to, early childhood special education classrooms with peer models, public or private preschools, Head Start programs, or community childcare programs, or early childhood special education self-contained classrooms. In an effort to maximize resources, promote best practice, and create least restrictive environments for children with disabilities, many LEAs across Kansas are blending or combining preschool programs.

It is important to recognize that categorical aid is reimbursed based on how the special education services are delivered rather than the programs in which children are served. Listed below are the various service delivery models where children, ages 3-5, are typically served.

### Service Delivery Models

#### Co-Teaching Service Model

Reimbursement is authorized for the time *special teachers* are assigned to work collaboratively with preschool teacher(s) in a program designed primarily for typically developing children. In a co-teaching model, the special teacher and the regular preschool teachers(s) develop instructional plans together to meet the needs of all the children in the program. Regardless of the number of children with disabilities being served, FTE will not be prorated for the time a *special teacher* is providing services in a program that utilizes a co-teaching model.

#### Itinerant Service Model

Reimbursement is authorized for the time *special teachers* are assigned to provide instruction on an itinerant basis to children with disabilities in early childhood preschool programs, in the home, hospital or where ever has been determined as the least restrictive environment for that child.

#### Special Education Service Models

Reimbursement is authorized for the time *special teachers* provide instruction in early childhood special education programs. Special education service models include a variety of program configurations such as an early childhood special education reverse mainstream program or integrated programs. In special education service models, the special education teacher is the sole instructor and no regular preschool teacher is assigned to the program. If there are peer models in the program, the special education teacher is responsible for providing instruction to both children with exceptionalities and peer models.

Early childhood special education service models may also include blended programs where the special education program has been combined with one or more preschool programs such as Head Start or 4 Year Old At Risk. Regardless of the program configuration, if the ratio of identified students on average is less than 50%, categorical aid will be pro-rated. The methodology for pro-rating FTE is provided: The ratio will be determined by averaging the enrolled and attending students on December 1st and May 1<sup>st</sup>. If the count day falls on a non-school day, the count day will be the first following school day.

#### Pro Rating FTE for Early Childhood

Full Time Special Education Teacher	
Total caseload of students for the day (add all sessions with students with IEPs together)	
<i>EXAMPLE: 21 total students, 6 of them have IEPs (special education)</i>	
To obtain the pro-rated FTE: Multiply the number of students with IEPs by 2, then divide by the total of all students served in the program ( <i>special education money can be used to fund the students with disabilities AND an equivalent number of peer models</i> )	
<b>(IEPx2)/Total</b> <i>For the example above (6 X 2)/21=.57 FTE</i>	
<i>*Always round up when estimating FTE*</i>	

## Considerations of Early Childhood Activities

Teaching endorsements with “K” (Kindergarten) as a lower level are not accepted for EC.

### Paraeducators

For purposes of categorical aid reimbursement, special education paraeducators are assigned to students and not to programs. A connection within the IEP must be identified that justifies the need for paraeducator support as determined by the IEP team. If paraeducator time is supported by one or more IEPs, paraeducator FTE will not be prorated based on classroom ratios.

### Early Childhood Screening

Early childhood screening for children birth through age 5 suspected of having a disability is considered to be a special education function and is a reimbursable activity. Developmental screenings conducted by *special teachers* or paraeducators are reimbursable activities. Vision and hearing screening as part of early childhood screening is reimbursable. Reimbursement will not be provided for vision and hearing screening procedures that are afforded to all students as required by state law (see Child Find section of this guide for more information).

### Early Childhood and Infant-Toddler Family Services Coordination

Services in early childhood and infant-toddler settings may be provided for children from 0 through 5 years according to an IEP or an Individualized Family Service Plan (IFSP). Family service coordination for children who receive services according to an IFSP or IEP from a *special teacher* is a reimbursable activity but cannot be the only service a child/family receives. Administrator time for Local Interagency Coordinating Council (LICC) activities is reimbursable. While paraeducators may assist in the delivery of family service coordination activities, they may not be the sole provider for these services. Paraeducators must be assigned and work under the direct supervision of a *special teacher* assigned to the delivery of family services coordination.

### Staff listing in Personnel Web

Teachers working exclusively in early childhood should be claimed as area “EC” as well as grade levels EC-EC. Teachers working with older ages should not be claimed as area “EC”.

### Clarification for State Pre-Kindergarten (Four-Year-Old At-Risk) and ECSE Funding

State Pre-Kindergarten (Four-Year-Old At-Risk) funding is based on the number of children qualified to be in the program. Qualified children may also qualify for additional weightings. While children identified for Head Start and/or Early Childhood Special Education do not generate funds for the State Pre-Kindergarten program; these children can participate and be included in State Pre-Kindergarten classrooms. Children with IEPs ages 3&4 generate .5 FTE of Base State Aid per Pupil (BSAPP). Children with IEPs age 5 generate 1.0 FTE of Base State Aid per Pupil (BSAPP).

Children who do not meet the age requirement for the State Pre-Kindergarten program can still be placed in the classroom based upon local decisions and will be included in the classroom count, but will not receive any at-risk funding. The number of children in the State Pre-Kindergarten classroom may not exceed 20—no matter what funding source is being used.

## Part C - Infant/Toddler Services (IT)

School LEAs serving families of infants and toddlers with disabilities (ages 0-2) may claim reimbursement for special education services as established in the Individualized Family Service Plans (IFSPs). LEAs responsible for making claims on behalf of an Infant Toddler (IT) network must work collaboratively with the Infant Toddler staff to ensure accuracy in fiscal reporting. Administrator time for Local Interagency Coordinating Council (LICC) activities is reimbursable. **The rules and requirements for Part C programs to claim categorical aid reimbursement are the same as for Part B LEAs.**

### Staff listing in Personnel Web

- KSDE licensed personnel in Infant Toddler (Part C) programs may have Birth or EC as the lower level of the appropriate endorsement.
- KSDE endorsements that have “K” (Kindergarten) or PreK as a lower level are not accepted for teachers in an infant toddler program.
- Teachers working in infant toddler programs should be claimed as area “IT” as well as grade levels IT-IT. No other teaching category should be used for a teacher working in an infant toddler program.
- Grade levels must be IT-IT.

Reimbursement for Infant-Toddler services may be claimed by the LEA in the following ways:

### Personnel Report/Categorical Aid

LEAs may contract with approved Infant Toddler Networks who provide Infant Toddler services utilizing *special teachers with* paraeducator supports. Infant-toddler special education teachers and paraeducators should be reported as IT on the Personnel Web Report. Related service providers for infant-toddler programs should be reported in their appropriate assignment but reported at the IT level. Personnel who work in both IT (part C) and EC (part B) programs should be reported in dual assignments/levels. Part C data clerks are not eligible for categorical aid as MIS clerks.

### Non-Public School Equivalency Contract (NPSE)

LEAs may contract with approved Infant Toddler Networks who provide part C services to individual children using certified or licensed *special teachers only*. All IFSP service providers for a child/family must be reported on the contracts. To be eligible for reimbursement, all Infant Toddler special teachers must meet the licensure/certification requirements as established in the KSDE Reimbursement Guide.

Reimbursement for contracted services will be based on FTE that is derived by multiplying the total number of service hours provided as documented in the individual student logs by the FTE Rate per Hour. To verify delivery of services, IFSPs are reviewed as part of the audit process. Service provider logs must document that services listed on IFSPs were actually delivered.

Non-public equivalency contracts for IFSPs written May 1 or after may be included with contracts submitted for the following school year

### ESY-Extended School Year (summer)

All local tiny-k programs/Infant toddler networks are required to provide year round services and do not have a “summer” session. Full time staff should be claimed at 1.0 FTE for the regular school year and up to 335 hours (.30 FTE) for the summer session. LEAs will not be reimbursed for more than .30 FTE for the Extended School Year.

### Audit Documentation Required

- IFSPs
- Individual child service logs (NPSE) or Provider Service Logs (Personnel Report)
- Contracts or Employee Contracts/Personnel Agreements
- Copy of License/Certification (NPSE)

## KSDE Licensed Personnel Details

### Administrators (AD) and Supervisor/Coordinator (SU)

Special education administration and supervision is a related service (KAR 91-40-1(ccc)(18)) and may be reimbursed if the following conditions are met:

- The administrator's contract and job description specifically state special education administration is a responsibility and must reflect if he/she is also to administer programs that are outside of special education such as administration of federal programs not specifically addressing the needs of students with exceptionalities, LEA-wide testing programs, and programs for at-risk students.
- The special education administrator must be appropriately licensed by KSDE.
  - (AD) Special education director, ~~assistant director or supervisor/coordinator endorsements~~
    - \* Special Education Director 3019
    - \* District Administration with special education endorsement (hand approved) 3006
  - (SU) Supervisor/coordinator or assistant director ~~endorsements~~
    - \* Special Education Supervisor/Coord 2900
    - \* Building Administration with special education endorsement (hand approved) 3010
    - \* ~~Special education director (AD) endorsements~~
- Special education directors will be reimbursed only for time spent in special education functions. Time and Effort must document time spent in the various duties of regular and special education administration.
- Time spent as administrators for Part C programs must be coded by level in the Personnel Web System as IT.

### Documentation Required for Audit: Special Education Administrators

Auditors may:

- Review administrative contracts
- Review administrative job descriptions
- Conduct interviews to determine job responsibilities
- Review timesheets/Time and Effort documentation.

### Integration Specialist (IS)

In order to be claimed for reimbursement, these personnel must hold a Kansas teaching license with a special education endorsement, and be assigned special education duties and responsibilities.

### School Counselor (CS)

School counselors must hold the appropriate license from the Kansas State Department of Education. Time delivering routine services that may be provided to any (IEP or non-IEP) student is not reimbursable, the services reimbursed through categorical aid must be services related to the students' disabilities. General education intervention, not just attendance at meetings, is an allowed special education activity for school counselors since it is defined as Child Find in Kansas regulation.

### School Psychologists (PS)

School Psychologists are licensed by KSDE with the following exception: *Clinical* psychologists, licensed by the Kansas Behavioral Sciences Regulatory Board *acting as a school psychologist* and *hired prior to July 1, 2007* remain eligible for reimbursement as school psychologists. Any clinical psychologist hired as a school psychologist after July 1, 2007 is not eligible for reimbursement.

School psychology interns, who are provisionally endorsed as school psychologists, are considered professionals for reimbursement purposes.

### Personnel Development (PD)

In order to be claimed for reimbursement, these personnel must hold a Kansas teaching license with a special education endorsement, and be assigned special education duties and responsibilities.

## **Physical Education (Adaptive) (AP)**

Requires Adapted Physical Education or new Physical Education (Endorsement number 70801, grades PreK-12).

## **Transition Services (TS) and Work Study/Vocational (WS)**

Follows the requirements for “Transition Specialist” in the Licensed Personnel Report.

## **Vocational Special Needs (VO)**

Vocational Special Needs certificates (PROF, RESSN or TECSN) through KSDE are required.

Currently, all VO teachers with other than RESSN or TECSN certificates must be hand approved as the program cannot recognize other valid certifications.

## **Documentation needed for audit: KSDE endorsed personnel**

- Personnel contract indicating area of work
- Student IEPs, if requested
- GEI plans, if requested, to document team decision of GEI services and their duration

## **Related Services Personnel Details**

Related services personnel are considered to be *special teachers* and will be reimbursed according to the policies established in this Guide.

Related services personnel must be qualified and meet the established standard for that profession. If the related services provider is credentialed by an entity other than KSDE, KSDE recognizes that credential as the state standard. To be reimbursed, LEAs must ensure that they hire or contract with personnel who meet the state standard and have the appropriate credential.

## **Art Therapy (AT)**

Registered Art Therapist (ATR) credential, Board Certified Art Therapist (ATR-BC), Art Therapy Certified Supervisor (ATCS) from the Art Therapy Credentials Board

## **Audiology (AU)**

Current and valid license from KDHE Health Occupations Credentialing. An audiologist who holds a temporary license may not supervise assistants.

## **Assistive Technology (AS)**

*“any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.” (Authority: 20 U.S.C. 1401(1))*. Any special education professional may be reimbursed for this area.

## **Behavior Specialist**

Certification as a Board Certified Behavior Analyst (BCBA or BCBA-D) from the Behavior Analyst Certification Board (BACB).

## **Braille Transcriber**

Individuals who transcribe Braille and are certified (passed one of the assessments for Braille Transcribers conducted by the National Federation of the Blind) by the Library of Congress will be reimbursed at the professional level.

## **Interpreter/Educational Interpreter (IN)**

LEAs may consider interpreters as professionals, regardless of their certification/assessment level. However, to be reimbursed at the professional level, a sign language interpreter for students who are deaf/hard of hearing must meet one of the following criteria:

### **Accepted Certifications for reimbursement as a Professional Interpreter:**

*Educational Interpreter Performance Assessment (EIPA); Kansas Quality Assurance Screening (KQAS); Educational Signed Skills Evaluation (ESSE); Registry of Interpreters for the Deaf (RID)*

- EIPA: 3.5 minimum on performance. Must retake every five years unless score is 5.0
- KQAS: 4.0 minimum on EITHER interpretation or transliteration, must maintain current certification (Kansas Commission for the Deaf and Hard of Hearing)
- ESSE: 4.0 minimum on BOTH receptive and overall expressive (ESSE:R plus ESSE:I or ESSE:T). Must retake every five years unless score is 5.0 in both receptive and overall.
- RID: NIC (National Interpreter Certification) or Ed:K-12, current membership
- Certifications by other states may be accepted, must be current.
- A two year Professional Development Plan is available twice for interpreters who scored at least a 3.0 on the EIPA, or on both sections of the ESSE, to allow them to be reimbursed as professionals while developing their skills to the needed levels.

### **Professional Interpreters must also have the following:**

- Must have a contract that reflects the interpreter is paid as a professional,
- Must be supervised by a professional qualified to teach students who are deaf/hard of hearing *and*
- Must meet staff development requirements **as established by the LEA.**

### **Professional Development Plan**

For an interpreter scoring 3.0 or above but less than **3.5** on the EIPA or a 4.0 on the ESSE, a two year professional development plan may be submitted for approval to KSDE addressing skill deficits identified by the EIPA or the ESSE. The complete EIPA or ESSE evaluation results should be submitted along with the plan. The professional development plan must provide a timeline which includes retesting to demonstrate progress by the end of the two year period. The professional development plan may be used twice, for a total of four years, to access categorical aid at the professional level. The Professional Development Plan may be found at <http://www.ksde.org/Default.aspx?tabid=538#personnel>.

## **Music Therapist (MT)**

Music Therapist – holds current board certification through the Certification Board for Music Therapists (MT-BC); or currently holds the professional designation Registered Music Therapist (RMT), Certified Music Therapist (CMT), or Advanced Certified Music Therapist (ACMT), and is in good standing with the National Music Therapy Registry (NMTR certification will not be valid after 2020).

## **Nurse/School Nurse (NU)**

Must be Registered Nurse (RN) through Kansas Board of Nursing. Can be claimed for the provision of special education services as identified in the anticipated services section in individual students' IEPs which must contain anticipated frequency, duration and location of specific special education nursing services. Time delivering routine nursing services that may be provided to any (IEP or non-IEP) student such as first aid, etc. is not reimbursable, the services reimbursed through categorical aid must be services related to student disabilities.

## **Occupational Therapist (OT)**

Current license from the Kansas Board of Healing Arts.

## **Orientation/Mobility Specialist (OM)**

Certifies Orientation and Mobility Specialist (COMS) from Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

## **Physical Therapist (PT)**

Current license from the Kansas Board of Healing Arts.

**Recreation Therapist (RE)**

Current certification from the National Council for Therapeutic Recreation.

**Registered Dietician (RD)**

Current and valid license from KDHE Health Occupations Credentialing

**Speech Language Pathologist (SL)**

Current and valid license from KDHE Health Occupations Credentialing. A speech-language pathologist who holds a temporary license may not supervise assistants.

**Social Worker (SW)**

Licensed Masters Level professionals working with children and families. Current and valid license (or temporary license) issued by the Behavioral Sciences Regulatory Board

- Licensed Master Social Worker (LMSW or TLMSW) and
- Licensed Specialist Clinical Social Worker (LSCSW or TLSCSW)
- Licensed Professional Counselor (LPC)
- Licensed Clinical Professional Counselor (LCPC)
- Licensed Psychologist (LP)
- Licensed Masters Level Psychologist (LMLP)
- Licensed Clinical Psychotherapist

Time delivering routine services that may be provided to any (IEP or non-IEP) student is not reimbursable, the services reimbursed through categorical aid must be services related to the students' disabilities. General education intervention, not just attendance at meetings, is an allowed special education activity for social workers since it is defined as Child Find in Kansas regulation. Personnel employed as school psychologists or school counselors must have the appropriate endorsement from KSDE.

**Documentation needed for audit: Related Personnel**

- Licenses or test results
- Personnel contract indicating area of work
- Student IEPs, if requested



## Paraeducators (nonprofessionals)

Reimbursement for nonprofessionals will be at .40 FTE (2/5 full-time equivalent) of the special education teacher rate, provided minimum standards have been met, staff development requirements are fulfilled, and the paraeducator is supervised as specified in this guide or required by the licensed profession.

To be employed as a special education paraeducator, the minimum requirements are:

- Be a high school graduate, and;
- Complete an orientation session addressing confidentiality, the services to be provided, and the policies and procedures of the local education agency concerning special education.

LEAs may add additional requirements. Title One schools have different minimum requirements; please see the Title One section of this guide for more information.

### Paraeducator Duties

Paraeducators provide instructional or related services under the supervision of licensed or certified special education professionals in an accredited or approved special education program.

Examples of allowable activities include

- instructional support under the supervision of a professional,
- participation in IEP meetings;
- parent-teacher conferences;
- staff development; and
- student data collection and record-keeping, such as maintaining observational and anecdotal records;
- assisting the *special teacher* with paperwork related to support provided to students with exceptionalities for whom s/he is responsible;
- supporting students with exceptionalities in a general education program if the paraeducator is supervised by a *special teacher*.

If paraeducators participate in these activities, the time will be counted as student contact hours for the purpose of computing special education reimbursement.

If paraeducators do not participate in these identified activities or some other special education instructional or related services, the time will not be counted as student contact hours for the purpose of computing special education reimbursement. Other duties may be performed by paraeducators but LEAs will not be reimbursed for the time spent on non-special education related activities.

Paraeducators **must not** be:

- Responsible for selecting or administering formal diagnostic or psychological instruments or for interpreting the results of those instruments;
- Responsible for selecting, programming, or prescribing educational activities or materials for the students without the supervision and guidance of the *special teacher*;
- Solely responsible for preparing lesson plans or initiating original concept instruction;
- Assigned to implement the IEP for students with exceptionalities without direct supervision and involvement from the professional;
- Employed in lieu of certified or licensed special education personnel. Staff claimed as paraeducators but employed as professionals to avoid licensing issues will not be reimbursed;
- Used as substitute *special teachers*, unless paraeducators possess the appropriate Kansas certification or license;
- Performing nursing procedures or administering medications without appropriate supervision/training from an approved health care professional.

## Paraeducator Reimbursement Issues

- Medicaid clerical work, even if full-time to obtain special education reimbursement, is not a reimbursable activity;
- Secretarial, bookkeeping, and clerical support work, even if in the offices of special education cooperatives or interlocals, are not reimbursable;
- If a school or district is implementing the components of a state or federal grant, activities are not reimbursable;
- Contracted half-time employees not working regularly scheduled half-time hours or days, will be pro-rated according to the percentage of hours or days worked, depending on the contract language. Records must be maintained to document number of hours or days worked.

## Staff Development

Each local education agency must prepare and maintain documentation of the annual staff development provided for special education instructional paraeducators for a period of at least 3 years. (Paraeducators may write Individual Development Plans but it is not required.) Paraeducators must participate in staff development, regardless of the number of hours/day or days/week worked.

Each staff development program must include the following:

1. An orientation session (e.g., confidentiality of student records, important school policies, etc.) at the time a paraeducator is employed and an annual orientation thereafter to ensure compliance with confidentiality and other requirements. (Note: Beginning of year inservices in which special education issues are on the agenda are considered orientation); and
2. Staff development activities specifically related to the area and type of program in which the special education instructional paraeducator is employed.

## Timing

Staff development should be completed during the current school year. Some staff development may be completed during the summer if the local Special Education Director deems it appropriate.

## Tiered Paraeducator Inservice Requirement

Staff development requirements are tiered based on the special education experiences and/or credentials of the paraeducator.

### Staff Development Hours – Locally Determined

Inservice requirements are determined by the LEA for paraeducators that hold a current Kansas license/certificate in the following areas:

- Teacher *(not including Substitute or Emergency Substitute license)*
- KSDE Certificate stating NCLB requirement met during current school year.
  - NCLB highly qualified certificate does not expire, but can only be used to meet inservice requirement in the year the certificate was acquired.
- Related service provider, (SLP or OT, PT, etc.) \_\_\_\_\_
- Occupational Therapy Assistant (OTA) \_\_\_\_\_
- Physical Therapy Assistant (PTA) or; \_\_\_\_\_
- Licensed Practical Nurse (LPN) \_\_\_\_\_

*If working in related area:  
(i.e. OTA must be assigned as OT para)*

**Twenty Staff Development Hours Required:** Paraeducators who have worked as a Kansas special education paraeducator less than 3 years **(within the past 3 years)**

**Ten Staff Development Hours Required:** Paraeducators who have worked as a Kansas special education paraeducator for more than 3 years **(including each of the past 3 years)**. A school year may be counted if it was 9 months (or the full school year) AND the appropriate amount of inservice was obtained. Short breaks may have been taken during the year.

## College Credits

College hours in related subjects may be substituted for special education inservice hours. Each college hour will be counted as twenty staff development hours, applied to the school year in which the coursework was obtained. College hours should be reported as the college credit earned because the conversion to staff development hours is automatically calculated within Personnel Web.

## Incomplete staff development

For paraeducators who have worked the entire nine month school year, if an LEA does not produce evidence that a paraeducator has completed the required staff development, categorical aid will be prorated based on the required number of staff development hours. Auditors will compute the paraeducator FTE, by computing the percentage of staff development (actual divided by needed) and then compute the adjusted FTE. For example, the paraeducator works 750 hours, and has only 8 hours of inservice, but needed 10.  $750 \text{ hours} / 1116 = .67$  |  $8 \text{ hours} / 10 \text{ required} = .80$  |  $.67 \times .80 = .54$  audited FTE

The maximum number of hours that will be credited in this equation is 1116 (1.0 FTE) regardless of the number of hours claimed.

## Partial Year

This table may be used as a guide for LEA administration to determine the number of staff development hours for paraeducators hired after the start of the school year. **Staff development requirements are based on the days of employment regardless of number of hours a day worked.**

A month is figured from the date of employment to that same date next month (e.g., August 25 to September 25). This includes school holidays.

Time of Employment	20 Hours Required	10 Hours Required
Less than 1 month and 10 days	2	2
Less than 2 months	3	
Less than 2 months and 10 days	4	3
Less than 3 months	5	
Less than 3 months and 10 days	6	4
Less than 4 months	7	
Less than 4 months and 10 days	8	5
Less than 5 months	9	
Less than 5 months and 10 days	10	6
Less than 6 months	11	
Less than 6 months and 10 days	12	7
Less than 7 months	13	
Less than 7 months and 10 days	14	8
Less than 8 months	15	
Less than 8 months and 10 days	16	9
Less than 9 months	18	
9 months or more	20	10

## Supervision and Assignments

The assigned supervisor of a paraeducator generally is the professional responsible for the provision of special education and related services who is receiving assistance from that paraeducator.

The identified supervisor must be:

- Claimed on the personnel report for special education categorical aid and;
- Responsible for the paraeducators day to day job performance and evaluation.

Unless otherwise indicated, teaching paraeducators must be directly supervised a minimum of 10% of the time they are working with students. Related services may have regulatory supervision requirements which must be followed. In addition to locally determined paraeducator supervision policies, the following supervision requirements apply.

### When the supervising special teacher is not in the building on school property

When the assigned *special teacher* is not present, a paraeducator must have a designated principal or teacher available in the building for assistance and supervision as needed.

### When the paraeducator is assigned to a learning site off school property

The *special teacher* must work with the paraeducator and the student at least twice a week if services are provided daily. If services are provided at least once a week, 20% of the sessions per month must be supervised. If services are provided less than one time a week, 20% of the sessions per quarter must be supervised.

## Paraeducators claimed for more FTE than supervisor

Due to scheduling requirements, there may be situations where a paraeducator is claimed for more FTE than the assigned supervisor. This is a rare occurrence, and LEAs should be able to provide an identified process to ensure adequate supervision has been developed and implemented for all such instances.

## **Specific Paraeducator Assignments**

### **Administratively Assigned Paraeducator**

The following should be assigned to an administrator (AD or SU) for supervision and must meet all teaching paraeducator requirements.

**Translator:** Reimbursement as a paraeducator is authorized for persons responsible for translating special education documents from English to another language. Reimbursement will be prorated for clerical duties and for translating non-special education paperwork. Documentation records are required.

### **Audiologist Paraeducator**

Paraeducators assigned to audiologists must be supervised a minimum of 10 percent of the time they are working with students (training time does not count toward this minimum percentage). Audiologists are required to train, monitor, supervise, and evaluate paraeducators/ assistants assigned to them. A speech-language pathologist or audiologist who holds a temporary license shall not be eligible to supervise assistants. Refer to KAR 28-61-8. Audiologist paraeducators/assistants performing hearing screening must have the appropriate current level of training for the type of hearing screening performed (Level 1 and 2—every two years).

### **Behavior Specialist Paraeducator**

Certified as a Board Certified Associate Behavior Analyst (BCaBA) through the Behavior Analyst Certification Board (BACB).

### **Braille Transcription Paraeducator**

Must be supervised by a qualified professional.

### **Interpreter Paraeducator**

Paraeducators who are interpreting for students who are deaf/hard of hearing may be claimed on the Personnel Report. A paraeducator interpreting for students should show an interpreting (IN) assignment in the Personnel Report. They must be supervised by a qualified professional and must meet staff development requirements for paraeducators. Documentation of a current assessment and score should be kept on file and be made available for auditors. Interpreter paras may have a supervisor with assignment areas of IN, IR, HI, SL, EC.

### **Nurse Paraeducator / Attendant Care**

Paraeducators who provide nursing or school health services are persons who, by specialized training from registered professional nurses, are qualified to carry out basic nursing tasks or procedures in the care of students, according to the students' Individualized Health Care Plans, which become part of their IEPs. Special education reimbursement is authorized for school nurse paraeducators, whose personnel agreements designate them as paraeducator/aide for a school nurse, who provide nursing or school health services specified in students' Health Care Plans and/or IEPs and that are appropriately delegated and supervised by registered professional nurses. First aid is not a special education service and is not reimbursable. See the requirements of K.A.R. 60-15-101, Performance of Selected Nursing Procedures in School Settings.

### **Occupational Therapist and Physical Therapist Paraeducator**

Paraeducators assigned to OTs and PTs must be supervised according to statutes and regulations established by the Kansas State Board of Healing Arts (<http://www.ksbha.org/>). Licensed OTAs and PTAs have no set minimum supervision, the supervising OT/PT will determine the appropriate supervision level. Unlicensed personnel must be supervised 100% of the time by either a licensed OT/OTA or PT/PTA. For reimbursement, the overall supervising OT/PT should be listed as the supervisor, but LEAs should be prepared to show that a licensed person (OT/OTA or PT/PTA) was supervising unlicensed personnel at all times.

### **School Psychologist Paraeducator**

Paraeducators who are school psychology practicum students and are placed in a LEA by a training institution, may participate in those activities normally carried out by the fully-endorsed school psychologist. All psychological evaluations, including testing and behavioral observations, must be reviewed and signed by the supervising psychologist. The supervising psychologist, as a member of the IEP team, must maintain responsibility for special education decisions.

Paraeducators who hold a baccalaureate degree, preferably in psychology or education, may be reimbursed if:

- Responsibilities of the paraeducator are planned and supervised by a qualified professional and are based on the person's competency to carry out the responsibilities. If needed, preservice or staff development may be provided in relation to the duties;
- The paraeducator is not involved in psychological counseling or therapy, or in psychological evaluation; and
- The paraeducator is under the direct supervision of a licensed school psychologist.

Paraeducators not holding a baccalaureate degree must follow the restrictions and supervision requirements above AND are limited to performing tasks such as gathering assessment data for purposes of evaluation, record review, ecological or computer based observation, and administering locally developed curriculum based measurements (CBMs).

### **Social Work Paraeducator**

Paraeducators must hold a baccalaureate degree in social work and

- may perform tasks related to school social work for which they are trained,
- may not be involved in conducting intervention techniques, including psychotherapy; and
- must be under the supervision of a licensed school social worker who provides direct supervision and meets the supervision requirements of K.A.R. 102-2-8

### **Speech Language Pathologist Paraeducator**

Must be supervised a minimum of 10 percent of the time they are working with students (training time does not count toward this minimum percentage) by a licensed speech-language pathologist. Speech-language pathologists are required to train, monitor, supervise, and evaluate paraeducators/ assistants assigned to them. (KAR 28-61-8.)

### **Documentation Required for Audit: Paraeducators**

- Personnel agreements and contracts for professionals and paraeducators
- Staff development reports for individual paraeducators, if requested,
- Documentation of staff development/in-service hours
- Evidence of supervision, if requested
- Evidence of appropriate license or education if specified in description.

## **Title I Paraprofessional Requirements**

<http://www.ksde.org/Default.aspx?tabid=788>

### **Requirements for Paraeducators under the No Child Left Behind Law**

Paraprofessionals providing instructional support in programs supported with Title I, Part A funds must meet the following requirements:

- Have a high school diploma or a GED and
- Complete 48 hours at an institution of higher education OR
- Obtain an associate's (or higher) degree OR
- Pass a State approved assessment that assesses the ability to assist in instructing reading, writing, and mathematics (or reading, writing, mathematics readiness).

There are two types of Title I schools. The type of Title I school determines which paraprofessionals have to meet the requirements.

- In a Targeted Assistance School, only paraprofessionals paid with Title I Part A funds that provide instructional support must meet the requirements.
- In a schoolwide, all paraprofessionals providing instructional support must meet the requirements. In schoolwides all teachers and paraprofessionals are considered Title I teachers and paraprofessionals. In schoolwides it does not matter who hires the paraprofessional (i.e. district or coop) or from which fund he or she is paid (i.e. general, special education, Title I, ESL, at risk). If the paraprofessional provides instructional support in a schoolwide, he or she must meet the requirements.

Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

Any paraprofessional hired after January 8, 2002 must meet the qualifications upon hiring. There is no grace period for new paraeducators or veteran paraeducators working in a Title 1 program who have not met Title 1 requirements.

### **Categorical Aid Requirements**

The following provisions must be met to access State categorical aid for staff participating in schoolwide programs:

- The professional staff person or paraeducator must be contracted for and paid out of the special education fund.
- Paraeducators must be supervised by a special education teacher. LEAs are required to maintain a list of paraeducators involved in schoolwide programs and documentation on the calculation of special education percentages.
- A special education professional or a paraeducator cannot be the sole teacher or aide in a regular education classroom

The amount of state categorical aid that may be accessed may be determined in two ways: maintaining a log of the amount of time the professional or paraeducator actually spent delivering services and/or supports for identified students; or a pro-ratio of total amount of time contracted based on the proportionate percent of identified students as compared to the building as a whole. (Pro-ratio example: Total student population in the building = 300. Total identified students = 30  $30/300 = 10\%$ . If the contract stipulates at least 10% of the paraeducator's time is paid by special education funds, categorical aid may be accessed at 10% for that paraeducator. If a paraeducator is paid 50% out of special education and 50% Title I funds, and records are not maintained and the school has a 10% ratio of special education to general education, 10% of categorical aid could be accessed. A schoolwide program school must meet the intent and purposes of the programs from which funds are combined to ensure that the needs of the intended beneficiaries of those programs are addressed.)

Paraeducators, who may be working with students in various programs such as special education, bilingual, Title 1, or at-risk, will have their time pro-rated according to the number of students served in special education compared to the total population being served in the schoolwide school.

### **Summer Schoolwide Programs**

Categorical aid is available for summer schoolwide programs. The same guidelines apply for summer schoolwide programs as for regular term schoolwide programs.

### **Documentation Required for Audit: Schoolwide Programs**

Federal funds and categorical aid accessed for schoolwide programs will be audited by KSDE auditors. Documentation considered:

- Personnel Report information provided by KSDE
- Student head count/FTE data, general and special education, provided by KSDE
- Personnel agreements/contracts
- Approved VI-B budget
- Timesheets or proof of salary payments
- Logs of service time, if available
- Records of supervision of paraeducators

## Contracted Services

LEAs may need to provide special education or related services for certain students with an exceptionality through approved contractual agreements. *Special teachers* (pro-rated or not) must be paid from the special education fund for the time they provide special education services.

### Contracts for non-special education services

Contracts entered into between LEAs and agencies providing non-special education programs, courses or training etc., do not qualify for reimbursement. These include but are not limited to, on the job training, vocational, technical school programs taught by non-degreed staff or any staff who do not hold valid special education licensure. Note: Certified or support staff employed by the LEA who accompany the student to the job site or vocational program etc., **are** reimbursable though the Personnel Report.

There are four types of contractual agreements that are eligible for reimbursement:

#### (1) Contracts between LEAs (KSA 72-967(a)(3))

One LEA contracts with another. Examples include an agreement between a district and a cooperative, between a cooperative and a special purpose school, or between an interlocal and a district. The common element in this type of contract is that all service providers are employed by the second party and are "LEA employees." Because the second party reports the service providers to KSDE for categorical aid reimbursement, these contracts are not submitted to KSDE. Categorical aid reimbursement will only be paid to the LEA that pays the salary to the special teacher. Additional reimbursement will not be paid to the LEA contracting for the service. KSDE does not provide contract forms for such agreements, they are generated locally. **Reporting:** Only the district paying the individual's salary may report the individual on the Personnel Report. The contracting LEA reports the travel expenses associated with the teacher working in the contracting LEA.

#### (2) Contracts with an Individual Service Provider

Between an LEA and an individual who is not an employee of any LEA. Examples include, but are not limited to, private practice clinicians who provide related services such as OT, PT, or Speech-Language Pathology services. The contracts may be for individual students or for more than one student. The actual service provider is the same all of the time. Such providers must meet the same credentialing requirements as LEA employees. *Special teachers*, contracted by individual professional contracts, must be paid from the special education fund for the time they are providing special education services. These providers are reported on the KSDE Personnel Report. Their travel expenses reimbursed by the LEA are eligible for categorical aid reimbursement. (See Transportation section, page 7, example 6.)

The contractual agreement must include the name of the *special teacher* and his/her professional certificate, license, or registration number. Once the contract is approved by both parties, the LEA enters the name of the *special teacher* and the amount of time listed in his/her contract on the KSDE Personnel Report. KSDE does not provide contract forms for such agreements, they are generated locally. **Reporting:** The LEA reports the individual on the Personnel Report. Travel expenses are reported for transportation reimbursement.



### **(3) Contracts with any private nonprofit corporations or public or private institutions (KSA 72-967(a)(5))**

An LEA that enters into contract with any private nonprofit corporations or public or private institutions to provide special education services may be reimbursed through either a Non-Public School Equivalency contract or through the Personnel Web System depending on the circumstances of the special education services provided and the contractual agreement.

#### **Non-Public Equivalency Contract (NPE)**

These contracts are between an LEA and any private nonprofit corporation or any public or private institution, within or outside the State. Examples include, but are not limited to, hospitals, clinics, agencies, or teams/ consortiums/ groups of teachers. Non-Public School Equivalency contracts are agreements between an LEA and another agency to provide services on an individual student basis or to provide services to a group of students. There are suggested contract forms on the KSDE Special Education Funding page at <http://www.ksde.org/Default.aspx?tabid=538>

- It is recommended that invoices for residential students be itemized by residential costs and education costs for auditing purposes.
- Dates on the contract should be the first and last day of services in the given school year.
- The service provider may or may not be the same person for the duration of the contract.
- Travel expenses are claimed separately under Teacher Travel on Form 308, Line 8.
- All services provided through a Nonpublic School Equivalency Contract, must be itemized on the contract by type of special education or related service provided (IT, SL, OT, etc.).
- Names, Social Security numbers and license information must be listed on the contract for **all** service providers listed and logged and made available to KSDE to verify appropriate and current credentialing. Providers must meet the same credentialing requirements as LEA employees and all services must be provided by appropriately licensed professionals. Audit adjustments may result if the provider is not fully licensed for the contractual period, or if the contracted provider failed to deliver any services to the student that were claimed for reimbursement.
- Reimbursement for contracted services will be based on the number of service hours as documented in the individual student logs.
- All dates of service must be documented, as per dates of service listed on IEPs or IFSPs.
- For all school age children; evidence of enrollment in the claiming LEA via the KIDS and MIS databases.
- Contracts must be written for the dates of actual services, not when the student was determined to be eligible for services, or the date that the contract was drawn up, if before the starting date for service delivery.
- Nonpublic School Equivalency Contracts for new students written May 1 or after may be included with contracts submitted for the next school year.
- Providers are NOT reported on the KSDE Personnel Report.

**Reporting:** Reported to KSDE through the MIS data system. See the MIS Data Dictionary for reporting criteria and file specifications. Reimbursement for this type of contract will be paid on the June 1 final payment to the LEA. On the final payment report, the reimbursement is listed as "Non-Public School Equivalency."

#### **Personnel Web System**

LEAs may decide to report the private nonprofit or public/private institution personnel on the Personnel Web System for purposes of claiming categorical aid. These contracted employees must meet the same credentialing requirements as LEA employees. In addition, contracted providers serving as paraeducators must meet the inservice hour requirements as established by KSDE and outlined in this Reimbursement Guide. **Reporting:** The LEA reports the individual on the Personnel Report. Documentation is the same as for LEA employees. Travel expenses are reported for transportation reimbursement.

#### **(4) Contracts between LEAs and State Operated Schools for IEP mandated para services (K.S.A. 2011 Supp. 72-978(b)(4)(C))**

An LEA enters into a contract with either the state school for the blind or the state school for the deaf to reimburse the state operated school for para services that are required by a student's IEP. The state school should supply to the LEA both the para and supervising special teacher's name and social security number. **Reporting:** LEAs should report the supervising teacher with 0 FTE. Personnel should be reported in building 0886 for KSD and building 8432 for KSSB. The para hours will be documented with the invoice from the state school and the student's IEP indicating the need for para services required on the student's IEP. The LEA will not be required to verify inservice hours.

#### **Documentation for Audit: Contracts**

Categorical aid accessed through contracts will be audited. Documentation for review:

- Contracts
- Service logs for individual students
- Documentation for travel expenses reported for reimbursement
- IEP/IFSP
- Licensure for related service providers
- Documentation of inservice requirements for paraeducators (not applicable to Non-Public Equivalency contracts)

# APPENDIX A

## KSDE Teacher Endorsement Codes and how they work in Personnel Web Special Teacher Reimbursement for Kansas Categorical Aid

Licensed Personnel Report		(shaded fields can have substitutes)																				
Personnel Web Category	Endorsement number and name	AS	IS	PD	TR	WS	BD	IR	LD	MR	SM	IT	EC	GI	HI	VI	AP	AD	SU	CS	PS	RS
		Assist Tech	Integration Specialist	Personnel Develop	Trans Serv	Work Study	Behav Disord	Inter Relate	Learn Disab	Mental Ret	Severe Mult Disab	Infant Toddler IT-IT	Early Child SpEd	Gifted	Hear Imp	Visual Imp	Adapt PE	Special Ed Director	Asst Dirct Coord	School Couns	School Psych	Read Special
001 Adaptive (high incidence)	81989-High Incidence	AS	IS	PD	TR	WS	BD	IR	LD				EC									
	71989-Adaptive	AS	IS	PD	TR	WS	BD	IR	LD				EC									
	1903-Educable Mentally Retarded	AS	IS	PD	TR	WS	BD	IR	LD													
	1906-Learning Disabilities	AS	IS	PD	TR	WS	BD	IR	LD													
	1907-Behavior Disorders	AS	IS	PD	TR	WS	BD	IR	LD													
94003 005 Functional (low incidence)	1908-Physically Impaired	AS	IS	PD	TR	WS	BD	IR	LD													
	1987-Mentally Retarded	AS	IS	PD	TR	WS	BD	IR	LD													
	1988-Special Interrelated	AS	IS	PD	TR	WS	BD	IR	LD													
	81990-Low Incidence	AS	IS	PD	TR	WS				MR	SM		EC									
	71990-Functional	AS	IS	PD	TR	WS				MR	SM		EC									
94002 EC (Only)	1904-Trainable Mentally Retarded	AS	IS	PD	TR	WS				MR	SM											
	1914-Severely Multiply Handicapped	AS	IS	PD	TR	WS				MR	SM											
	1987-Mentally Retarded	AS	IS	PD	TR	WS				MR	SM											
94007 Gifted	76089-Early Childhood Unified	AS	IS	PD	TR	WS	BD	IR	LD	MR	SM	IT	EC									
	1918-Early Childhood Handicapped (EC-EC only)	AS	IS	PD							IT	EC										
002 Deaf/Hard Hearing	71912-Gifted	AS	IS	PD										GI								
	1912-Gifted	AS	IS	PD										GI								
003 Vision Impair	71911-Deaf or Hard of hearing	AS	IS	PD											HI							
	1911-Hearing Impaired	AS	IS	PD											HI							
	71910-Visually Impaired	AS	IS	PD												VI						
	1910-Visually Impaired	AS	IS	PD												VI						
96004 School Psych	71910-School Psychologist	AS																			PS	
	1901-School Psychologist	AS																			PS	
94001 Adapted Phys Ed	70801-Physical Education (grades will be Prek-12)	AS		PD													AP					
	1984-Adapted Physical Education	AS		PD													AP					
96003 School Counselor	72004-School Counselor	AS																		CS		
	2004-School Counselor	AS																		CS		
	2005-School Counselor	AS																		CS		
96002 Reading Spec	70541-Reading Specialist	AS		PD																		RS
	0541-Reading Specialist	AS		PD																		RS
91005 Director of Special Ed	73006-District Leadership (sped director)	AS		PD														AD		SU		
	3019-Director of Special Education	AS	IS	PD														AD		SU		
91003/ 91012/	73005-Program Leadership	AS		PD																SU		
91015 Asst Director or Supervisor	73010-Building Leadership	AS		PD																SU		
	2900-Special Education Supervisor/Coordinator	AS	IS	PD																SU		

\*Integration Specialist may also match to 93009 Teacher Leader. The teacher's licenses should always match the skills needed for the assignment.

**Note:** Some older special education and vocational special needs endorsements are not shown on this chart but are in the system.  
(Endorsement grade levels must match assignment grade levels)

revised 3/25/2015

## APPENDIX B

### FTE Calculations and Required Documentation

**Scenario 1:** Full time salaried employee - Full time Special Ed.

The State Auditor will review: Employee's contract, Bi-annual form, payroll records.

How FTE will be calculated:

$$\frac{\text{Amount Paid to Employee}}{\text{Contracted Amount}} = \text{FTE}$$

**Scenario 2:** Full time salaried employee - Part time Special Ed.

The State Auditor will review: Employee's contract, Time and Effort form, payroll records.

How FTE will be calculated:

$$\frac{\text{Amount Paid to Employee}}{\text{Contracted Amount}} \times \% \text{ time dedicated to special ed}^* = \text{FTE}$$

\* As calculated on the Time and Effort forms.

**Scenario 3:** Part time salaried employee – Full time Special Ed.

The State Auditor will review: Employee's contract, Bi-annual form, payroll records.

How FTE will be calculated:

$$\frac{\text{Amount Paid to Employee}}{\text{Contracted Amount}} \times \% \text{ of full time}^* = \text{FTE}$$

\* In most cases “% of full time” will be determined by reviewing the employee's contract.

**Scenario 4:** Part time salaried employee – Part time Special Ed.

The State Auditor will review: Employee's contract, Time and Effort form, payroll records.

How FTE will be calculated:

$$\frac{\text{Amount Paid to Employee}}{\text{Contracted Amount}} \times \% \text{ of full time} \times \% \text{ of time dedicated to Special Ed.} = \text{FTE}$$

**Scenario 5:** Hourly employee (Full time or Part time) – Full time Special Ed.

The State Auditor will review: Employee's contract, Bi-annual form, payroll records.

How FTE will be calculated:

$$\frac{\text{Total Hrs Paid}}{1116} = \text{FTE}$$

**Scenario 6:** Hourly employee (Full time or Part time) – Part time Special Ed.

The State Auditor will review: Employee's contract, Time and Effort form, payroll records.

How FTE will be calculated:

$$\frac{\text{Total Hrs Paid}}{1116} \times \% \text{ of time dedicated to Special Ed.} = \text{FTE}$$

**Scenario 7:** Contracted Services.

The State Auditor will review: Invoice.

How FTE will be calculated:

$$\frac{\text{\# Hrs Billed}}{1116} = \text{FTE}$$

**General Notes:**

1. Max FTE reimbursed is 1.0 FTE. Only 1.0 FTE will be reimbursed If any calculation produces an amount over 1.0.
2. Auditors may ask/require additional supporting documentation than what is listed above.

# APPENDIX C

## Special Teacher Reimbursement Licensing Requirements

KSDE Endorsements					
NONE of these areas need licenses to be submitted, the information is pulled from the KSDE databases					
Code	Name	LPR (Licensed Personnel Report)	Code	Name	LPR (Licensed Personnel Report)
AD	Special Education Admin.	Director of Special Ed	LD	Learning Disability	Adaptive
AP	Adaptive Physical Education	Adapt. PE	MR	Mental Retardation	Functional
AS	Assistive Technology	Any Special Ed (may also be related services)	PD	Personnel Development (professional only)	Any Special Ed/Staff Devel.
BD	Behavior Disorder	Adaptive	PS	School Psychologist (Clinical Psych (KBSRB) ok if hired before 2007)	School Psych.
CS	Counselor	School Counselor	RS	Reading Specialist	Reading Spec.
EC	Early Childhood	Early Childhood	SM	Severe Multiple Disabilities	Functional
GI	Gifted	Gifted	SU	Supervisor	Ass't Dir/ Sup/Coord Special Ed
HI	Hearing Impaired	Deaf/HardHearing	TR	Transition Services	TransitionSpecialist
IR	Interrelated Program	Adaptive	VI	Visually Impaired	Vision Impair
IS	Integration Specialist (professional only)	Any Special Ed/Consultative Teaching	VO	Vocational Special Needs	Vocational Sp. Needs
IT	Infant/Toddler	Not reported	WS	Work Study/Vocational	TransitionSpecialist
("Professional Only" cannot claim paras for reimbursement) <div style="float: right; text-align: right;">             FY15-Removed:              DT-Diagnostic Teacher              PE-Program Evaluation              PI-Physically Impaired              RC-Rehabilitation Counseling           </div>					

### Other Licenses or Certifications

Area	Description	Certification/Licensing Agency	Req Cert	Send in?
AS	Assistive Technology	Any related services professional	Various	
AT	Art Therapy	<u>Art Therapy Credentials Board</u>	Registered Art Therapist (ATR, ATR-BC)	NO
AU	Audiology	<u>KDADS-Health Occupations Credentialing</u>	Audiologist	NO
BR	Braille Transcriber	National Federation of the Blind (was Library of Congress)	Braille Transcriber (Permanent License)	YES
BS	Behavior Specialist	<u>Behavior Analyst Certification Board</u>	Board Certified Behavior Analyst (BCBA)	YES
IN	Educational Interpreter	EIPA	Level 3.5, good for 5 years Level 5, permanent	YES
		KQAS	Level 4 or 5 in Interpreting or Transliteration, expires yearly	NO
		RID	National Interpreter Certification (NIC) or Ed:K-12 from RID (current membership)	YES
		ESSE:R AND ESSE:I or ESSE:T	Level 4 in Overall AND Receptive, good for 5 years Level 5 in Overall AND Receptive, permanent	YES
MT	Music Therapy	<u>CBMT</u>	MT-BC	NO
		<u>NMTR</u>	RMT-CMT-ACMT	YES
NU	Nurse	<u>Kansas State Board of Nursing</u>	Registered Nurse (RN)	NO
OM	Orient./Mobil. Specialist	<u>ACVREP</u>	Certified Orientation and Mobility Specialist (COMS)	YES
OT	Occupational Therapy	<u>Kansas Board of Healing Arts</u>	Occupational Therapist (OT)	NO
PT	Physical Therapy	<u>Kansas Board of Healing Arts</u>	Physical Therapist (PT)	NO
RD	Registered Dietician	<u>KDADS-Health Occupations Credentialing</u>	Dietician	NO
RE	Recreation Therapy	<u>National Council for Therapeutic Recreation</u>	Certification (NCTRC)	YES
SL	Speech/Language	<u>KDADS-Health Occupations Credentialing</u>	Speech Language Pathologist	NO
SW	Social Work	<u>Kansas Behavioral Sciences Regulatory Board</u>	LMSW, LCSW, LPC, LCPC, LP, LMLP, LCP	NO

**Paraeducator Licenses are not requested by KSDE at this time.**  
**These licenses must be maintained for auditing purposes at the local level**

OA-Other Assignment: Used for additional assignments over one FTE for both KSDE licensed areas and related service providers. Please see the section "Assignments Reimbursable for Greater than 1.0 FTE" for additional information.

## APPENDIX D

### Paraeducator Tiered Professional Development Planning Worksheet

#### 1. Professional Licensure – Professional Development at the discretion of the LEA

Paraeducator currently holds one of the following licenses:

- ☐ Teacher (General or Special Education)
- ☐ Related Service Provider eligible for Professional level categorical aid
- ☐ OTA, PTA
- ☐ LPN (copy of current license on file)
- ☐ NCLB requirement met during the current school year (copy of certificate on file)

#### 2. Professional Development Requirement – 10 to 20 hours

1. Did the paraeducator begin working as a special education paraeducator in Kansas three or more school years ago?

☐ Yes ☐ No

2. If yes, does archived personnel data indicate the paraeducator worked 9 months *and* completed the appropriate hours of inservice for each of the following school years?

Date	Yes	No or Unknown	Inservice Hours
Last school year			
Two school years ago			
Three school years ago			

☐ If **YES** to all of the above, paraeducator development is 10 hours for this school year.

☐ If **NO** to any of the above, paraeducator development is 20 hours for this school year.

**For New Hires during the current school year** –hours would be-rated from the date of hire as outlined in the Reimbursement Guide

#### Identified Professional Development Needs

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#### Training Opportunities

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Inservice hours are to be recorded in the Personnel Web System as currently required by KSDE

## APPENDIX E

### Personnel Web Dates\* FY2016

Please use the time before the close (due) dates well. There will be test payments again this year, to give multiple chances to correct data before payments

Test Payments are marked with 

Close dates are in solid and circled 

Reminder: There will be no supplemental payment issued. All eligible teachers and paraeducators must be included by the final update. Failure to meet these DEADLINES will result in loss of funds for your LEA and general fund budget authority.

**Test payment dates are bold.** Personnel Web is old and does not update "live", so current errors are only discovered when the payment is run. A test payment gives districts the opportunity to see current errors before the actual payment is run. Test payments will work as follows: Locked out in morning reports available after test payment is run. Districts should download reports. At 1pm, test payment rolled back and system unlocked for entry/corrections.

September						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	<b>21</b>	22	23	24	25	26
27	<b>28</b>	29				

2 test payments (21/28) for payment 1

October						
Su	Mo	Tu	We	Th	Fr	Sa
				1	<b>2</b>	3
4	5	6	7	8	9	10
11	12	13	14	<b>15</b>	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1st payment due date October 2

November						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	<b>23</b>	24	25	26	27	28
29	<b>30</b>					

1 test payment (23) for payment 2

2nd payment due date November 30

December						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	<b>15</b>	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

February						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	<b>16</b>	17	18	19	20
21	<b>22</b>	23	24	25	26	27
28	<b>29</b>					

2 test pymnts (16/22) for payment 3

3rd payment due date February 29

March						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	<b>15</b>	16	17	18	19
20	21	22	23	24	25	26
27	<b>28</b>	29	30	31		

1 test payment (28) for payment 4

4th payment due on April 1

April						
Su	Mo	Tu	We	Th	Fr	Sa
					<b>1</b>	2
3	4	5	6	7	8	9
10	11	12	13	14	<b>15</b>	16
17	<b>18</b>	19	20	21	22	23
24	<b>25</b>	26	27	28	29	30

Vacancy Report due on April 15th

2 test payments (18/25) for final payment.

May						
Su	Mo	Tu	We	Th	Fr	Sa
1	<b>2</b>	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FINAL DUE DATE MAY 1

Remember to include Homebound Staff  
June 1st-Para Inservice Deadline

#### Payment Dates

- |                             |   |
|-----------------------------|---|
| 1 October 15 <sup>th</sup>  | Payment (25% of total <b>reported</b> FTE)      |
| 2 December 15 <sup>th</sup> | Payment (25% of total <b>reported</b> FTE)      |
| 3 March 15 <sup>th</sup>    | Payment (17% of total <b>eligible</b> FTE)      |
| 4 April 15 <sup>th</sup>    | Payment (17% of total <b>eligible</b> FTE)      |
| 5 June 1 <sup>st</sup>      | Payment (15% or balance of <b>eligible</b> FTE) |

The October 15, and December 15 payments are based on **reported** FTE. The remaining payments are based on **eligible** FTE (checked against licenses and certifications) Summer (ESY) is included in the October payment

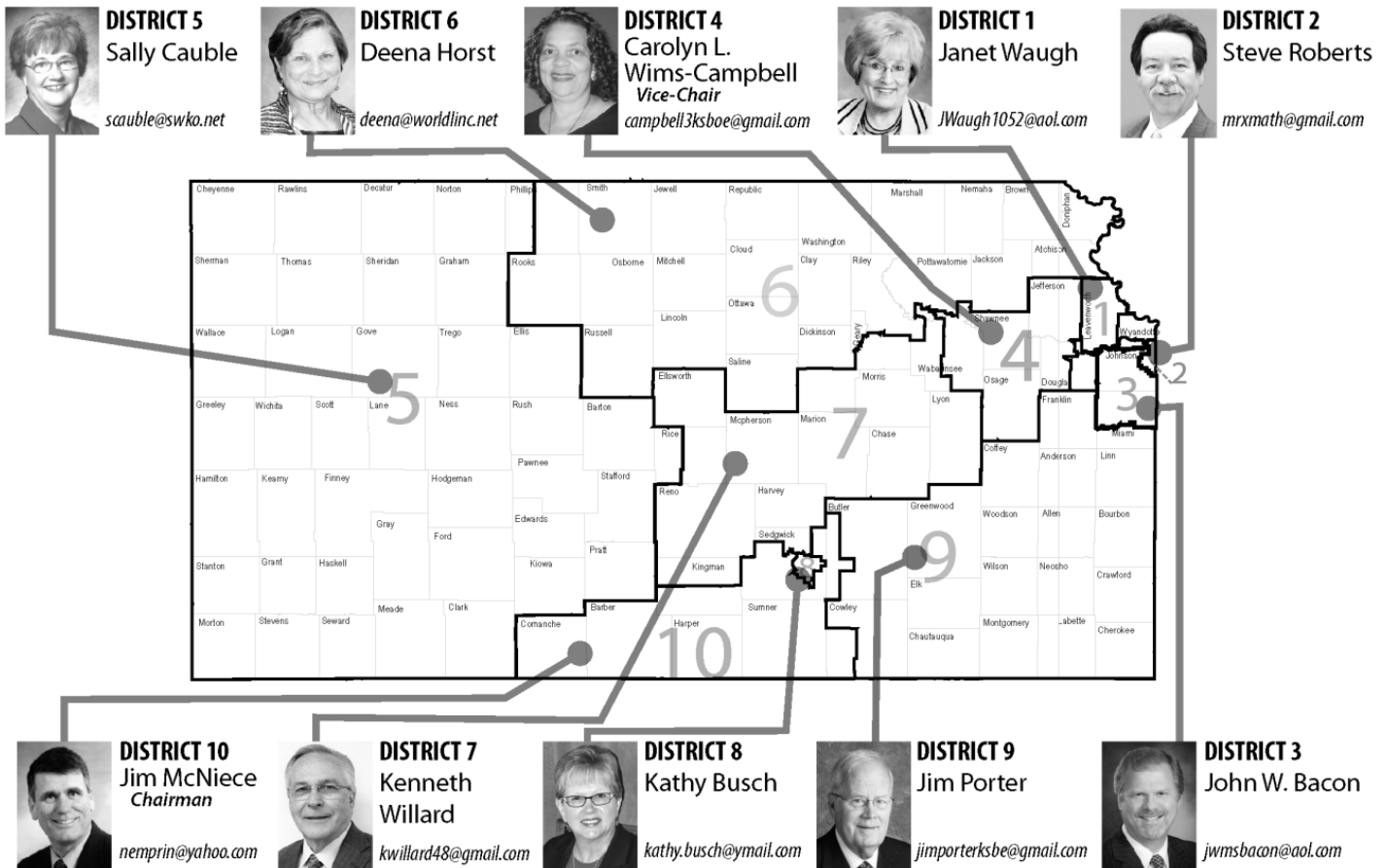
\*Note: A new program is expected to be available for the 2016 school year. This calendar is subject to change.



The mission of the Kansas State Board of Education is to prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents. To accomplish this mission the State Board has identified five goals. They are as follows:

- Provide a flexible delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure effective, visionary leaders in every school.
- Promote and encourage best practices for early childhood programs.
- Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy makers.

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