



Guidelines for Calculating and Reporting FTE for Special Education Related Services

• What are Related Services?

- Per 34 CFR §300.34, *Related services* means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education.
- This can include: speech-language pathology, audiology, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, counseling services, including rehabilitation counseling, orientation and mobility services, medical services for diagnostic or evaluation purposes, and early identification and assessment of disabilities in children. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

• Who can provide Special Education Related Services?

- Related service providers who are funded through the State Equalization Guarantee Act are:
 - Social Workers (assignment code 82)
 - Audiologist (assignment code 86)
 - Diagnostician (assignment code 87)
 - Interpreter for the Deaf (assignment code 88)
 - Occupational Therapist (assignment code 89)
 - Orientation and Mobility Trainer (assignment code 90)
 - Physical Therapist (assignment code 91)
 - School Psychologist (assignment code 92)
 - Speech/Language Pathologist (assignment code 93)
 - Rehabilitation Counselor (assignment code 99)

What is FTE?

- FTE stands for **Full-Time Equivalent** and can be expressed as the percent of time personnel are working of a full-time work week.

For example:

- A full-time employee will be 1.00 (or 100%) of an FTE.
- A half-time staff would be at 0.50 (or 50%) of an FTE.
- Staff who is only at school one full day per five-day week could be 0.20 (or 20%) of an FTE



When calculating FTE for related service providers, the calculation MUST be based on direct services provided to students with disabilities, as identified through an IEP.

- Examples of allowable services include, but are not limited to:
 - Direct services per a student's IEP
 - Any direct services must be documented in the IEP and service logs
 - Evaluations and re-evaluations
 - Travel related to providing related services for students with disabilities, including travel for employees and contractors who travel to multiple schools within the district.
 - Travel logs must be kept for all related service providers.

Examples of allowable services (cont.)

- Travel for contractors to and from their home base.
 - Documentation of travel and residence must be collected by the LEAs to confirm travel time.
- Required meetings relevant to students with disabilities, such as IEP staffings, etc; service logs must be kept, and
- Collaboration with teaching staff as identified in the student IEP; service logs must be kept.



Examples of service time that may NOT be considered in calculating FTE include:

- Special Education Program Administration, i.e. contact teacher, lead teachers, special education directors, SAT coordinators, etc.
- Student Assistance Team coordination/administration
- Direct services provided to students not identified as students with disabilities under IDEA (i.e. providing services to students not on an IEP or as part of general education program who receive incidental benefit) or not identified as in need of related services per 34 CFR §300.34



MORE Examples of services time that **may NOT be considered** in calculating FTE:

- Any time spent with the general education populace **may not** be included in the calculation for special education related service FTE. In the case of Social Workers, any time with the general education population should under assignment code **08: “Social Worker: General Education”**.
- For providers who are paid as independent contractors, LEAs **may not** calculate hours for:
 - General school functions (assemblies, programs, staff meetings);
 - Playground supervision duties, etc;
 - Unless activities are specifically identified in the student’s IEP as requiring direct services by the related service provider.



Justification of allowable services- documentation

- Appropriate ways to document and justify time provided by related service staff include:
 - Invoices
 - time sheets
 - service logs
 - evaluation time sheets
 - billing logs
 - STARS reporting
 - teacher contracts, etc.
- When calculating for School Psychologists, the LEA must be able to provide documentation for the duties the Educational Psychologists are performing and those duties must align with allowable duties for this position in accordance with 6.63.5.7 (G) NMAC. For a school Psychologist, the duties may also involve collaboration for students with extensive needs behaviorally, socially, staffing crisis teams and interventions, etc.



Justification of allowable services- Evaluation

- When calculating FTE for related service providers, LEAs must consider the total number of initial evaluations, re-evaluations, and EDT/IEP meeting time needed.
- LEAs must take into account the REED process and how it affects FTE.



Justification of allowable services- Evaluation Cont.

- Please use the average time determined by the vendor when calculating the time required to complete initial evaluations and re-evaluations. If your time exceeds this amount, the LEA may be required to justify the time with supporting documentation.
 - Initial Evaluations
 - Review of data (include data review and collection)
 - Testing time
 - Report
 - REED with additional testing
 - Testing Time
 - Report writing
 - EDT meeting
 - REED with no additional testing
 - REED meeting
 - EDT meeting

How to Calculate FTE

LEAs may calculate FTE using three methods:

- by hours per week;
 - by total number of days; or
 - by total number of hours.
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- *Note: If the calculation for an individual related service provider exceeds a 1.0 FTE, the LEA will be required to obtain SEB approval prior to submission of data.

 - **Note: Full-time status is defined as 40 hours a week for related service providers. If LEAs would like to request an alternative denominator it must be approved by the SEB.



By Hours per Week

- Calculate the total number of hours per week you are hiring this person, based on total direct service time per the students' IEP on the provider's caseload, allowable evaluation/re-evaluation time, planning/prep time, and travel time for the week.
- Divide the total number of weekly hours for each related service provider by the identified LEA workweek for a **full-time related service provider ****.
- This is the total FTE for this person; The total FTE for the related service provider should not exceed the total LEA workweek.

Note: any extension beyond regular hours will require supporting documentation.



By total number of days:

- Figure out the total number of days you are hiring this person based on total direct service time per the students' IEPs on the providers' caseload, planning/prep time, allowable evaluation/re-evaluation time, planning/prep time, and travel time for the week.
- Divide the number of days you have for each related service provider by the identified LEA contract days determined for a **full-time related service provider ****.

Note: any extension beyond the regular number of days will require supporting documentation.



By total number of hours

- Figure out the total number of hours you are hiring this person based on total direct service time per the students' IEP on the provider's caseload, allowable evaluation/re-evaluation time, planning/prep time and travel time for the week*.
- Divide the number of hours you have for each related service provider by the identified LEA contract hours determined for a **full-time related service provider****
- Travel time can be rounded to the nearest 15 minute increment.

Note: any extension beyond the regular hours will require documentation.



How to Calculate FTE for 'Speech Only' service providers

Speech/Language Pathologists (SLPs) who are also working as case managers for "Speech-Only" students (i.e. SLPs who are the child's only special education teacher) will have caseload FTE for *direct services*, which needs to be taken into consideration and subtracted from the total FTE available for this person as a *related service* provider.

For A-level service = $\frac{\text{\# of students}}{60}$
(code 95)

For B-level service = $\frac{\text{\# of students}}{35}$
(code 95)

If the remainder of this person's service is only providing related services to students who are in special education, then do the following:

Contract FTE – Caseload FTE = FTE available for related services.

Preschool services



FTE for 3Y/4Y for a teacher providing *direct services* at a center-based program is considered caseload FTE, and is therefore reviewed by the adult-to-student ratio, as required by state statute and rules.

- If the remainder of this person's service includes *related services* for 3Y/4Y students, then do the following:

time for 3Y/4Y related service

LEA work week

= 3Y/4Y related service FTE (unfunded)

If working with preschool *and* school-age students receiving direct and related services:

Contract FTE - caseload FTE - 3Y/4Y related service FTE = FTE available for related services (funded)

Clinical Fellows and Apprentices of Speech Language Pathologists (SLP)

Speech Language Pathologist Apprentices are NOT allowed to carry SLP caseloads.

Speech Language Pathologist Clinical Fellows:

- Can carry speech/language pathology caseloads
- Can be claimed for the ancillary FTE calculation
- One-year license, which can be renewed twice.

Application must include:

- A copy of current board license.
- Transcripts reflecting a master's degree in speech language pathology, speech pathology, or communication disorders.
- In STARS, must be reported under code 111 for SLP clinical fellows working with 6-21 year olds, and under code 111S for working with 3-5 year olds.



Notes on Calculating FTE

- FTE is rounded to two places.
- LEAs should consider travel time required for each related service provider.
 - Travel time should be considered for contractors who commute from their home base to their work site and for employees and contractors who travel to multiple schools within the district in order to provide services per the IEP.
- LEAs must always consider direct service time as per the IEP and service time can only be considered for a student who has qualified for special education consistent with §§300.8 and 300.39. Direct service time shall be aligned with §300.321
- If the calculation goes over 1.00 FTE, it will require SEB approval prior to submitting. STARS will not accept FTE greater than 1.50 FTE without written approval from the SEB.



Comprehension check- get out your calculators

What would be the appropriate FTE for the following personnel?

- Example 1: Occupational Therapist with 10 hours of direct service per IEPs, 3 hours of evaluations, and 4 hours of travel per week, at an LEA with a 40 hour week for related service.
 - $10+3+4 = 17 \text{ hours (service)} / 40 \text{ hours (week)} = 0.43 \text{ FTE}$
- Example 2: Social Worker with 14 hours of direct service per IEPs, 16 hours of social work with the general education populations, 1 hour of evaluations, and four hours of travelling (for special ed), at an LEA with a 40 hour week for related service.
 - $14+1+4 = 19 \text{ hours (service)} / 40 \text{ hours (week)} = 0.48 \text{ FTE (time with general ed does not count)}$
- Example 3: Physical Therapist with 33 hours of direct service per IEPs, one hour of evaluation, two hours prep, and four hours of travel at an LEA with a 40 hour work week for related services.
 - $33 + 1 + 2 + 4 = 40 \text{ hours (service)} / 40 \text{ hours (week)} = 1.00 \text{ FTE}$

Thank you for your time

Please contact the Education Administrator assigned to your LEA if you have any questions.

Special Education Bureau: (505) 827.1457



Special Education Bureau

