

SY 25-26 Guidelines for Calculating Related Service FTE

Updated December 16, 2025

CFR §300.34.

General. 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, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

Related service providers who provide direct service to students identified with a disability as per their IEP, that are funded through the State Equalization Guarantee Act using the formula described below.

- 26 - Speech/Language Apprentice (Not allowed to carry a caseload)
- 82 - Social Worker
- 84 - Physical Therapy Assistant (Not allowed to carry a caseload)
- 85 - COTA (Not allowed to carry a caseload)
- 86 - Audiologist
- 87 - Diagnostician
- 88 - Interpreter for the Deaf
- 89 - Occupational Therapist
- 90 - Orientation and Mobility Trainer
- 91 - Physical Therapist
- 92 - School Psychologist
- 93 - Speech/Language Pathologist (SLP)
- 98 - Recreation and Therapeutic Recreation Specialist
- 99 - Rehabilitation Counselor
- 111 - SLP Clinical Fellows

The FTE for 95 - SLP or SLP Clinical Fellows Acting as a Case Manager for speech only students is not included and is funded as Caseload FTE.

26s, 82s, 84s, 85s, 86s, 87s, 88s, 89s, 90s, 91s, 92s, 93s, 95s, 98s, 99s, and 111s for services to 3Y and 4Y are not included and are funded through 3Y/4Y membership.

When calculating FTE for related service providers, FTE calculation **must** be based on direct services being provided by related service providers as per CFR §300.34, to students with disabilities who are receiving direct services as identified through an IEP and aligned with CFR §300.39.

Examples of allowable services include but are **not limited to**:

- Direct services per student's IEP.
 - Any direct services **must** be documented in the IEP and service logs.
- Evaluations and re-evaluations as required by IEP and/or Federal and State regulations,
- Travel related to direct services for students with disabilities, including travel for employees and contractors who travel to multiple schools within the district in order to provide services per the IEP.
 - Travel logs must be kept for all related service providers.
- Travel for contractors to and from their home base, if in fact the contractor lives near the contractor's home base.
 - Documentation of travel and residence must be collected by the LEAs to confirm travel time.
- Required meetings related to students with disabilities such as IEP staffing, etc.
 - Service logs must be kept.
- Collaboration with teaching staff as identified in the student's IEP.
 - Service logs must be kept.

Examples of services/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 (i.e., providing services to students not on an IEP as part of general education program) or not identified as in need of related services as per §300.34.
- 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.

When calculating evaluation time as per 34 CFR §300.305(a), for all related service providers, LEAs must consider each related service provider individually and be able to justify evaluation time through supporting documentation (i.e., service logs, evaluation time sheets, billing logs, etc.). When LEAs are calculating related service FTE for related service providers, LEAs must consider the total number of initial evaluations, re-evaluations, students in the MLSS process, and Eligibility Determination/IEP meeting time needed. LEAs must take into consideration the REED process and how it affects FTE.

When calculating FTE for School Psychologist, the LEA must be able to provide documentation for the duties the School Psychologist is performing and those duties must align with allowable duties for this position in accordance with CFR §300.34. For a School

Psychologist, the duties may also include the following: collaboration for students with extensive behavioral and/or social needs; staffing crisis teams and interventions; etc.

Please use the average time determined by the vendor when calculating the time required to complete initial evaluations and re-evaluations. If the time exceeds the average time determined by the vendor, the LEA will be required to justify the time with supporting documentation.

- Initial Evaluations
 - Review of Data (include data review and collection)
 - Testing time
 - Report writing
 - EDT meeting
 - REED with additional testing
 - Testing time
 - Report writing
 - EDT meeting
 - REED with no additional testing
 - REED meeting
 - EDT meeting
- 1) FTE is rounded to two decimal places.
 - 2) To determine the total time required by the LEA for an individual related service provider, the LEA should consider the following:
 - a. 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 services consistent with §300.8 and §300.39. Direct service time shall be aligned with §300.321.
 - b. LEAs **must** consider direct service time as identified through IEPs. The LEA should also consider travel time required for each related service provider.
 - i. Travel time should be considered for contractors who commute from their home base to their work site, if in fact the contractor lives near the contractor home base and for employees and contractors who travel to multiple schools within the district in order to provide services per the IEP.
- 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, 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 the regular hours will require 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' IEP on the provider's caseload, allowable evaluation/re-evaluation 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 days will require 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, 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*+. Note: any extension beyond the regular hours will require documentation.

* Note: If the calculation for an individual related service provider exceeds a 1.0 FTE, the LEA will be required to obtain OSE approval prior to submission of data.

+ Note: Full time status is defined as the LEA workweek for a full-time related service provider.

For Speech Only please use the calculation below.

- 95 - Speech Language Pathologist or SLP Clinical Fellows Acting as a Case Manager for speech only.
- 95s - Speech Language Pathologist or SLP Clinical Fellows Acting as a Case Manager for speech only 3Y/4Y preschool students.

1. Calculate the Caseload FTE for A level, B level, and 3Y/4Y itinerant Speech Only individually. *If this person sees any students as a caseload teacher (that is, if this person is the child's only special education teacher) this person will have a caseload FTE.*

$$\text{Caseload FTE for A level students (Code 95)} = \frac{\text{\# of A level students}}{60}$$

$$\text{Caseload FTE for B level students (Code 95)} = \frac{\text{\# of B level students}}{35}$$

$$\text{Caseload FTE for 3Y/4Y itinerant service (Code 95s)} = \frac{\text{\# of 3Y/4Y students}}{60}$$

2. Add them together. This is the Caseload FTE for this person.

3. Calculate the Related Service FTE.

- If the remainder of this person's service is only students who are five or older prior to September 1st then use the following calculation:

$$\text{Related Service FTE} = \text{Total FTE} - \text{Caseload FTE}$$

- If the remainder of this person's service includes some 3Y/4Y students, then use the following calculations:

$$\text{3Y/4Y related service FTE} = \frac{\text{Time for 3Y/4Y related service}}{\text{Time in LEA work week}}$$

$$\text{Related Service FTE} = \text{Total FTE} - \text{Caseload FTE} - \text{3Y/4Y related service FTE}$$

* FTE for 3Y/4Y service for a teacher at a center-based program on the public school campus is not audited. Instead, the adult-to-student ratio is audited as required by state regulations.

If you have any questions, please contact your Education Administrator at OSE.