SFS High Cost Special Education Module

Frequently Asked Questions (FAQ)
High-Cost Special Education Aid
2024

1. Where is the claim to enter high-cost claims?

The High-Cost Special Education (HCSE) application is located here. To log in, you MUST have a Wisconsin Web Access Management System (WAMS) account. You must then contact your district's Application Security Manager (ASM) administrator and provide your WAMS User ID. See our Help with Common SLR Issues page for more information.

2. What is the best strategy for completing the high-cost special education (HCSE) claim?

Identify high-cost students with disabilities. Then identity the special education services and classes the student or students received. Also look for high-cost equipment purchases. You can enter students into the application and delete later if they do not meet the $30,000 threshold.

3. Is the individual providing the services required to have a proper license to be eligible for HCSE aid?

Yes, service providers must be licensed according to DPI requirements.

4. What is a program and how does it tie to the individual?

A program is a set of special education and related services for children identified with the same disability-related needs, such as a cross-categorical program, a transition program, or a shared specialized transportation route to and from an off-site service. Under the revision to PI 30, DPI is no longer evaluating the specific merits of programs serving small numbers of students. The purpose of the Program tab is to compile costs and compute daily rates for each program.

5. How do I know when a cost should be entered on the Program tab or the Child-Specific tab?

Only a cost clearly connected to one specific child is child specific. For example, a program aide who assists in the classroom and circulates between multiple students is a program cost, not child specific. However, if the program aide is assigned as a one-to-one aide to assist only a single student, the cost is child specific. Other child specific costs would be tuition (placement) or specialized transportation for an individual student; these are reported on the Child-Specific tab. Most of your entries will likely be program costs where the individual student shares a portion of the program or service.

6. **What if I have several one-to-one aides for a student who take different shifts or days?**

This is a program cost and is reported on the Program tab. You have several aides who rotate to various students during a time, or unit of service. Each high-cost student you identify uses a portion of this program; therefore, it is a program cost.

7. **Does this mean I need to list all special education teachers on the Program tab? This would be a huge list when I include all schools within my district, from grade schools to high schools.**

It is unlikely that you would enter all special education staff. High-cost special education (HCSE) aid is different from special education and school-age parents (SPED) aid. HCSE aid is intended to serve specifically identified students and not support the overall fiscal management of special education. It is unlikely all the students you serve with disabilities have special education costs that exceed $30,000 and meet the requirements of high-cost special education aid. Identify students with disabilities who are high-cost and then identity the services they require.

8. **We have a Speech and Language teacher who travels between schools with a limited caseload; is this a program cost or child specific cost?**

This is a program cost. The teacher may not serve many students, but he/she does serve more than one student and is not exclusive to any single student. The HCSE claim allows you to determine how you want to allocate the use of a program to each identified student. Units of service for the program can be identified in minutes, periods, days, or by caseload. All units of service should be identified in the IEP.

9. **How do I know which unit of service to use?**

Identify your high-cost special education students, the programs they participate in, and determine the days/minutes/periods each student uses of the program based on their IEPs. Units of service include the following:
Minutes: This is used for services like speech/language, occupational or physical therapy, where staff are working with one student at a time and their IEP specifies a certain number of minutes of service.
Periods: This is used for a program that follows a building's class period schedule, such as a transition classroom in a high school.
Days: This is used for a program that provides a daily service, such as an AM/PM transportation route. When Transportation is entered, it will automatically default to Days on the new claim form.
Caseload: This is used if the district determines it most appropriate to allocate a program's costs equally across its caseload (number of students served), or if the district's records do not allow for one of the more detailed time-based units of service.

10. How do I determine and enter specialized transportation?

Specialized transportation scenarios may be a judgement call by the LEA entering the data. There are some clear 1:1, child-specific transportation examples, such as one student needs transportation to and from school. You may have more than one student receiving instruction off-site, such as a small group of students with transportation for a day program. These students require transportation to this location, and they are all eligible for high-cost special education aid, so you could take the transportation cost and divide by the number of students and automatically allocate an amount to each student, thus a Child-Specific cost, or you could enter it as Transportation on the Program tab.

Consider a specialized transportation route with several students who ride back and forth to school as indicated by each IEP. In this example, all the students are eligible for HCSE aid. The LEA may enter the students' costs as Transportation on the Program tab. The claim form will allocate a portion of that specialized transportation route to the high-cost students identified on your HCSE claim. Transportation entries are much easier on the new online claim form.

11. Our school district transitioned to online learning for a while due to Covid 19; can I still claim high-cost special education costs for the time we were virtual?

High-cost special education aid is unique because it is about serving a student based on their IEP; whereas other funding sources at DPI is about serving a program. If the district transitioned to online and that student continued to be served based on IEP services, the district can claim costs for the student during that time the student was served virtually; however, some services may not have been able to be provided during virtual learning time. If the service really wasn't being provided during virtual learning, that time should not be included.

12. When I entered my student's WISEid, the days enrolled populate for the student. I am unsure where this number is coming from as I know the student/students I am entering were served more days than what is populating from WISEdata.

If you have concerns with the data being pulled from WISEdata, you should follow up with the data coordinator who completes WISEdata for the district. The enrollment number does not impact calculations for the data you enter for programs or child specific. For example, if it was reported in WISEdata that a student's days enrolled was only 30 days when you know he/she attended 130 days, you can enter 130 days of service for that student. The WISEdata days enrolled will have a slight impact on the specified services calculation for the student. The days enrolled number pulled in from WISEdata cannot be adjusted in the high-cost special education aid claim.

This resource identifies ways to resolve issues with WISEid data that does not automatically fill when entered on the Child-Specific tab in the HCSE claim. These are the most common issues with student

WISEid entry. It also provides guidance on FAPE conflicts that are common with placement at another entity.

Additional Resources

[High-Cost Special Education Claim](#)

[High-Cost Special Education DPI Website Link](#)

[High-Cost Special Education Program Guidance](#)

[High-Cost Special Education Claim Instructions](#)