

SPECIAL EDUCATION

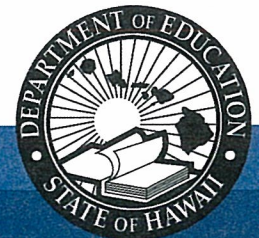
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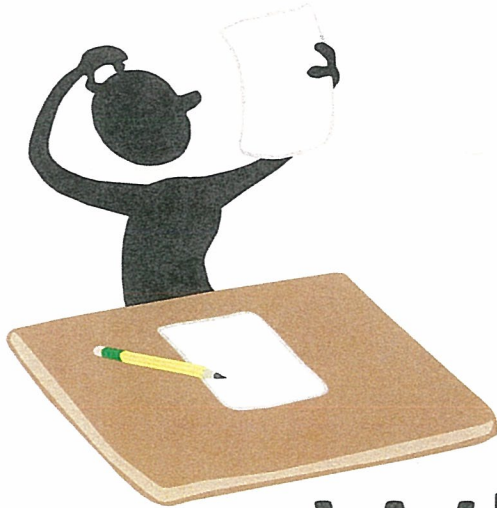
SEPTEMBER 9, 2016

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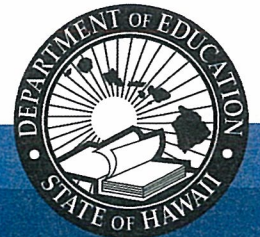


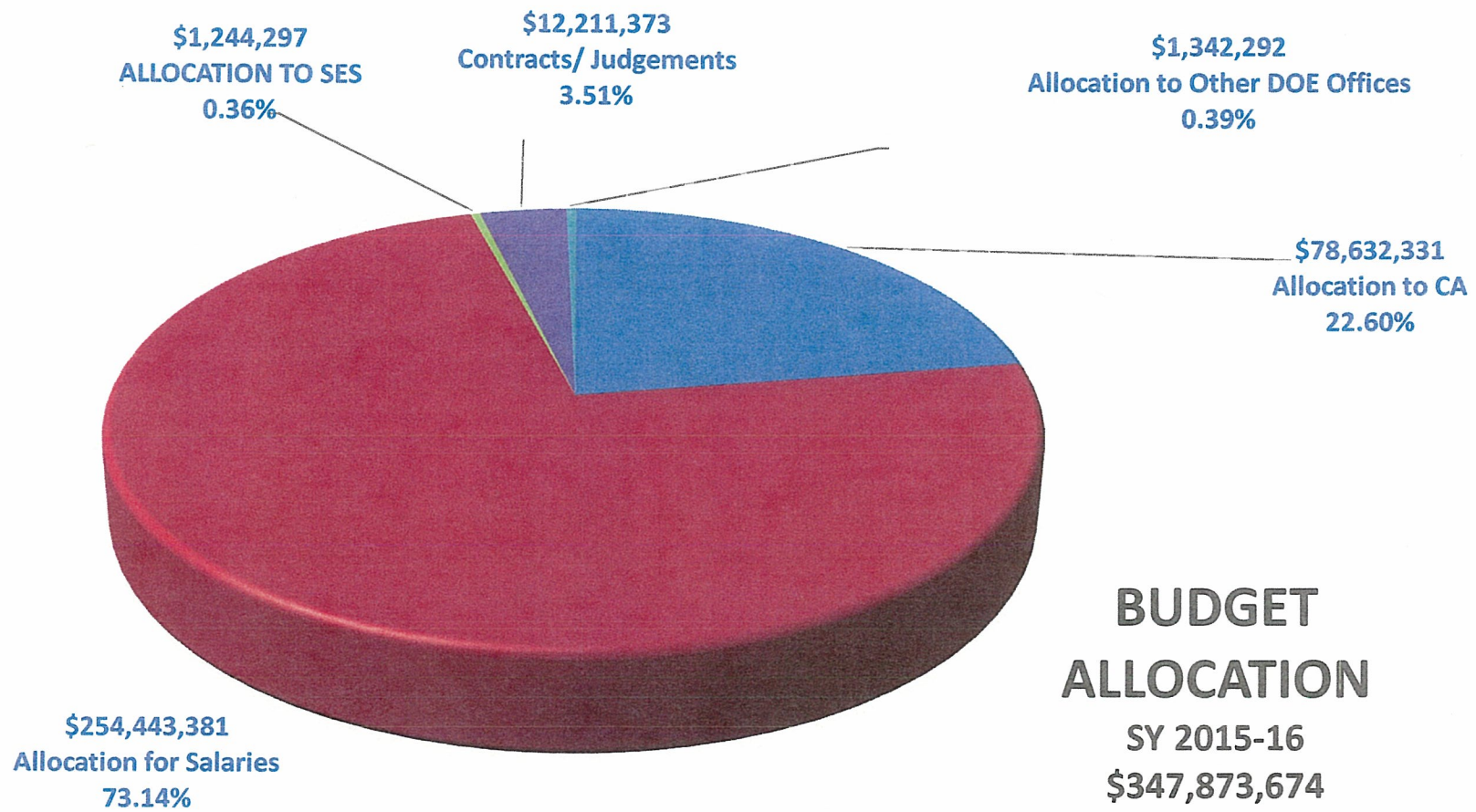
Where does the money go?

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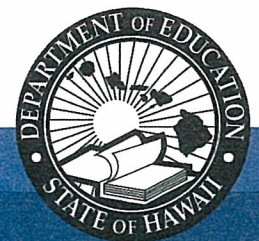
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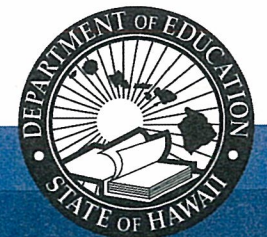




**BUDGET
ALLOCATION
SY 2015-16
\$347,873,674**



"If everyone is moving forward together, then success takes care of itself." --*Henry Ford*



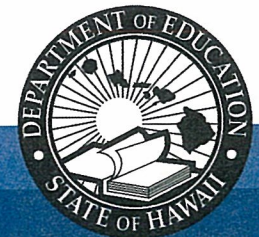


Special Education Staffing Methodology

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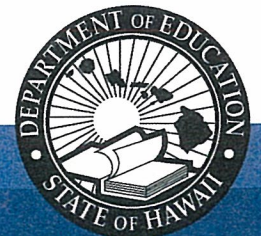
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Historical Information Special Education Staffing Methodology

- “Extent of special needs”
- Weighted
- Proportional

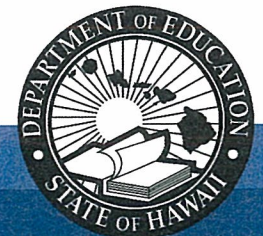


Weighted Staffing Methodology

Special Education Staffing Allocation Formula

Where the Student Is (LRE)	Level of Student Support							
	Intermittent Support Wt – 2.0		Targeted Support Wt –35.0		Sustained Support Wt – 4.0		Intensive Support Wt – 5.0	
	RegEd	SpEd	RegEd	SpEd	RegEd	SpEd	RegEd	SpEd
GenEd Class (general educ class more than 80% of the day) Ages 3-5: see Attachment B	1.5	0.5	1.5	1.5	2	2	2	3
GenEd and SpEd Classes (general educ class between 40% and 80% of the school day) Ages 3-5: see Attachment B			1	2	1.5	2.5	1.5	3.5
SpeEd Classes (general educ classes less than 40% of the school day) Ages 3-5: see Attachment B					1	3	1	4
Special Education School**							0.5	0.5
Public Alternative Placement							0.5	0.5
Private Alternative Placement							0.5	1
Special Education provided in the home, or in a hospital as required in the IEP.	0.5	1.5*	0.5	2.5*	0.5	3.5*	0.5	4.5*

Last year of weighted staffing methodology
SY 09-10



IDEA LRE Requirements

34 CFR §300.114 LRE requirement

(a) General.

(2) Each public agency must ensure that--

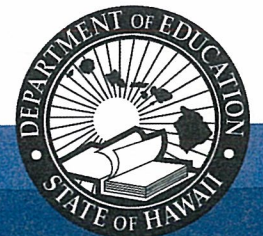
(i) To the maximum extent appropriate, children with disabilities, . . . , are educated with children who are nondisabled; and

(ii). . . removal . . . from the regular educational environment occurs only if the nature or severity of the disability is such that . . . with the use of supplementary aids and services cannot be achieved satisfactorily.

(b) Additional requirement--State funding mechanism.

(1) General. (i) **A State funding mechanism must not result in placements that violate the requirements of paragraph (a) of this section; and**

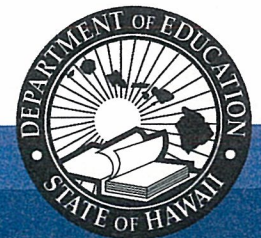
(ii) **A State must not use a funding mechanism by which the State distributes funds on the basis of the type of setting in which a child is served that will result in the failure to provide a child with a disability FAPE according to the unique needs of the child, as described in the child's IEP.**



Proportional Methodology

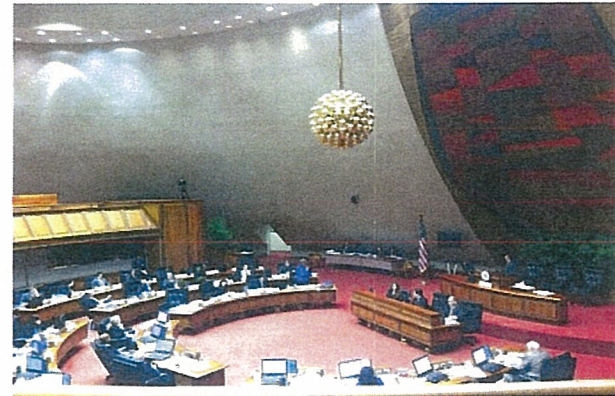
Implemented in SY 2010-11

- Allocations to districts are based on the percentage of special education student enrollment in each district to the state's total special education student enrollment.
- This means if a district has ten (10) percent of the special education student enrollment, the district would receive ten (10) percent of the total special education teacher, GenEd Article VI teacher, and educational assistant positions.



Appropriation from the Legislature

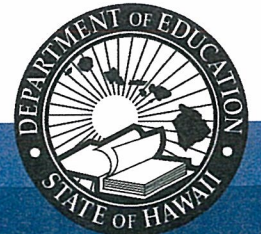
- SPED Teacher
- GenEd Article VI Teacher
- Educational Assistant



NOTE: Districts/complex areas allocate positions to schools to support special education students. Districts may convert SPED teacher positions to GenEd Article VI teacher positions and vice versa; GenEd Article VI teacher positions to SPED teacher positions, based on a careful review of the needs of schools supported by their SPED student population data.

Proportional methodology is:

- Fair
- Objective
- Easily understandable
- Allows for the conversion of GenEd Article VI teacher positions to SPED teacher positions to address the needs of SPED students
- Promotes inclusion
- Recommended by WestEd
- Compliant with IDEA



District Allocation to Schools

District and complex areas:

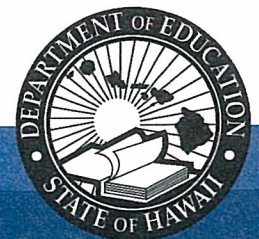
- Review district/complex/school special education enrollment
- Review previous year's school position allocations

Complex areas may:

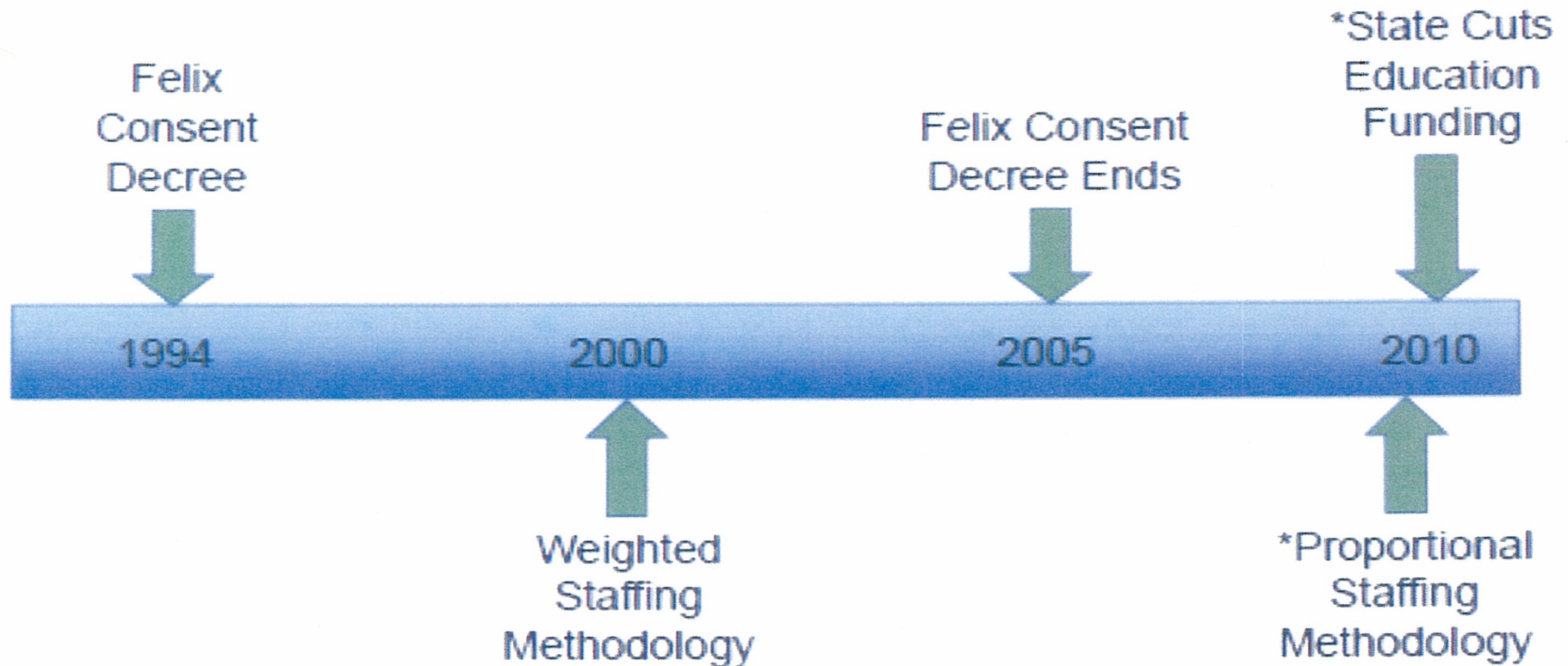
- Consider special populations/programs (e.g., Hearing Impaired/Deaf, Medically Fragile/Needy, Preschool, Inclusion, Intensive Learning Centers)
- Review trend data (e.g., Preschool growth throughout the year)
- Account for the needs of multi-level or multi-track schools
- Complete a survey/walk through of schools
- Consider ratio of students to personnel in schools

Federal IDEA funds may:

- Be used to create additional teacher and educational assistant positions to address the needs of schools



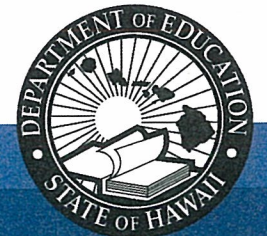
Evolution of the Special Education Staffing Methodology



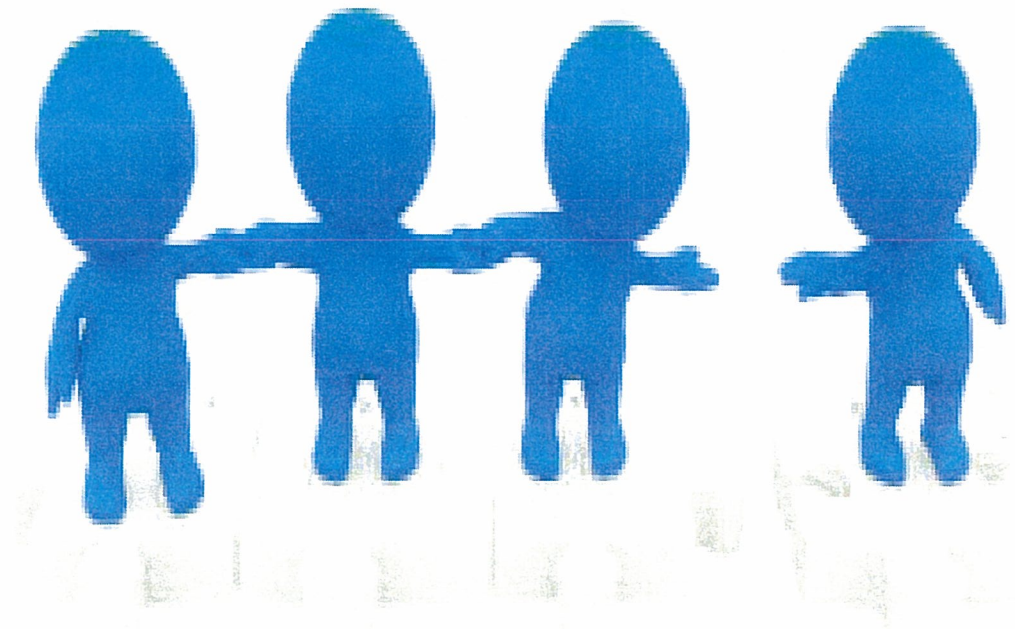
* Independently, policy decisions made in 2009 for fiscal year 2010-11 implementation

SY 2017-18

A standard staffing methodology will be used by districts/complex areas in allocating special education staffing positions to schools.

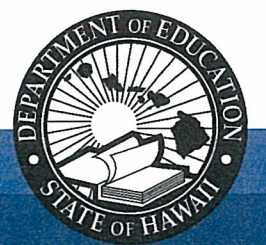


Alone we can do so little;

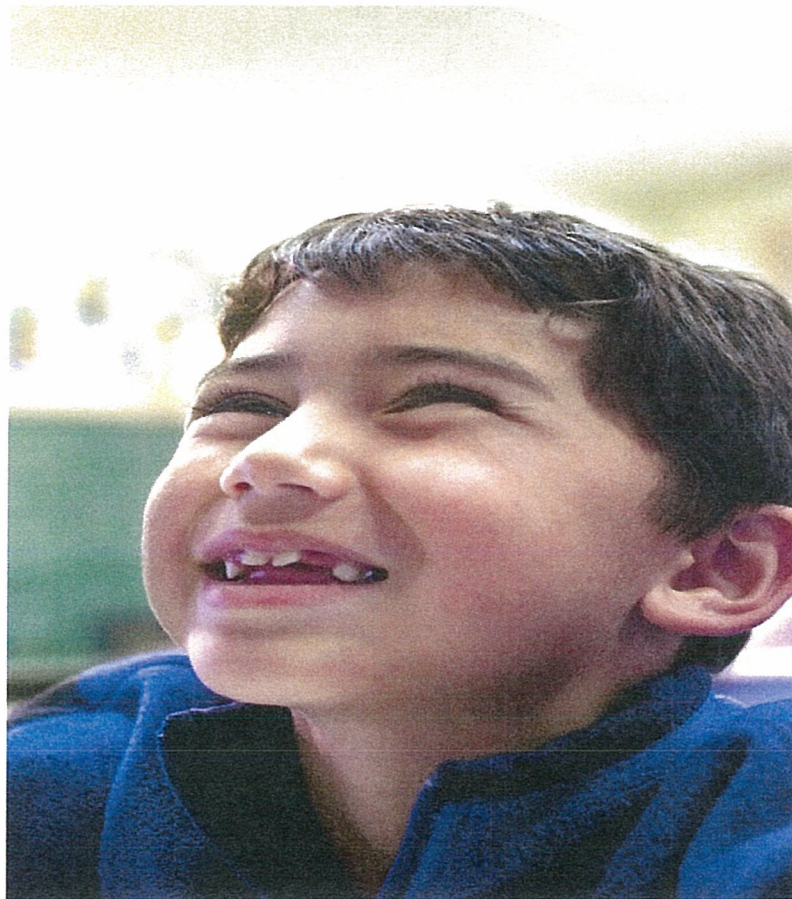


together we can do so much.

Helen Keller



Thank you!



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