

SPECIAL EDUCATION

Alabama

Some additional funding is provided for catastrophic expenditures and preschool special education. Grade divisors in the Foundation Program are adjusted to provide additional teaching units for special education. The grade level divisors are adjusted by a weight of 2.5 applied to 5% of ADM count.

Alaska

Vocational education, special education (except intensive special education), gifted/talented education, and bilingual/bicultural education are block funded. A district must file a plan with the department indicating the special needs services that will be provided, Section 14.17.420(2)(b), to qualify for special needs funding.

Arizona

Funding is provided through 11 weighted categories per the table included below. Additional M&O budget capacity could be given if district/charter is eligible for Federal impact aid revenues.

Weights for Special Education Programs

Hearing Impairment	4.771
K-3 Grade Level	0.060
English Learners (ELL)	0.115
MD-R, multiple disabilities; A-R,autism; and SID-R severe intellectual disabilities (Resource programs)	6.024
MD-SC multiple disabilities A-SC autism, and SMR-SC severe intellectual disabilities (Self-contained programs)	5.833
Multiple Disabilities & Severe Sensory Impairment	7.947
Orthopedic Impairment (Resource)	3.158
Orthopedic Impairment (Self Contained)	6.773
Preschool-Severe Delayed as primary disabilities age 5 or younger	3.595
DD developmental delay, ED emotional disability, MIID mild intellectual disability, SLD specific learning disability, SLI speech/language impairment, & OHI other health impairment	0.003
ED-P Emotionally Disability (Private placement)	4.822
MODI Moderate Intellectual Disability	4.421
VI Visual Impairment	4.806

Arkansas

In 2004, the Arkansas General Assembly reformulated public school funding at the direction of the Arkansas Supreme Court to devise a funding system to assure school “adequacy”. Although Arkansas Special Education funding based on weighted averages had been abolished in the mid-

1990s, this approach was actually reconsidered during the discussions of school funding adequacy for special populations, including students with disabilities, English language learners, students in Alternative Learning Environments, and high poverty students.

Ultimately, the funding adequacy needs of these special populations were addressed through categorical funding systems providing state aid in addition to that provided through the basic Foundation Formula. For Special Education, the General Assembly increased the funding levels of existing state line item appropriations to reimburse districts for specific types of excess costs associated with providing services. These include annual targeted Catastrophic Occurrences aid for individual high cost/high need students, reimbursement for residentially placed students, and reimbursement for students with disabilities receiving extended school year services.

California

California provides \$3.2 billion in state funding for special education programs for individuals with exceptional needs. The special education funding model apportions state aid to local educational agencies (LEAs) based on their ADA; the per-ADA funding rates are recomputed annually. The funding model is based on the assumption that, over reasonably large geographic areas, the incidence of disabilities is relatively uniformly distributed. Funding for special education may be apportioned directly to an LEA or to the administrative unit of the special education local plan area (SELPA) with which it is affiliated. Entitlements are calculated by multiplying the SELPA's base funding rate by the prior-year funded K-12 ADA for each school district, county office of education, and charter school in the SELPA. Funding is adjusted for changes in ADA. There is also a small amount of funding for exceptionally high cost students.

Colorado

(Article 20 of Title 22, CRS)

The State Exceptional Children's Act (ECEA) outlines administrative unit (school districts and boards of cooperative educational services) responsibilities for providing special education programs for children with disabilities. The Act recognizes the need to provide educational opportunities to all children, and the benefits of providing a continuum of services in the least restrictive environment.

In budget year 2014-15, Colorado administrative units will serve approximately 85,000 students with disabilities, or about 10% of the total pupil enrollment. Administrative units will provide services to approximately 90,000 children between the ages of three and twenty-one who, by reason of one or more of the following conditions, are unable to receive reasonable benefit from general education. Disability categories are: Autism Spectrum Disorders, Deaf-blindness, Developmental Delay, Hearing Impairment Including Deafness, Infant/Toddler with a Disability, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impaired, Serious Emotional Disability, Specific Learning Disabilities, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment Including Blindness.

State ECEA funding of special education programs for children with disabilities is \$161 million for budget year 2014-15.

- Five hundred thousand dollars is available to administrative units specifically for costs incurred for children with disabilities that live in eligible facilities within their boundaries, and for

whom (a) parental rights have been relinquished by the parents; (b) parental rights have been terminated by the court; (c) parents are incarcerated; (d) parents cannot be located; (e) parents reside out of state, but the Department of Human Services has placed the children within the boundaries of the administrative unit; or (f) the children are legally emancipated.

- Four million dollars will be available for grants to administrative units for reimbursement of high costs incurred in providing special education services in the preceding school year. High costs are defined as the costs incurred by an administrative unit above a threshold amount.

The remaining amount will be distributed as follows:

- Administrative units will receive \$1,250 for each child reported by the administrative unit on December 1 of the previous year.
- Administrative units will receive up to an additional \$6,000 for each child reported on its previous December 1 count with the following disabilities: vision disability, hearing disability, deaf-blind, significant identifiable emotional disability, autism, traumatic brain injury, multiple disabilities, and significant limited intellectual capacity. This amount will be prorated based on the amount of the remaining appropriation.
- State ECEA moneys can be used to pay for the salaries of special education instructional and support personnel, purchased services (including tuition payments to other administrative units and eligible facilities), supplies and equipment.

In budget year 2014-15, total special education costs will equal roughly \$829 million. State funding covers roughly 20% of special education costs; federal funding covers an additional 19% of these costs; and local sources of funding cover the remaining 61% of the costs.

Connecticut

Since 1995-96, the state's primary contribution to general special education has been embedded within the Education Cost Sharing (ECS) formula described under **Description of Formula**, constituting approximately 19 percent of the foundation amount. Thus the ECS foundation reflects the state's contribution toward the cost of regular education and general education. The student count used in the ECS grant determination includes both regular education and special education students.

The state also supports extraordinary special education costs through its Excess Costs grant, which in principle is intended to fund 100 percent of student-based special education costs in excess of established thresholds. For children affected by state agencies, e.g., foster students and judicial placements, the state pays in excess of the district's prior year average cost per student (including regular and special education). For all other special education placements, the state pays 100 percent of the costs in excess of 4.5 times the prior year's average cost per student (including regular and special education). However, these grants are proportionately reduced to stay within the legislatively approved appropriation.

Delaware

Funding is provided through instructional units. The State uses a needs based funding system for special education students. Funding is based on three categories: basic, intensive, and complex with unit sizes of 8.4, 6.0, and 2.6 students per unit.

Florida

In Florida, services for Exceptional Student Education (ESE) students (students identified as gifted and students identified as disabled) are funded through the FEFP. Exceptional education services for most students are funded through the ESE Guaranteed Allocation. For those ESE students requiring the most intensive services, funding is weighted by cost factors in accordance with level of need. Please see Section 1011.62 (1)(e), F.S., for an outline of the funding model for ESE programs. Approximately 88 percent of the total expenditures for students with disabilities are funded through state and local programs.

Since July 1, 2000, approximately 95 percent of ESE students have generated base funding at the same level as non-disabled students. These students are reported under basic programs 111(grades PK-3 basic with ESE services), 112 (grades 4-8 basic with ESE services), or 113 (grades 9-12 basic with ESE services). These programs have the same cost factors as basic programs 101, 102, and 103. A portion of funding for students in these programs is generated by multiplying the base student allocation by the program cost factor. For 2010-11, the base student allocation is \$3,623.76. The approximate base weighted funding amounts generated by students in basic programs for 2010-11 are:

Grades PK-3 Basic	\$3,946.27	(\$3,623.76 x 1.089)
Grades 4-8 Basic	\$3,623.76	(\$3,623.76 x 1.000)
Grades 9-12 Basic	\$3,736.10	(\$3,623.76 x 1.031)

In order to fund exceptional education and related services (including therapies) for these students, an Exceptional Student Education Guaranteed Allocation was established by the Legislature in addition to the basic funding. The guaranteed allocation is a fixed amount provided each district. For the current school year (2010-11) the ESE Guaranteed Allocation appropriation is \$980,571,070.

For the remaining five percent of students with disabilities (those with the most intense needs), funding is determined using a matrix of services. Consistent with the services identified on the Individual Educational Plan, matrices are completed by checking all the services that will be provided to the student. Students with the two highest matrix ratings (254 and 255) generate base weighted funding as follows:

Support Level 4 (254)	\$12,766.51	(\$3,623.76 x 3.523)
Support Level 5 (255)	\$17,883.26	(\$3,623.76 x 4.935)

The ESE matrix of services consists of five support levels and five domains: curriculum and learning environment, social/emotional behavior, independent functioning, healthcare, and communication. See “Use of the Exceptional Student Education Matrix of Services” at <http://fldoe.org/ese/pdf/matrixnu.pdf/>

Georgia

Funding is provided through the foundation program for five weighted categories for special education. The weights range from 2.3810 to 5.7555 depending on the type of disability and service and program provided to the pupil.

Special Education Category	Weight
Category I	2.3810
Category II	2.7903
Category III	3.5520
Category IV	5.7555
Category V	2.4520

Hawaii

State funding for special education increased dramatically between FY 2000 and FY 2008, primarily due to a federal court decree. Hawaii's public school system also receives Federal funding for special education as part of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

State funded resources, including special education teacher positions, are allocated to the districts based on a district's special education student enrollment percentage of the state's total special education enrollment. Started in school year 2010-11, this proportional staffing methodology places decision making at the district-level.

Idaho

The foundation program provided salaries and benefits (employer obligations for retirement and FICA) of ancillary personnel (special education teachers, psychologists, psychological examiners, therapists, and social workers) through an instructional staff allowance ratio of 0.1 per support unit.

Illinois

There are six state grants for funding special education. These are as follows:

- 1) Funding for Children Requiring Special Education Services – 85% of funding based on district ADA and 15% based on low-income counts reported in General State Aid
- 2) Special Education – Personnel Reimbursement – Grants are calculated at \$9,000 per full-time professional certified worker and \$3,500 per full-time non-certified worker.
- 3) Special Education – Private Tuition – Prior year costs are reimbursed based on the difference between \$4,500 and a district's per capita tuition costs per pupil in excess of \$4,500 plus a second per capita tuition charge.
- 4) Special Education – Summer School – Provides grants based on multiple formulas to assure educational services through the summer.
- 5) Special Education – Transportation – Described above under Transportation.
- 6) Special Education – Orphanage – Reimburses districts for the cost of special education services to children residing in state-owned facilities and with foster families. Any costs not covered by the current year appropriation must be covered by future years' appropriations.

Indiana

School corporations and charter schools are entitled to receive a grant for special education programs. The special education grant is based on a count of students who are enrolled in special education programs on December 1 of the current fiscal year. The enrollment of December 1, 2013 was used in the FY2014 funding formula and the enrollment of December 1, 2014 will be used for the FY2015 funding formula. Additionally virtual charter schools are eligible to receive special education funding in both FY2014 and FY2015 using the same formula as school corporations and charter schools.

The grant is the sum of multiplying the count of enrolled students by the following:

- \$8,350 multiplied by the unduplicated count of students with severe disabilities.
- \$2,265 multiplied by the unduplicated count of students with mild and moderate disabilities.
- \$533 multiplied by the duplicated count of students with communication disorders.
- \$533 multiplied by the duplicated count of pupils in homebound programs.
- \$2,750 multiplied by the special preschool education program pupil count.

The same per pupil program dollar amounts are used for both FY2014 and FY2015.

Reconciliation: If an overpayment occurs, the Department will decrease the February through May special education payments to effect the change. If an underpayment occurs, the Department will increase the February special education payment to effect the change in the special education grant.

Iowa

Three levels of additional pupil FTE weighting, 0.72, 1.21, or 2.74 beyond the 1.0 state per pupil funding, are available for students with IEPs. Which additional weighting applies to the student is determined by the level of services required on the IEP for special education instructional staff or supplemental aids and other services in the areas of required curriculum modification, specially designed instruction, amount of school personnel support and Least Restrictive Environment (LRE) efforts, and amount of supplementary aid or assistance necessary including assistive technology, instructional associates or specialized transportation.

Kansas

State provides 80% of special education transportation costs and \$27,900 in categorical aid per instructional unit. That amount is paid on all certificated education teachers, while paraprofessionals are paid .4 or \$11,160 per fulltime paraprofessional.

Kentucky

Special Education is funded through an **Exceptional Child Add-on** to Kentucky's base funding mechanism. The base funding formula is determined based on the district's average daily attendance multiplied by a guaranteed amount per child established by the Kentucky General Assembly in the State's biennial budget. The Exceptional Child Add-on also uses this guaranteed amount per child. Kentucky's formula assigns one of three weights to each of the disability categories. Students with a Speech Language disability only have a weight of 0.24; disability categories of Orthopedically Impaired, Other Health Impaired, Specific Learning

Disability, Developmentally Delayed and Mild Mental Disability have a weight of 1.17; and disability categories of Hearing Impaired, Visually Impaired, Emotional Behavior Disability, Deaf Blind, Multiple Disabilities, Autism, Traumatic Brain Injury and Functional Mental Disability have a weight of 2.35. The total count of students for each of these weight categories are summed and that categories total of children ages 5 through 20 is multiplied by its weight as noted above. The product of each categories assigned weight multiplied by its child count is then multiplied by the guaranteed base amount in the biennial budget. When these three products are combined that is the amount of the district's Exceptional Child Add-on funds.

Louisiana

Students with Disabilities

150% - based on the prior year February 1 student count

Maine

The State subsidizes 100% of approved Essential Programs and Services special education costs for all non-minimum subsidy receiving school districts.

Maryland

A funding level per special education student is calculated by taking 74% of the per pupil amount established in the Foundation Program. The program is equalized on the basis of local wealth. The Fiscal Year 2015 funding level is \$272 million.

Additionally, under the Nonpublic Placements Program, the State shares in the cost of placing students with disabilities in nonpublic special education schools when no appropriate program is available for them in the public schools. For students placed through this program, the State pays 70% of the costs in excess of the base local share (which equals approximately 300% of the basic cost per pupil for the school system).

Massachusetts

The Chapter 70 foundation budget includes an assumed special education percentage of enrollment and the corresponding costs are factored into the aid calculations. A separate "circuit breaker" program reimburses districts for 40 percent of special education instructional costs in excess of four times the prior year's state average foundation budget.

Michigan

A long standing Michigan court case (known as *Durant*) regarding special education cost reimbursement was settled in 1997. It requires that the state reimburses special education instructional costs at a rate of 28.6138% and special education transportation costs at a rate of 70.4165%. The foundation payments (described above) for special education pupils go towards meeting this obligation.

Minnesota

Special Education aid is based on a percentage reimbursement formula with a statewide cap on total aid, supplemented with an excess cost formula targeted to school districts with relatively high levels of special education expenditure per weighted ADM. .

The special education Initial Aid equals the sum of the following amounts computed using current year data:

- *Salary* - 68% of the salary of each essential staff providing direct instructional and related services to students (both special education, transition disabled and alternative delivery of specialized instructional services programs);
- *Contracted Services* - 52% of the amount of a contract for instruction and services that are supplemental to a district's education program for students with disabilities. 52% of the difference between the amount of the contract and the general education revenue of the district for that pupil for the fraction of the school day the student receives services that are provided in place of services of the district's program (both special education, transition disabled and alternative delivery of specialized instructional services programs). For transition disabled programs only, 52% of the cost of vocational evaluation;
- *Supplies and Equipment*
 - Special Education and alternative delivery of specialized instructional services Programs - 47% of the cost of supplies and equipment not to exceed an average of \$47 per student with a disability;
 - Transition Disabled Programs - 47% of the cost of supplies not to exceed an average of \$47 per student with a disability. 47% of the cost of equipment.
- *Travel* – For Transition Disabled Programs only, 47% of the costs of necessary travel between instructional sites by transition program teachers.
- *Bus Depreciation.* 100% of the cost of regular busses over 8 years and Type III busses over 5 years that are used the majority of time providing special transportation services.

Transportation - 100% of the cost of special transportation services.

A school district's special education aid equals its initial special education aid computed as per the formula above times the ratio of the state total special education aid to the state total initial special education aid plus aid adjustments for serving non-resident special education students.

The state total special education revenue for FY 2015 is based on a dollar amount set in statute for FY 2011, increased by 4.6 percent annually and adjusted for change in state total ADM. For FY 2015 the cap is estimated to be \$ 967,140,000 which is sufficient to fund approximately 88 percent of the initial aid for each district

The link to Minnesota's special education formula is:

<https://www.revisor.leg.state.mn.us/statutes/?id=125A.76>

Special Education Excess Cost Aid:

A district's initial special education excess cost aid cost aid equals 75% of the difference between the district's unreimbursed special education cost for the prior fiscal year and 4.36% of the district's general education revenue. The state total excess cost aid for FY 2015 is based on a

dollar amount set in statute for FY 2011, increased by 2 percent annually and adjusted for change in state total ADM. For FY 2015 the cap is estimated to be \$123,280,000, which is sufficient to fund approximately 53 percent of the initial aid for each district

The link to Minnesota's special education excess cost formula is:

<https://www.revisor.leg.state.mn.us/statutes/?id=125A.79>

Special Education Cross Subsidy Reduction Aid

For FY 2015, school districts will receive cross subsidy reduction aid equal to the lesser of \$48 per ADM or 2.27 percent of an amount calculated using a census-based formula for high incidence primary disability areas and a rate per December 1 child count for low incidence primary disability areas. The cross subsidy reduction formula provides a transition to a new formula special education aid taking effect in FY 2016, which will include census-based calculations and calculations based on child count for low incidence primary disability areas as well as calculations similar to those under the current percentage reimbursement and excess cost formulas.

Mississippi

Teacher units are added for each approved program for exceptional students; the funding amount is based on the certification and experience of the approved teacher. This is an add-on program amount.

Missouri

State Special Education aid is now included in the Basic State Aid to districts. When a district's count of students with an Individualized Education Plan exceeds the state threshold, currently at 13.2% of the district's ADA, the excess is weighted at .75 and added to the district's ADA calculation in the overall weighted average daily attendance.

Montana

Included in the BASE aid program (see Description of Formula). Block grants are based on number of pupil units and require a \$1 for \$3 local match. Additional reimbursement (40% for unusually high special education costs are provided to eligible districts).

Nebraska

Special Receipts Allowance includes district specific special education, state ward, and accelerated or differentiated curriculum program receipts from the most recently available complete data year.

Nevada

Allocations of special education funding vary widely among school district based primarily on needs and applications. Funding support is set in terms of number of regular and discretionary units, with each unit valued at \$39,768 for 2011; \$42,745 for 2015. Students per unit range from

a low of 41.7 in Pershing County School District to a high of 158.8 students per unit in Clark County School District.

New Hampshire

See Adequacy Aid component above for students identified as special needs students. Also, Catastrophic Aid for high cost students. The state pays 100% of cost above 10 times the state average current expenditure per pupil, and 80% of the cost between 3.5 and 10% the state average per NH RSA 186-C:18.

New Jersey

The State uses a census-based method for funding Special Education. This approach bases the aid allocation on each district’s total enrollment. Using this method, special education needs are projected by multiplying the excess cost of educating special education students by the statewide average classification rate, which is then multiplied by the district’s total enrollment. Two-thirds of this cost is included in the district’s adequacy budget, where it is funded through equalization aid. One-third of this cost is provided as categorical aid to the district (regardless of district wealth). This ensures that all districts receive some amount of special education aid.

In determining the actual “excess” cost for special education, the Department used audited expenditure data. The term “excess cost” refers to the costs in addition to the base cost for educating all students. In addition to allocating the costs for special education expenditure lines, a portion of the general education budget was included to account for special education costs for students who are mainstreamed for at least some portion of the day. The apportionment was based on the percentage of time special education students spent in regular classrooms according to data submitted by districts for federal reporting requirements.

New Mexico

State aid is provided through five weighted categories included in the foundation program.

Pupil Weights for Special Education Programs

Special education students are funded under the basic program units with additional weightings as follows:

Categories	Weight
Class A Programs: specially trained teacher travels from class to class or school to school to assist teachers, students and gifted on a part-time basis.**	.7
Class B Programs: specially trained teacher operates a resource room and assists gifted.**	.7
Class C Programs: special classroom instruction for moderately handicapped and gifted.	1.0
Class D Programs: full-time special	2.0

classroom instruction for severely handicapped students and aged three and four year old handicapped.	
** Weighted classroom units	

Special education is also funded for related services ancillary to providing special education, the number of full-time-equivalent certified or licensed ancillary service and diagnostic service personnel multiplied by the cost differential factor 25.0.

New York

Foundation Aid is used for general education and special education students, with an additional weighting for students with disabilities.

A Public Excess High Cost formula provides wealth-equalized aid, in addition to Foundation Aid, for the costs of educating students with disabilities who must be served in very high cost programs in districts or BOCES. A Private Excess Cost formula provides wealth-equalized reimbursement for tuition expenses above a basic contribution for students placed in state-operated or approved private schools for students with disabilities. A separate program supports preschool special education services.

North Carolina

State Funds

- Children with Disabilities
- Preschool Handicapped State Funding
- Group Homes, Foster Homes, or Similar Facilities
- Community Residential Centers and Developmental Day Centers

ELIGIBILITY:

All LEAs and Charter Schools are entitled to funding based on :

CHILDREN WITH DISABILITIES:

Child count is based on Children with Disabilities child count, ages 5 through 21.

Multiply the lesser of the April 1 child count or an overall 12.5% cap of the Allotted ADM by the dollar per child count funding factor.

PRESCHOOL HANDICAPPED:

Each LEA receives a base amount equal to the average salary of a classroom teacher plus benefits. All remaining are distributed based on the April 1 child count of children ages 3, 4, and pre-K5

North Dakota

Special education funding is recognized through a factor in the main funding formula based on the total number of students in average daily membership. There are also factors for students age 3-5 on IEPs and extended year special education programs. These factors add an additional 7% for special education services to the base funding amount. Additional funding is set aside at the state level to reimburse school districts with extremely high cost special education students.

Where students are placed by external agencies for purposes other than education, districts are

reimbursed for allowable costs exceeding the state average cost per pupil. Educational placements are reimbursed for allowable costs exceeding 4 times the state average cost per pupil. Transportation and equipment are not included in allowable costs.

Ohio

There are six categories of Special Education services, specifying a dollar amount per child rather than categorical weights: 1) Speech and Language Disability \$1,503 (2014) and \$1,517 (2015); 2) Learning Disability \$3,813 (2014) and \$3,849 (2015); 3) Hearing Disability or Severe Behavior Disability \$9,160 (2014) and \$9,248 (2015); 4) Vision or Major Health impairment \$12,225 (2014) and \$12,342 (2015); 5) Orthopedic Disability \$16,557 (2014) and \$16,715 (2015); 6) Autism, Brain Injury, or Hearing and Vision Impaired \$24,407 (2014) and \$24,641 (2015). The statutory provision for this aid program is found in ORC Section 3317.022(A)(3) and Section 3317.013(A) to (F).

Oklahoma

The State Aid formula currently has 12 Weighted Pupil Categories related to Special Education.

Pupil Weights for Special Education Programs

Categories	Weight
Vision Impaired	3.80
Learning Disabilities	0.40
Hearing Impaired	2.90
Intellectually Disabled: (Educable Mentally Handicapped and Trainable Mentally Handicapped)	1.30
Emotionally Disturbed	2.50
Multiple Handicapped	2.40
Physically Handicapped	1.20
Speech Impaired	0.05
Deaf and Blind	3.80
Special Education Summer Program	1.20
Autism	2.40
Traumatic Brain Injury	2.40

Oregon

Two types of funding are provided in addition to the general education funding for special education students. An additional weight of 1.0 is identified for special education students as part of the weighted funding formula. The additional 1.0 weight is capped at 11% of the districts resident Average Daily membership. Additional funding is through the “High Cost Disability Grant” for disabled students whose annual IEP costs exceed \$30,000. Please see the High Cost Disability Grant description above.

Pennsylvania

Special Education Funding for School Districts

For the 20-14-15 fiscal year, each school district receives a total allocation calculated as the sum of 1) the amount it received for the 2008-09 school year and 2) new funds distributed based on categories of support for students with disabilities.

Contingency Fund

A special education contingency fund allocation equal to 1 percent of the special education appropriation is available to school districts.

CORE Services Funding To Intermediate Units

An amount equal to the amount each intermediate unit received in the 2013-14 fiscal year.

Institutionalized Children's Program

Funding is provided to intermediate units to maintain the Institutionalized Children's Program.

Rhode Island

The formula includes categorical funding to offset the excess costs associated with special education students that exceed the state approved threshold based on an amount above five times the core foundation amount (FY 2015 threshold = \$62,760).

South Carolina

Handicapped children are weighted according to the following specific classifications contained in the foundation program.

Pupil Weights for Special Education Programs

Categories	Weights
Educable mentally handicapped	1.74
Learning disabilities	1.74
Trainable mentally handicapped*	2.04
Emotionally handicapped	2.04
Orthopedically handicapped	2.04
Visually handicapped	2.57
Hearing handicapped	2.57
Speech handicapped	1.90
Homebound pupils **	1.00
Autism	2.57

* Includes Profoundly Mentally Handicapped

** Homebound weighting for students served in a Residential Treatment Facility is 2.10

South Dakota

Special Education aid calculation is similar to the general education aid formula in that the student counts utilized within the funding formula are based on both fall enrollment and December child count. Based upon the counts and primary student disabilities reported, a district's total "need" or total state-local funding is determined. The state-local share of these district need is based on the local property valuation. The local share is calculated using a tax

levy of \$1.278/\$1,000 of assessed valuation (AV). A district is authorized by SD statute to utilize a maximum levy of \$1.478/\$1000 AV for their special education fund. Funding for special education may be limited when levying less than \$1.278/1000 AV or if the district is determined to have an ending fund balance that exceeds a statutorily defined limit.

South Dakota districts can also apply to an extraordinary cost fund for additional funding for special education students with costly needs. Applications are reviewed by committee, and may not necessarily be approved. In recent years, the fund has distributed approximately \$3.2 million in additional aid to districts based on need.

Tennessee

Currently supported by a 70% state share, identified and served special education students receive additional weighting in the instructional component of the BEP formula. Additional teaching positions are allocated based on the caseloads by option as follows:

Option 1	91
Option 2	73
Option 3	46
Option 4	25
Option 5	15
Option 6	2
Option 7	10
Option 8	6
Option 9	0
Option 10	10

Options are determined based on the number of hours and types of service a student receives.

Texas

For the portion of the day that students are served in approved programs, the adjusted allotment is multiplied by a weight varying from 1.7 to 5.0 depending on the instructional arrangement used. Additional funding equal to the adjusted basic allotment multiplied by 1.1 is also provided for students served in a mainstream instructional arrangement. A special education student who resides in a care and treatment facility and who receives his or her instruction on a local school-district campus in a district other than the district in which the student’s parent or guardian resides is eligible for a funding weight of 4.0 if the student does not reside in a state-supported living center. If a similarly situated special education student resides in a state-supported living center, the student is eligible for a funding weight of 2.8.

Pupil Weights for Special Education Programs

Category	Weight
Homebound	5.0
Hospital class	3.0
Speech therapy	5.0
Resource room	3.0

Self-contained, mild and moderate, regular campus	3.0
Self-contained, severe, regular campus	3.0
Off home campus	2.7
Non-public day school	1.7
Vocational adjustment class	2.3
(Above categories based on FTEs)	
Mainstream students (Based on ADA)	1.1

Utah

A foundation program provides weighted categories for children with disabilities.

Purpose: To provide educational services for students with disabilities as required by federal and state law. **Example:** Special Ed personnel, texts, supplies. **Formula:** Per WPU, which is the greater of the average of Special Education (Self Contained and Resource) ADM over the previous 5 years (which establishes the “foundation” below which the current year WPU can never fall) or prior year Special Education ADM plus weighted growth in Special Education ADM. Weighted growth is determined by multiplying Special Education ADM from two years prior by the percentage difference between Special Education ADM two years prior and Special Education ADM for the year prior to that, subject to two constraints: the Special Education ADM values used in calculating the difference cannot exceed the “prevalence” limit of 12.18% of total district ADM for their respective years; and if this measure of growth in Special Education exceeds current year growth in Fall Enrollment, growth in Special Education is set equal to growth in Fall Enrollment. Finally, growth is multiplied by a factor of 1.53. This weight is intended to account for the additional cost of educating a special education student; it is not, however, based specifically on an empirical analysis of the cost of special education relative to “regular” education in Utah. **Law:** 53A-15-301, 302, 303, 303.5, 304, 305, 53A-17a-111; R277-750. **Contact:** Jennifer Howell. **Data:** Membership audit report (September 1); Fall Enrollment audit report (November 1). Below is a description of the Special Education Add On, Extended Year for the Severely Disabled, Preschool, Self-Contained, and State Programs in Utah.

SPECIAL EDUCATION—EXTENDED YEAR FOR SEVERELY DISABLED

To provide a longer school year for those students with disabilities whose IEP teams have determined they need an extended year. **Formula:** Per WPU, this is derived from aggregate hours of extended year educational service. **Law:** [53A-17a-112](#); [R277-750](#), [751](#). **Contact:** [Jennifer Howell](#). **Data:** Special survey administered by [Emily Bytheway](#) (September 30).

SPECIAL EDUCATION—PRESCHOOL

To provide preschool educational services for children with disabilities from ages 3 through 5 as required by federal law. **Formula:** Per WPU, this equals special education preschool enrollment (aged 3 through 5 excluding 5-year-old special education students enrolled in Kindergarten) as of December 1 multiplied by 1.46. Overall state growth in this program cannot exceed 8% annually, so funds remaining after the allocation have equaled the growth limit are prorated among districts experiencing growth in excess of eight percent. **Law:** [53A-17a-112](#); [R277-750](#). **Contact:** [Jennifer Howell](#). **Data:** Clearinghouse file (December 15) -- S2 record.

SPECIAL EDUCATION—SELF CONTAINED

To compensate for the higher cost of providing more extensive educational services to students who are in a self-contained setting (enrolled in special education for 180 minutes or more each day). Unlike resource students, self-contained students do not generate a “regular” WPU.

Formula: Per WPU, this equals Self Contained ADM from two years prior. **Law:** [53A-17a-111](#); [R277-750](#). **Contact:** [Jennifer Howell](#). **Data:** Membership audit report (September 1).

SPECIAL EDUCATION—STATE PROGRAMS

To support districts and charter schools in serving special education students whose extensive needs cost the district more than \$15,000 per student. **Formula:** 100% through RFP process. If the total amount approved exceeds the appropriation, grants are prorated. **Distribution:** One lump sum upon approval by State Director of Special Education. **Law:** [53A-17a-112](#); [R277-750](#).

Pupil Weights for Special Education Programs

Students with disabilities are funded with a base plus growth dollar amount averaging ADM over the prior five years. Below is a description of the Special Education Add On, Extended Year for the Severely Disabled, Preschool, Self-Contained, and State Programs in Utah.

Vermont

On average 60% of the costs of special education are reimbursed for each district. There are several pieces to the system. Basically it operates like insurance, districts submit detailed expenditure reports (claims) indicating how much was spent on special education each year. Approved student costs above \$50,000 are reimbursed at 90%. Most other allowed special education costs are reimbursed at a rate that varies each year between 56 and 58%.

Virginia

Funding for special education provides for the state share of salary costs of instructional positions generated based on staffing standards for special education. (The Virginia General Assembly identifies 14 categories of disability, each with a maximum allowable student to teacher ratio. The number of students in each division who fall into each of the 14 categories determines the number of teachers for which the state will share the funding costs.) Each special education student is counted in their respective school and up to three disabilities per student may be recognized for calculating instructional positions for funding. Once the number of funded teachers is determined, it is multiplied by the state-specified salary to determine the total salary cost, which is funded on a per student basis. The additional per student special education funds are shared between the state and local school divisions according to a school division’s LCI.

Washington

The special education formula provides funding for students ages 0-5 at 115% of the basic education amount per student. Funding is provided for students age K-21 at 93.09% of the basic education funding amount. A district will receive funding based upon reported number of age K-21 special education students up to a maximum level of 12.7% of the reported basic education

population. In addition a safety net process is in place to award additional funding for districts with students costing above 2.3 of the state average prior year APPE.

West Virginia

No additional funding is provided to school districts through the based on student enrollment in special education programs. However, an additional appropriation is provided each year to be distributed to the school districts to support children with high acuity needs that exceed the capacity of the school district to provide with available funds. Each district is required to apply to the State Superintendent for receipt of this funding.

Wisconsin

Special Education is funded by a combination of state, local, and federal monies. State categorical aids assist with the costs of providing special education and related services. This includes reimbursement for teachers and teacher aides, physical and occupational therapists, speech/language therapists, special education directors, school psychologists, social workers, school nurses, school counselors, and special transportation. Staff must hold appropriate licensure in order to be eligible for reimbursement.

School districts, cooperative educational service agencies, county children with disabilities education boards, and 2r charter schools who operate programs for children with disabilities are reimbursed for special education costs in the year after costs are incurred. Funds are appropriated through the state budget process. Recipient agencies must complete the Special Education Fiscal Report program, PI-1505-SE.

There are 11 major areas of state aid to school districts, CCDEBs, and CESAs which provide programs for Special Education children:

- early childhood
- other health impaired or orthopedically impaired
- cognitively disabled
- hearing impairment
- visual disability
- speech and language disability
- emotional disturbance
- learning disability
- school age parents
- homebound instruction
- cross categorical

Wyoming

The state reimburses 100% of a school district's approved special education costs.