Special education ("SPED") means specially designed instruction, related services and other supplementary aids to meet the unique needs of a student with a disability at no cost to families.

The Special Education Task Force met in 2018 to review data and evidence-based research to consider supports needed to implement best practices in SPED. Read the report: [bit.ly/HIDOE-SR18](bit.ly/HIDOE-SR18)

**Funding Theory of Action** We must:
- Develop a culture of shared responsibility for ALL students.
- Empower educators through the provision of consistent and equitable resources for ALL students.

**Funding Short-term Recommendations**
- Creation of a more equitable and transparent funding mechanism that provides greater predictability to schools.
- (Specifically) a weighted system for students with disabilities that supplements base funding, with additional funds based on student characteristics, and the creation of a Risk Pool Reserve.
- Recognition that the Department may need to repurpose existing and/or new funding to incentivize structures for inclusion.

**Old funding mechanism**

State SPED office allocated positions to each of the Districts — Teachers (SPED Teachers/Article VI Regular Education Teachers) and Educational Assistants.

- Districts/Complex Areas assign the allocated positions to schools based on the methodology determined by the Complex Area Superintendents.
- Schools were limited to fill positions as allocated to them (no converting positions between position types, i.e. SPED teachers and EAs).
- Vacant positions generate salary savings that accrue centrally.

**New funding mechanism**

Schools will receive 90 percent of the Complex Area allocation via base funding of $66,000 and an additional allocation per pupil, weighted for specific disabilities.

- The remaining 10 percent of the allocation is given to the Complex Area Superintendent for discretionary distribution.
- Schools decide how they use their allocation to fund positions to support students with disabilities.
- Vacant positions can be converted into non-payroll dollars that the school can then use to provide supports for students with disabilities.

**Special Education Per Pupil Allocation (SPPA)**