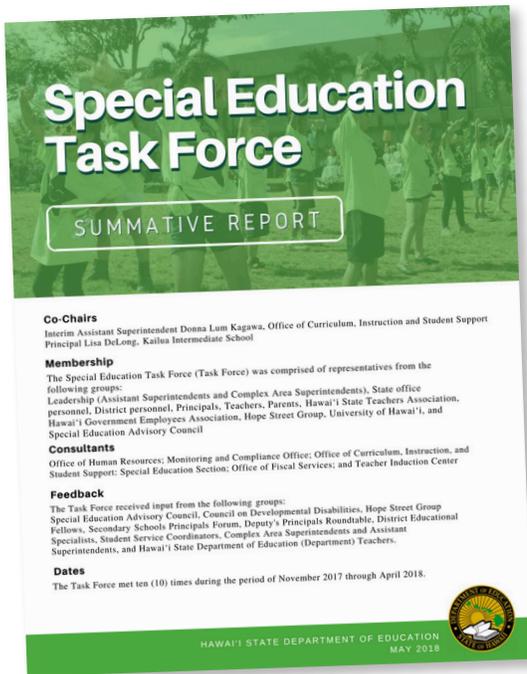




EQUITY // SPECIAL EDUCATION

New Funding Formula

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

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.

Special Education Per Pupil Allocation (SPPA)

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

1

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.

2

The remaining 10 percent of the allocation is given to the Complex Area Superintendent for discretionary distribution.

3

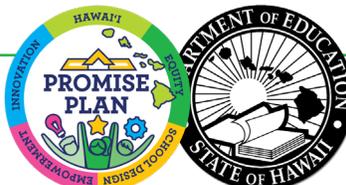
Schools decide how they use their allocation to fund positions to support students with disabilities.

4

Vacant positions can be converted into non-payroll dollars that the school can then use to provide supports for students with disabilities.

EQUITY PROMISE

Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.



OUR VISION

Hawaii’s students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.