

Educational Service Unit Coordinating Council

Special Population Committee Meeting

April 2, 2019 at 11:00 AM Central

LPS Admin. Bldg.
5905 O Street
Lincoln, NE 68501

Attendance Taken at 10:57 AM.

Paul Calvert: Absent

Dr. Ted DeTurk: Present

Geraldine Erickson: Present

Standish ESU 18: Absent

Kraig Lofquist: Absent

Dr. Brenda McNiff: Present

Dr. Larianne Polk: Present

Attendance Update Taken at 11:18 AM.

Standish ESU 18: Present

1. Call to Order

2. Roll Call

3. Agenda Item

1. Nebraska Systems of Care (NeSOC)

2. NDE Special Education Update

1. Friday Newsblast - 3/11/19

2. Friday Newsblast - 3/15/19

3. Friday Newsblast - 3/22/19

4. Friday Newsblast - 3/29/19

3. ESPD Report

1. MIPS Survey sent by ESPD

4. Fairbanks - MIPS Time Study

5. Behavioral Health

6. Rule 51 and 52 Updates

7. Project Para Reorganization

8. Wade Fruhling - SRS Report

1. AAP

2. Project Para

3. SRS Report

4. Next Meeting Agenda Items

5. Adjournment

Do you have experience as a professional, working with family advocates in the children's system?

Please consider participating in research about Family-Driven Care in the Children's Behavioral Health System of Care. We need your voice!

Research Purpose:

To hear from providers and stakeholders in the children's behavioral health System of Care about family-driven care. Specifically, to identify barriers to achieving full partnership and shared decision-making with family advocates.



Participant Criteria:

- Be a provider or system stakeholder in the Nebraska children's behavioral health system
- Have at least 2 years experience working with family advocates and/or family peer support specialists in formal or informal settings
- Be familiar with Family-Driven Care and System of Care principles



STUDY INFORMATION

Two ways to participate:

1. One-on-One Interview = Up to 1 hour facilitated virtually (internet required)
2. In person Focus Group = 1.5-2 hours, facilitated in Grand Island or Lincoln

Participation is confidential. All participants will be assigned a code and pseudonym. All data and audio recorded interviews, stored privately and securely by the researcher.

There may be risk to participating in this study. There is no compensation for participation, and no reimbursement for any associated travel costs.

The research is expected to benefit family-driven care and System of Care research and practice. All participants will receive a summary of research findings.

This research is not associated with the Nebraska DHHS System of Care grant funded efforts, nor related projects. This is independent research, not sponsored by any entity. It is supported by: the Family Run Organizations of Nebraska, and the Nebraska Children and Families Foundation.

RESEARCH DETAILS

Please click this survey link to verify that you meet the study criteria, and to provide your contact information. The Principal Investigator will reach out to you soon with details about participation.

<https://www.surveymonkey.com/r/8H22YKW>

Principal Investigator: Maya Chilese, MA, PhD student

Questions? Please feel free to contact me:

Email: mtc2013@ego.thechicagoschool.edu

Phone: 402-525-3565

Research Chair: Dr. Cynthia Scarlett

Email: cynthiascarlett@thechicagoschool.edu

IRB approved through The Chicago School of Professional Psychology: #IRB-18-11-0043

- Phone: 312-467-2343
- Address: Institutional Review Board, TCSPP, 325 N. Wells, Chicago, ILL, 60654



Registration Now Open!



Minority Health Conference: Uniting Practice and Partnerships to Achieve Health Equity

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**Holthus Convention Center ~ York, NE**  
**Wednesday, April 17, 2019**



### Keynote Speaker:

**Deborah Fournier, JD**

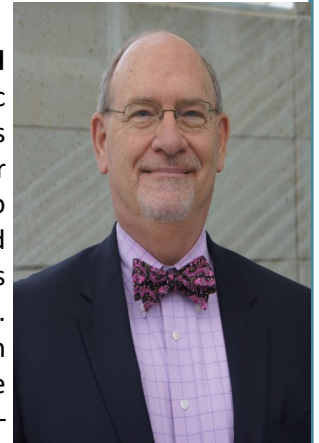
Deborah Fournier is the Senior Director in ASTHO's Center for Population Health Strategies. Previously, she served as New Hampshire Medicaid Director. Ms. Fournier holds a J.D. from Northeastern University School of Law, and a Bachelor of Arts in History from Whitman College.

**Ms. Fournier will be speaking about the importance of community and clinical linkages and how to engage partners in the work of health equity**

### Closing Speaker:

**Edward P. Ehlinger, MD, MSPH**

Dr. Edward Ehlinger is a public health metaphysician who has spent his professional career working in various settings to advance health equity and optimal health for all, including as the past president of ASTHO. Dr. Ehlinger received his BA in English and his MD degree from the University of Wisconsin – Madison and his MS in Public Health degree from the UNC – Chapel Hill.



**Dr. Ehlinger will be speaking about the Triple Aim of Health Equity and how to achieve optimal health for all members of our society.**

### Breakout Tracks Include:

- **Leveraging Innovation in Care Delivery**  
Includes: building public health infrastructure, transforming teams utilizing Community Health Workers, and building healthy and resilient communities
- **Delivering High Quality Services**  
Includes: Community Health Work around maternal and child health, making data driven decisions, and CLAS
- **Increasing Quality Care for Special Populations**  
Includes: caring for persons with intellectual/developmental disabilities, the influence race and ethnicity have in healthcare, and how to address common concerns in rural areas
- **Bridging Gaps to Ensure Equitable Care**  
Includes: building strong alliances, responding to multilingual health needs, and addressing homelessness.

**Register**

**Now!**

**Cost: \$100**

<https://bit.ly/1UCLJ94>

**From:** Nathan Busch nbusch@nebraskachildren.org  
**Subject:** Nebraska NIMH News: March 2019  
**Date:** March 28, 2019 at 10:56 AM  
**To:** Nathan Busch nbusch@nebraskachildren.org



*Nathan Busch, J.D. - Assistant Vice President, Systems of Care and Native American Concerns  
Nebraska Children and Families Foundation*

4681 130th Street, Omaha, NE 68131-4001  
P: 402.377.5186  
2700 Centennial Mall, Suite 200, Omaha, NE 68108  
[nbusch@nebraskachildren.org](mailto:nbusch@nebraskachildren.org)

*Creating the good life for all of our children*  
[www.NebraskaChildren.org](http://www.NebraskaChildren.org)  
Follow us on [Facebook](#) [Twitter](#) [LinkedIn](#) [YouTube](#)

**From:** Santee Sioux Nation Society of Care <gdonovan@societyofcare.org>  
**Sent:** Thursday, March 28, 2019 10:43 AM  
**To:** Nathan Busch <nbusch@nebraskachildren.org>  
**Subject:** Reminder: Nebraska NIMH News: March 2019

March 2019



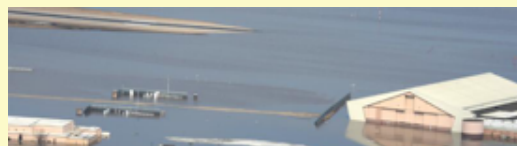
# NEBRASKA NIMH NEWS

The Santee Sioux Nation : Nebraska Outreach Partner

The Santee Sioux Nation is pleased to be the Nebraska **National Institute of Mental Health (NIMH) Outreach Partner**. We are eager to share important updates and grow partnerships that benefit Nebraskans throughout the state. Please freely forward this newsletter and let us know what items are of special interest to you.



**BEHAVIORAL HEALTH  
SUPPORT FOR DISASTER  
VICTIMS & RESPONDERS**



The historic flooding and blizzard that have struck Nebraska have increased anxiety, worry and anger. The Disaster Distress Helpline is available to help victims and responders. This toll-free, multilingual, crisis support service is available 24/7 via telephone (1-800-985-5990) and SMS (text 'TalkWithUs' to 66746).



Callers and texters are connected to trained and caring professionals from a network of crisis centers across the country. Helpline staff provide supportive counseling, including information on common stress reactions and healthy coping, as well as referrals to local disaster-related resources for follow-up care and support.

The Disaster Distress Helpline is the nation's only hotline dedicated to providing year-round disaster crisis counseling. This helpline is a SAMHSA program administered by the not-for-profit Vibrant Emotional Health.

**[LEARN MORE ABOUT: Disaster Distress Helpline & Its Resources](#)**



## TEEN SMOKING INCREASING

According to a Centers for Disease Control & Prevention (CDC) *Vital Signs* report, more than 1 in 4 high school students and about 1 in 14 middle school students in 2018 had used a tobacco product in the past 30 days. This was a considerable increase from 2017, which was driven by an increase in e-cigarette use. E-cigarette use increased from 11.7% to 20.8% among high school students and from 3.3% to 4.9% among middle school students from 2017 to 2018. No change was found in the use of other tobacco products, including cigarettes, during this time

**[READ: Vital Signs Report On Teen Smoking](#)**



## TIP 61: BEHAVIORAL HEALTH SERVICES FOR AMERICAN INDIANS & ALASKA NATIVES

This guide provides behavioral health professionals with practical guidance about Native American history, historical trauma, and critical cultural perspectives in their work with American Indian and Alaska Native clients. The TIP discusses the demographics, social

American Indian and Alaska Native clients. The TIP discusses the demographics, social challenges, and behavioral health concerns of Native Americans. It highlights the importance of providers' cultural awareness, cultural competence, and culture-specific knowledge. The TIP also helps administrators, program managers, and clinical supervisors foster a culturally responsive environment for American Indian and Alaska Native clients. Specific topic areas include workforce development strategies, program and professional development considerations, and culturally responsive policies and procedures.

**[GET & READ: Tip 61 - Behavioral Health Services for American Indians](#)**

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**SUICIDE PREVENTION  
STRATEGIC COMMUNICATIONS VIDEO SERIES**

The SAMHSA Suicide Prevention Resource Center has released a new video series on strategic communication planning for suicide prevention. Each video also has a free, downloadable worksheet to help users put the communications planning tips into practice.

**[ACCESS: Strategic Communications Planning Video Series](#)**

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**ONLINE KNOWLEDGE TRANSFER RESOURCES**

SAMHSA offers comprehensive online technology transfer centers to increase collaboration and the spread of information including best practices

- **[Mental Health Technology Transfer Center](#)**

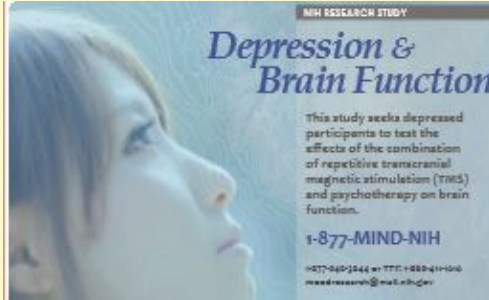
The website for the Mental Health Technology Transfer Center, which was also established in 2018, supports resource development and dissemination, training and technical assistance, and workforce development for the mental health field.

- **[Prevention Technology Transfer Center](#)**

The website for Prevention Technology Transfer Center, which was established in 1993, improves implementation and delivery of effective substance abuse prevention interventions and provide training and technical assistance services to the substance abuse prevention

- **[Addiction Technology Transfer Center](#)**

The website for Addiction Technology Transfer Center, which was established in 1993, unifies science, education and service to transform lives through evidence-based and promising treatment and recovery practices in a recovery-oriented system of care.



## JOIN A NATIONAL RESEARCH STUDY **Depression & Brain Function**

This inpatient and/or outpatient depression research study tests the effects of the combination of transcranial magnetic stimulation (TMS) and psychotherapy on brain function. Participation is for 8 weeks followed by 3 once-a-month follow-up visits or phone calls, and includes research evaluations, brain scans, and active TMS and psychotherapy, or inactive TMS

and psychotherapy. The study is recruiting individuals ages 18-65 with major depressive disorder, who are free of other serious medical conditions. Individuals who are currently taking antidepressants may still be eligible. Protocol #17-M-0147

### **LEARN MORE ABOUT: Depression & Brain Function Study**

**Contact For More Details:**

**Email: [moodresearch@mail.nih.gov](mailto:moodresearch@mail.nih.gov)**

**Call: 1-877-646-3644**

**TTY: 1-866-411-1010**

Santee Sioux Nation Society of Care | 215 Centennial Mall #200, Lincoln, NE 68508

[Unsubscribe nbusch@nebraskachildren.org](mailto:nbusch@nebraskachildren.org)

[Update Profile](#) | [About our service provider](#)

Sent by [gdonovan@societyofcare.org](mailto:gdonovan@societyofcare.org) in collaboration with

**Constant Contact**   
[Try it free today](#)

# EARLY DEVELOPMENT NETWORK CONFERENCE

**JUNE 18 and 19, 2019**

**Holiday Inn Conference Center**

**110 2<sup>nd</sup> Ave Kearney, NE**

**June 18: 4pm-7pm: Opening Keynote - T. Marni Voss  
and PRT ChildFind Networking Showcase**

*\*Optional Participation*

**June 19: 9am-3pm: Early Development Network Conference  
Registration begins at 8:30am**

*\*Mandatory Participation for EDN Services Coordinators and Supervisors*

**Register at:**

<http://edn.ne.gov/cms/edn-conference-2019>

Registration closes June 3, 2019

**\*A block of rooms has been reserved at the Holiday Inn**

Participants: EDN Service Providers & Services  
Coordinators; Special Education Administrators  
or Directors; PRT Leads/Chairs; PRT Members;  
Families

Presented by the Part C Co-Leads:  
Amy Bunnell, Julie Docter,  
and Cole Johnson



Sponsored by the Early Development Network with funding through IDEA Part C.

**FREE COURSE CONTENT  
FOR IN-SERVICE AND  
PRE-SERVICE EDUCATORS**

# Features of Explicit Instruction

This four-part course is designed for faculty and professional development providers to enhance educators' understanding and use of explicit instruction. The course includes the following modules:

- Modeling and Practicing to Help Students Reach Academic Goals
- Supporting Practices: Using Effective Methods to Elicit Frequent Responses
- Supporting Practices: Providing Immediate Specific Feedback and Maintaining a Brisk Pace
- Evaluating Use of Explicit Instruction to Support Students' Academic Needs

Each module includes:



Course Content



Video examples  
& non-examples



Workbook &  
checks for  
understanding



Application  
activities to  
practice skills



Coaching &  
facilitation  
resources



*Developed by NCII in collaboration with the University of Connecticut and the National Center on Leadership in Intensive Intervention (NCLII), with support from the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center.*

**WANT TO LEARN MORE?**

Visit us at [www.intensiveintervention.org](http://www.intensiveintervention.org)

# Facilitating Collaboration in Service of Children and Youth

Omaha, Nebraska | April 29 – 30, 2019

Kearney, Nebraska | May 6 – 7, 2019

Norfolk, Nebraska | May 8 – 9, 2019



Join us for  
**Facilitating Collaboration in Service of Children and Youth seminar!**

In this seminar we will:

- Understand the role of the facilitator.
- Know the essential elements of participative meetings.
- Gain practical skills and knowledge to support and lead groups through difficult conversations.
- Use best practice facilitation skills in various IDEA contexts, including the IEP process.

[Click here](#) for more information and to register!



**EDUCATION COMMISSION  
OF THE STATES**

Your education policy team.

# 50-State Comparison

## K-12 Special Education Funding

March 2019

| STATE ▲ | FUNDING MECHANISM   | DESCRIPTION                                                         | AMOUNT<br>(DOLLAR AMT<br>OR WEIGHT) | IS THERE A CAP<br>OR A MINIMUM<br>THRESHOLD<br>IN PLACE? | NOTES | CITATION              |
|---------|---------------------|---------------------------------------------------------------------|-------------------------------------|----------------------------------------------------------|-------|-----------------------|
| Alabama | Census-Based System | The adjustment for special education reflects 5% ADM weighted 2.50. | 2.5 for 5% of the ADM               | Yes - census-based                                       |       | Ala. Code § 16-13-232 |

| STATE ▲  | FUNDING MECHANISM                             | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | AMOUNT (DOLLAR AMT OR WEIGHT)                                                                                       | IS THERE A CAP OR A MINIMUM THRESHOLD IN PLACE? | NOTES | CITATION                       |
|----------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------|--------------------------------|
| Alaska   | Single Student Weight System and High-Cost    | <p>Available to provide special education, gifted and talented education, vocational education, and bilingual education services to its students.</p> <p>A special needs funding factor of 1.20 shall be applied.</p> <p>High Cost Factor: A district is eligible for intensive services funding for each special education student who needs and receives intensive services and is enrolled on the last day of the count period; for each such student, intensive services funding is equal to the intensive student count multiplied by 13.</p> | 1.2 + (intensive student count) X 13                                                                                | No                                              |       | Alaska Stat. Ann. § 14.17.420  |
| Arizona  | Multiple Student Weights System and High-Cost | Fourteen different categories based on the student's specific disability.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Ranging from 1.003 to 8.947                                                                                         | No                                              |       | Ariz. Rev. Stat. Ann. § 15-943 |
| Arkansas | High-Cost                                     | Arkansas only provides funding for very high cost students, called Special education-catastrophic occurrences funding.                                                                                                                                                                                                                                                                                                                                                                                                                             | Special education-catastrophic occurrences funding is a line item appropriation calculated based on student growth. | Yes - minimum threshold                         |       | Ark. Code Ann. § 6-20-2305     |

| STATE ▲     | FUNDING MECHANISM               | DESCRIPTION                                                                                                                                                                                                                                          | AMOUNT (DOLLAR AMT OR WEIGHT)                                                                                                                                                                                                                                          | IS THERE A CAP OR A MINIMUM THRESHOLD IN PLACE? | NOTES | CITATION                          |
|-------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------|-----------------------------------|
| California  | Census-Based System             | Census-based model: the state allocates special education funds based on the total number of students enrolled, regardless of students' disability status.                                                                                           | Each special education local plan area has a unique per-pupil special education funding rate consisting of both state and federal funds.<br><br>Not less than 10% of the total statewide units of average daily attendance for each special education local plan area. | Yes - minimum threshold                         |       | Cal. Educ. Code § 56836.145       |
| Colorado    | Multiple Student Weights System | Districts receive \$1,250 for each student with a disability. An additional \$6,000 for children with certain disabilities may be provided.                                                                                                          | State ECEA funding of special education programs for children with disabilities is \$167,017,698 for budget year 2017-18.                                                                                                                                              | No                                              |       | Colo. Rev. Stat. Ann. § 22-20-114 |
| Connecticut | High-Cost                       | The district is responsible for all costs up to 4.5 times the average per-pupil educational costs. The State Board of Education shall, within available appropriations, pay any costs in excess of the local or regional board's basic contribution. | The state only provides funding if the costs exceed 4.5 times the average per-pupil expenditure.                                                                                                                                                                       | Yes - minimum threshold                         |       | Conn. Gen. Stat. Ann. § 10-76g    |
| Delaware    | Resource-Allocation System      | Resource allocation model.                                                                                                                                                                                                                           | Increased teacher-student ratios:<br>Preschool--12.8<br>K-3--16.2<br>4-12 Regular Education--20<br>4-12 Basic Special Education (Basic)--8.4<br>Pre K-12 Intensive Special Education (Intensive)--6<br>Pre K-12 Complex Special Education (Complex)--2.6.              | Yes - minimum threshold                         |       | Del. Code Ann. tit. 14, § 1703    |

| STATE ▲ | FUNDING MECHANISM                                   | DESCRIPTION                                                                                                                                                  | AMOUNT (DOLLAR AMT OR WEIGHT)                                                                                                                                                                                                                                                                                                                                                                                                 | IS THERE A CAP OR A MINIMUM THRESHOLD IN PLACE? | NOTES                                                                                                                                | CITATION                  |
|---------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Florida | Multiple Student Weights System and High-Cost       | Fixed funding for special education students not receiving level 4 or 5 services is provided through an Exceptional Student Education guaranteed allocation. | Kindergarten and Grades 1, 2 and 3 with ESE Services: 1.107<br>Grades 4, 5, 6, 7 and 8 with ESE Services: 1.000<br>Grades 9, 10, 11 and 12 with ESE Services: 1.001<br>Support Level 4: 3.619<br>Support Level 5: 5.526                                                                                                                                                                                                       | No                                              |                                                                                                                                      | Fla. Stat. Ann. § 1011.62 |
| Georgia | Multiple Student Weights System                     | Five categories based on individual disabilities.                                                                                                            | Category I-- 2.3798<br>Category II-- 2.7883<br>Category III-- 3.5493<br>Category IV-- 5.7509<br>Category V-- 2.4511                                                                                                                                                                                                                                                                                                           | No                                              |                                                                                                                                      | Ga. Code Ann. § 20-2-161  |
| Hawaii  | Single School District (Resource-Allocation System) | Spending for special education is based on state appropriations.                                                                                             | \$409,869,091 FY2019                                                                                                                                                                                                                                                                                                                                                                                                          | No                                              | Information on Hawaii's system of funding special education services comes from the <a href="#">Hawaii Department of Education</a> . |                           |
| Idaho   | Census-Based System                                 | Census-based model                                                                                                                                           | Districts receive special education funding at a rate of 6.0% of a district's total K-6 enrollment and 5.5% of a district's total 7-12 enrollment for additional support units. The percentage of a district's total enrollment eligible for exceptional child funding is divided by the exceptional child support unit divisor of 14.5 to determine the number of exceptional child support units generated by the district. | Yes - census-based                              |                                                                                                                                      | Idaho Code Ann. § 33-1002 |

| STATE ▲  | FUNDING MECHANISM                                  | DESCRIPTION                                                                     | AMOUNT (DOLLAR AMT OR WEIGHT)                                                                                                                                                                                                                                                                                                                                                                                                                                           | IS THERE A CAP OR A MINIMUM THRESHOLD IN PLACE? | NOTES | CITATION                            |
|----------|----------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------|-------------------------------------|
| Illinois | Resource-Allocation System and Census-Based System | Both resource-based and census-based.                                           | Resource-based:<br>One FTE teacher position for every 141 special ed students<br>One FTE instructional assistant for every 141 special ed students<br>One FTE psychologist for every 1000 special ed students<br><br>Census-based: The State Superintendent shall calculate the amount the unit must expend on special education and bilingual education pursuant to the unit's Base Funding Minimum, Special Education Allocation, and Bilingual Education Allocation. | Yes - minimum threshold                         |       | 105 Ill. Comp. Stat. Ann. 5/18-8.15 |
| Indiana  | Multiple Student Weights System                    | Dollar amounts based on disability                                              | Severe disabilities: \$9,156<br>Mild and moderate disabilities: \$2,300<br>Communication disorders: \$500 (duplicated)<br>Homebound programs: \$500 (cumulative)<br>Special preschool education programs: \$2,750                                                                                                                                                                                                                                                       | No                                              |       | Ind. Code Ann. § 20-43-7-6          |
| Iowa     | Multiple Student Weights System                    | Three different weights based on the type of classroom the student is educated. | Regular classroom: 1.8<br>Little integration in regular classroom: 2.2<br>Severe/multiple disabilities: 4.4                                                                                                                                                                                                                                                                                                                                                             | No                                              |       | Iowa Code Ann. § 256B.9             |
| Kansas   | Reimbursement System                               | State covers "excess costs" to supplement Federal allocations.                  | School board must follow an 11 step formula to determine the amount of state aid for special education services a school district is entitled to receive for the school year.                                                                                                                                                                                                                                                                                           | No                                              |       | Kan. Stat. Ann. § 72-3422           |
| Kentucky | Multiple Student Weights System                    | The state has three weights for exceptional children.                           | Each category is given an additional weighting of 2.35, 1.17, and 0.24, respectively.                                                                                                                                                                                                                                                                                                                                                                                   | No                                              |       | Ky. Rev. Stat. Ann. § 157.200       |

| STATE ▲       | FUNDING MECHANISM                             | DESCRIPTION                                                                                                                                                                                                                                                                                                      | AMOUNT<br>(DOLLAR AMT<br>OR WEIGHT)                                                                                                                        | IS THERE A CAP<br>OR A MINIMUM<br>THRESHOLD<br>IN PLACE? | NOTES | CITATION                            |
|---------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------|-------------------------------------|
| Louisiana     | Single Student Weight System                  | Flat weight for all students with disabilities.                                                                                                                                                                                                                                                                  | 2.5                                                                                                                                                        | No                                                       |       | La. Stat. Ann. § 17:7               |
| Maine         | Multiple Student Weights System and High-Cost | <p>First 15%: 2.5<br/>Above 15% threshold: 2.88<br/>Fewer than 20 students: receive additional allocation</p> <p>For high-cost in-district special education placements, additional state funds must be allocated for each student estimated to cost 3 times the statewide special education per-pupil rate.</p> | <p>Up to 15%: 2.5<br/>More than 15%: 2.88<br/>Fewer than 20 students: receive additional allocation<br/>Additional funding for very high cost students</p> | No                                                       |       | Me. Rev. Stat. tit. 20-A, § 15681-A |
| Maryland      | Single Student Weight System                  | Flat multiplier regardless of disability                                                                                                                                                                                                                                                                         | 1.74                                                                                                                                                       | No                                                       |       | Md. Code Ann., Educ. § 5-209        |
| Massachusetts | Census-Based System and High-Cost             | Census-based system. Plus, reimburses school districts for a portion of the costs of educating extraordinarily high-needs special education pupils (called the Special Education Circuit Breaker). Calculated by multiplying the average foundation budget per pupil by four.                                    | Assumed in-district special education enrollment: 3.75 percent<br>Vocational enrollment: 4.75.<br>Reimbursement for very high cost students.               | Yes - census-based                                       |       | Mass. Gen. Laws Ann. ch. 71B, § 5A  |
| Michigan      | Reimbursement System                          | Partial reimbursement.                                                                                                                                                                                                                                                                                           | Not to exceed 75% of the total approved costs of operating special education programs.                                                                     | Yes - reimbursement cap                                  |       | Mich. Comp. Laws Ann. § 388.1652    |

| STATE ▲     | FUNDING MECHANISM                                 | DESCRIPTION                                                                                                                                                                            | AMOUNT (DOLLAR AMT OR WEIGHT)                                                                                                                                                                                                                                                                                                                                                                                                                                                      | IS THERE A CAP OR A MINIMUM THRESHOLD IN PLACE? | NOTES | CITATION                    |
|-------------|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------|-----------------------------|
| Minnesota   | Reimbursement System and Multiple Student Weights | Minnesota funds special education using a hybrid system incorporating multiple student weights and partial reimbursement.                                                              | <p>56% reimbursement of a formula (reimbursement) plus additional funding based on students slotted into three categories.</p> <p>\$10,400 for autism spectrum disorders, developmental delay, and severely multiply impaired</p> <p>\$18,000 for deaf and hard-of-hearing and emotional or behavioral disorders</p> <p>\$27,000 for developmentally cognitive mild-moderate, developmentally cognitive severe-profound, physically impaired, visually impaired, and deafblind</p> | No                                              |       | Minn. Stat. Ann. § 125A.76  |
| Mississippi | Resource-Allocation System                        | Resource-based allocation: One teacher unit is provided for each approved class of exceptional students. The funding allocated is based on the teacher's certification and experience. | The allocation of funds for each teacher unit shall be based on the teacher's certification.                                                                                                                                                                                                                                                                                                                                                                                       | No                                              |       | Miss. Code. Ann. § 37-23-35 |
| Missouri    | Single Student Weight System                      | Flat weight for all students with disabilities, if the count exceeds the special education threshold (not in the bottom or top 5% of ADA).                                             | 1.75                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Yes - minimum threshold                         |       | Mo. Ann. Stat. § 163.011    |

| STATE ▲  | FUNDING MECHANISM     | DESCRIPTION                                                                                                                                                                                                                                                        | AMOUNT<br>(DOLLAR AMT<br>OR WEIGHT)                                                                                                                                                                                                                                                                                                                                                                             | IS THERE A CAP<br>OR A MINIMUM<br>THRESHOLD<br>IN PLACE? | NOTES | CITATION                       |
|----------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------|--------------------------------|
| Montana  | Census-Based System   | Census-based system.                                                                                                                                                                                                                                               | The superintendent of public instruction shall determine the total special education payment to a school district, according to the following formula:<br>(i) 52.5% through instructional block grants;<br>(ii) 17.5% through related services block grants;<br>(iii) 25% to reimbursement of local districts; and<br>(iv) 5% to special education cooperatives and joint boards for administration and travel. | No                                                       |       | Mont. Code Ann. § 20-9-321     |
| Nebraska | Reimbursement System  | Partial reimbursement.                                                                                                                                                                                                                                             | For special education and support services provided in each school fiscal year, the State Department of Education shall reimburse each school district in the following school fiscal year a pro rata amount determined by the department.                                                                                                                                                                      | No                                                       |       | Neb. Rev. Stat. Ann. § 79-1142 |
| Nevada   | Single Student Weight | The funding provided to each school district through the multiplier for pupils with disabilities is limited to the actual number of pupils with disabilities enrolled in the school district, not to exceed 13% of total pupil enrollment for the school district. | 1.53                                                                                                                                                                                                                                                                                                                                                                                                            | Yes - cap                                                |       | N.R.S. 387.122                 |

| STATE ▲        | FUNDING MECHANISM                          | DESCRIPTION                                                                                                                                                                                                                                                     | AMOUNT (DOLLAR AMT OR WEIGHT)                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | IS THERE A CAP OR A MINIMUM THRESHOLD IN PLACE? | NOTES | CITATION                          |
|----------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------|-----------------------------------|
| New Hampshire  | Single Student Weight System and High-Cost | Flat dollar amount.<br><br>District is responsible for 3.5 times the state average per-pupil expenditure plus 20 % of additional cost. The department of education shall be liable for all costs in excess of 10 times the state average per-pupil expenditure. | Additional \$1,956.09 for a special education student who has an individualized educational plan (FY18 and FY19). Extra funding for very high cost students.                                                                                                                                                                                                                                                                                                                                             | No                                              |       | N.H. Rev. Stat. Ann. § 186-C:18   |
| New Jersey     | Census-Based System and High-Cost          | Census-based system with an option for extraordinary special education aid                                                                                                                                                                                      | Special education categorical aid = $(RE \times SEACR \times AEC \times \frac{1}{3}) \times GCA$ where RE is the resident enrollment of the school district or county vocational school district; SEACR is the State average classification rate for general special education services pupils; AEC is the excess cost for general special education services pupils; and GCA is the geographic cost adjustment as developed by the commissioner. Extraordinary special education aid is also available. | No                                              |       | N.J. Stat. Ann. § 18A:7F-55       |
| New Mexico     | Multiple Student Weights System            | Students are assigned to four different categories based on the services they receive.                                                                                                                                                                          | Class A and Class B: 1.7<br>Class C: 2.0<br>Class D: 3.0                                                                                                                                                                                                                                                                                                                                                                                                                                                 | No                                              |       | N.M. Stat. Ann. § 22-8-21         |
| New York       | Single Student Weight System               | Single weight system.                                                                                                                                                                                                                                           | The % of pupils with special education needs x districts adjusted average daily attendance for the year prior x the enrollment index.                                                                                                                                                                                                                                                                                                                                                                    | No                                              |       | N.Y. Educ. Law § 3602             |
| North Carolina | Single Student Weight System               | Depends on state allocations.                                                                                                                                                                                                                                   | Flat dollar amount, 12.5% cap                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Yes - cap                                       |       | N.C. Gen. Stat. Ann. § 115C-107.1 |

| STATE ▲      | FUNDING MECHANISM               | DESCRIPTION                                                                             | AMOUNT<br>(DOLLAR AMT<br>OR WEIGHT)                                                                                                                                                                                                                                                                                                                                                                                           | IS THERE A CAP<br>OR A MINIMUM<br>THRESHOLD<br>IN PLACE? | NOTES | CITATION                                        |
|--------------|---------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------|-------------------------------------------------|
| North Dakota | Single Student Weight System    | Additional flat weight.                                                                 | 1.082                                                                                                                                                                                                                                                                                                                                                                                                                         | No                                                       |       | N.D. Cent. Code Ann. § 15.1-27-03.1             |
| Ohio         | Multiple Student Weights System | Students are assigned to six different categories based on their specific disabilities. | Category 1: \$1,578<br>Category 2: \$4,005<br>Category 3: \$9,622<br>Category 4: \$12,841<br>Category 5: \$17,390<br>Category 6: \$25,637                                                                                                                                                                                                                                                                                     | No                                                       |       | Ohio Rev. Code Ann. § 3317.013                  |
| Oklahoma     | Multiple Student Weights System | Students are assigned to ten different categories based on their specific disabilities. | Vision Impaired: 4.8<br>Learning Disabilities: 1.4<br>Deaf or Hard-of-Hearing: 3.9<br>Deaf and Blind: 4.8<br>Educable Mentally Handicapped: 2.3<br>Emotionally Disturbed: 3.5<br>Multiple Handicapped: 3.4<br>Physically Handicapped: 2.2<br>Speech Impaired: 1.05<br>Trainable Mentally Handicapped: 2.3                                                                                                                     | No                                                       |       | Okla. Stat. Ann. tit. 70, § 18-201.1            |
| Oregon       | Single Student Weight System    | Single weight system.                                                                   | 2.0 but may not exceed 11% of the districts ADM.                                                                                                                                                                                                                                                                                                                                                                              | Yes - cap                                                |       | Or. Rev. Stat. Ann. § 327.013                   |
| Pennsylvania | Multiple Student Weights System | Multiple students weights based on cost.                                                | Three categories based on student costs<br><ul style="list-style-type: none"> <li>• Category 1: &lt; \$25,000/year</li> <li>• Category 2: \$25,000 - \$49,999/year</li> <li>• Category 3: \$50,000 and up/year</li> </ul> The weighted special education student headcount for each district:<br><ul style="list-style-type: none"> <li>• Category 1: 2.51</li> <li>• Category 2: 4.77</li> <li>• Category 3: 8.46</li> </ul> | No                                                       |       | 72 Pa. Stat. Ann. § 1722-J; 24 P.S. § 25-2509.5 |

| STATE ▲        | FUNDING MECHANISM               | DESCRIPTION                                                                                 | AMOUNT<br>(DOLLAR AMT<br>OR WEIGHT)                                                                                                                                                                                                                                                                                                                                                                                                 | IS THERE A CAP<br>OR A MINIMUM<br>THRESHOLD<br>IN PLACE? | NOTES | CITATION                                                                  |
|----------------|---------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------|---------------------------------------------------------------------------|
| Rhode Island   | Reimbursement and High-Cost     | Reimbursement capped at 110% of the state average. Categorical for very high cost students. | Reimbursement capped at 110% of the state average. Categorical for very high cost students.                                                                                                                                                                                                                                                                                                                                         | Yes - reimbursement cap                                  |       | 16 R.I. Gen. Laws Ann. § 16-24-6<br><br>16 R.I. Gen. Laws Ann. § 16-7.2-6 |
| South Carolina | Multiple Student Weights System | Different weights based on disability.                                                      | 1.74<br>Educable mentally handicapped pupils<br>Learning disabilities pupils<br><br>2.04<br>Trainable mentally handicapped pupils<br>Emotionally handicapped pupils<br>Orthopedically handicapped pupils<br><br>2.57<br>Visually handicapped pupils<br>Hearing handicapped pupils<br>Pupils with autism<br><br>1.90<br>Speech handicapped pupils<br><br>2.10<br>pupils who are homebound<br>pupils who reside in emergency shelters | No                                                       |       | S.C. Code Ann. § 59-20-40                                                 |

| STATE ▲      | FUNDING MECHANISM                                       | DESCRIPTION                                                                                                                            | AMOUNT<br>(DOLLAR AMT<br>OR WEIGHT)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | IS THERE A CAP<br>OR A MINIMUM<br>THRESHOLD<br>IN PLACE? | NOTES | CITATION                             |
|--------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------|--------------------------------------|
| South Dakota | Census-Based System and Multiple Student Weights System | Six levels of disability based on individual disability.                                                                               | <p>Additional dollar amounts ranging from \$5,527.09 to \$28,161.22.</p> <p>“Level one disability,” a mild disability; assume 10% of ADM times \$5,527.09.</p> <p>“Level two disability,” cognitive disability or emotional disorder; times \$12,756.08.</p> <p>“Level three disability,” hearing impairment, deafness, visual impairment, deaf-blindness, orthopedic impairment, or traumatic brain injury; times \$16,258.12.</p> <p>“Level four disability,” autism; times \$15,766.80.</p> <p>“Level five disability,” multiple disabilities; times \$28,161.22.</p> <p>“Level six disability,” prolonged assistance; times \$8,111.33.</p> | No                                                       |       | S.D. Codified Laws § 13-37-35.1      |
| Tennessee    | Resource-Allocation System                              | Resource allocation model where teachers, assistants, and supervisors are allocated based on the number of students with disabilities. | <p>Teachers: 10 options based on disability and severity</p> <p>Supervisors: 750:1</p> <p>Assessment Personnel: 600:1</p> <p>Assistants: 60:1</p> <p>Materials: \$36.50</p> <p>Equipment: \$17.25</p> <p>Travel: \$17.25</p>                                                                                                                                                                                                                                                                                                                                                                                                                    | Yes - minimum threshold                                  |       | Tenn. Comp. R. & Regs. 0520-01-09-02 |

| STATE ▲  | FUNDING MECHANISM                 | DESCRIPTION                                                           | AMOUNT (DOLLAR AMT OR WEIGHT)                                                                                                                                                                                                                                                                                                                                    | IS THERE A CAP OR A MINIMUM THRESHOLD IN PLACE? | NOTES | CITATION                                                               |
|----------|-----------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------|------------------------------------------------------------------------|
| Texas    | Multiple Student Weights System   | Different weights based on where the student is educated.             | Ranging from 1.1 to 5.0<br><br>Mainstream instructional arrangement: 1.1<br>Homebound: 5.0<br>Hospital class: 3.0<br>Speech therapy: 5.0<br>Resource room: 3.0<br>Self-contained, mild and moderate, regular campus: 3.0<br>Self-contained, severe, regular campus: 3.0<br>Off home campus: 2.7<br>Nonpublic day school: 1.7<br>Vocational adjustment class: 2.3 | No                                              |       | Tex. Educ. Code Ann. § 42.151                                          |
| Utah     | Block Grant                       | Block grant based on prior 5 years' allocations with a growth factor. | The State Board of Education shall use a school district's or charter school's average number of special education add-on weighted pupil units determined by the previous five year's average daily membership data as a foundation for the special education add-on appropriation. Capped at 12.18%                                                             | Yes - Cap on growth                             |       | Utah Code Ann. § 53F-2-307                                             |
| Vermont  | Resource-Allocation and High-Cost | Hybrid system                                                         | Resource-based allocation: 9.75 special education teaching positions per 1000 students.<br>Reimbursement for high cost: Very high cost (one child exceeds \$50,000 for a fiscal year)                                                                                                                                                                            | No                                              |       | Vt. Stat. Ann. tit. 16, § 2961 and Vt. Stat. Ann. tit. 16 V.S.A. §2962 |
| Virginia | Resource-Allocation System        | Resource-based system, varies by district                             | A per-child special education add on amount is determined by calculating the number of teachers and aides necessary to meet the special education program standards in each school.                                                                                                                                                                              | No                                              |       | Va. Code Ann. § 22.1-253.13:2                                          |

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|---------------|------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Washington    | Single Student Weight System       | Single weight system.                                                     | 1.9309 with a cap of 13.5%                                                                                                                                                                                          | Yes - cap                                       |                                                                                                                                                                                          | Wash. Rev. Code Ann. § 28A.150.390 |
| West Virginia | Only High-Cost                     | Hybrid resource-allocation and reimbursement for only high-cost students. | FTE calculated for teacher, therapist, aides, and bus drivers.                                                                                                                                                      | No                                              | Information on West Virginia's system of funding special education services comes from the West Virginia Department of Education <a href="#">Source 1</a> and <a href="#">Source 2</a> . |                                    |
| Wisconsin     | Reimbursement System and High-Cost | Partial reimbursement with additional monies for high-cost students       | Additional funding for students costing over \$30,000.                                                                                                                                                              | No                                              |                                                                                                                                                                                          | Wis. Stat. Ann. § 115.881          |
| Wyoming       | Reimbursement System               | Total Reimbursement, Capped at 2018 levels.                               | The amount provided for special education shall be equal to one hundred percent (100%) of the amount actually expended by the district during the previous school year for special education programs and services. | Yes - capped at 2018-2019 reimbursement levels  |                                                                                                                                                                                          | Wyo. Stat. Ann. § 21-13-321        |

# ESUCC Special Education Committee Update

## April 2019

### AAP Website

- No Progress to Report
  - Focus has been on SRS Zend Framework 3 Conversion

### Project Para

- We are still updating the Supervising Paraeducators site. This site provides training materials for teachers who oversee Paraeducators.
- We are continuing work on the administrative side of the Paraeducator Self Study Program.

### SRS

- Zend Framework Conversion
  - Bulk of work is testing and de-bugging
    - Forms are de-bugged (with a few exceptions).
  - Focusing on the printouts now
  - Working on Student Transfer system
- SRS Advisory Board Meeting
  - Advisory board was given an account to the Zend Framework 3 test site, and were asked to evaluate each form for compliance to Rule 51/52, spelling/grammar, incorrect menu options
- Update timeline
  - **Mid-April**
    - Begin 10-12 person beta testing
  - **Late April to May**
    - Expanded beta testing
    - ADVISER upgrades and fixes
    - NDE Workdays (ADVISER)
  - **May to June**
    - Develop training materials for new SRS site
  - **July**
    - Rollout new site (first week)
    - Address user backlog, resume regular Advisory Board process of collecting user feedback.
  - **August to September**
    - Present at Admin Days (Aug 1)
    - ESU Update Trainings
    - NDE Work Days (ADVISER)