

Special Education Funding Module
Buzz Dyer (UF) and Dorothy Copas (UF)

Course Description: This online learning experience is designed for pre-service school leaders focusing on funding for special education programs that fall under the 13 identified disability categories as provided by the Federal Government. Candidates gain knowledge, experience and resources to be knowledgeable about the process of acquiring, budgeting, and expending federal funding which supplements local funding to support the needs of children with disabilities through research, readings, and interviews.

Objectives:

During this learning experience (students will be able to) . . .	Assessments
Understand the process to acquire federal funding to support local special education programs for students in grades pre-k -12.	Reflective writing or PowerPoint-Activity 1
Demonstrate knowledge of how to apply for, budget, and expend federal and local funds to meet the needs of students with disabilities.	Interviews and paper and or PowerPoint - Activity 2
Demonstrate an understanding of comparison between IDEA and 504 to meet the needs of all student with disabilities through federal and local funding.	Problem based learning experience Activity 3 Case Study-Activity 4

Resources:

NCLD Editorial Team. (2014) *Section 504 and IDEA Comparison Chart*. URL: [Section 504 - IDEA Comparison Chart](#)

IDEA of 1990. [Individuals with Disability Education Act \(IDEA\) of 1990](#)

Rehabilitation Act of 1973. [Frequently Asked Questions About Section 504 Plans](#)

Title VI-B: Chapter 11: Federal and State Funding. [Title VI-B: Chapter 11: Federal and State Funding](#)

Interview with school personnel directly involved with school funding (superintendent, 1 principal, EMIS coordinator and or administrator assistant)

Lesson Activities:

Activity 1:

Review the IDEA and 504 Plan Comparison Chart, research Title VI-B approved expenditures, and use any other research-based study. Based on your research findings of the way Title VI-B funds can be used to serve students with special needs, and the laws defining IDEA and 504 Plans, explain how you would use federal and/or district funds to serve a student being served under a 504Plan. Present two responses: one as a building principal, and one as a district superintendent. You may present your responses in report or Power Point format. Include a budget allocation and rationale. Be sure to include your references.

Activity 2:

Set up interviews with:

- District Superintendent
- District Treasurer
- District EMIS Coordinator
- District Special Education Director
- Building Principal

(A list of contacts has been provided for Hancock County. Feel free to use your area administrators/administrative assistants.)

Sample Questions:

- How do you secure federal funding for the special education program in your district?
- What is the Title VI-B program and how can these monies be used to supplement the district budget?
- What is a child count and when is it taken? Who reports the child count? How? To whom is it reported? What funding is secured by the child count?
- Who is responsible for creating the Title VI-B budget for the district?
- What are the FER and FAR for grants? Are they required? Who does them? Are they audited?
- What responsibility does the district superintendent have in regard to the Title VI-B grant? Principal? Special Education Director? Treasurer?

Present your findings in report or Power Point form. Be sure to include your resources.

Activity 3:

Define the role of the following positions in regard to federal funding programs for Students with Special Needs: i.e.; the twelve K-12 school-age disabilities, Title I reading and math school-wide programs:

- Superintendent
- Principal
- Treasurer
- Special Education Director
- EMIS Coordinator (define this position)
- SLP
- Intervention Specialist
- Title I Teacher

Present in report or Power Point format. State your references.

Activity 4: Case Study

As a Building Principal, you are reviewing your building budget for the current fiscal year. Under the Special Education Funding section of your budget you see that you have been allocated \$2,000.00 from the Title VI-B Grant for supplies for your two Resource Rooms and \$500.00 for Professional Development for the two Intervention Specialists. After reviewing your student roster and talking with the Intervention Specialists, you realize that there are two new students identified with Autism. The Intervention Specialists have had some professional development in teaching children with this disability, but feel they would benefit from attending a conference sponsored by ASCD on the differentiated instruction strategies that are effective when teaching children with Autism. They also shared that they do not need more supplies for this fiscal year as they had purchased supplies with last

year's budgeted money. A more prudent use of your budgeted monies from the Title VI-B Grant would be to use the amount budgeted for supplies for professional development. What are you going to do to provide a more effective teaching and learning environment for your teachers/students?

Hancock County Resource for Interviews:

District	EMIS Coordinator	e-mail address
Arcadia	Rita Feasel	feaselr@arcadia.noacsc.org
Arlington	Cindy Hindall	hindallc@ag.noacsc.org
Cory-Rawson	Julia Young	youngj@cory-rawson.org
Liberty-Benton	Susan Wright	swright@lb.noacsc.org
McComb	Rindi Schaublin	schaublinr@mb.noacsc.org
Riverdale	Deb Metzger	dmetzger@riverdale.k12.oh.us
Van Buren EMIS Coordinator	Cheryl Swisher	cswisher@vbschools.net
Vanlue	Sandy Thomas	thomass@vanlueschool.org
District	Superintendent Secretary	e-mail address
Arcadia	Rita Feasel	feaselr@arcadia.noacsc.org
Arlington	Cindy Hindall	hindallc@ag.noacsc.org
Cory-Rawson	Julia Young	youngj@cory-rawson.org
Liberty-Benton	Dawn Granger	lb_granger@noacsc.org
McComb	Rindi Schaublin	schaublinr@mb.noacsc.org
Riverdale	Deb Metzger	dmetzger@riverdale.k12.oh.us
Van Buren	Terri Barker	tbarker@vbschools.net
Vanlue	Jodi Cole	colej@vanlueschool.org