SPE 5133U Special Education Finance

Instructor: Amy Rosenstein
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Office/Phone: 1212 Buzzard, (217) 581-5315

Appointments: Contact Instructor for days/times

Location/Time: Online
SPE 5133 Special Education Finance

Course Description:
This course focuses on the financing of special education programs both in district and through cooperative joint agreements. Discussion and assignments will focus on policies (rules and regulations), practices, and issues related to special education finance at the local, state, and federal levels. Funding sources, legal mandates, and recent changes will be explored, and budgeting strategies will be analyzed and practiced.

Pre-requisites/Co-requisites
There are no pre-requisites or co-requisites for this course.

Learning Model

Textbooks/Readings
ISBE
https://www.isbe.net/Pages/Special-Education-Approval-and-Reimbursement.aspx
https://www.isbe.net/Pages/EvidenceBasedFunding.aspx

NOTE: Additional course readings including research articles will be available on D2L and/or through Booth Library e-reserves.
Course Outline:

I. Budget Basics
   a. Course overview
   b. Professional Roles and Responsibilities
      i. Working with district business managers and other personnel
   c. Rules and Regulation overview
   d. Funding Areas and Alignment of Resources
      i. Districts
      ii. Coops
   e. Overview of Funding Sources
   f. Overview of Funding Formulas

II. Funding Issues
   a. Selection and Use of Funding Formulas
   b. Parent Concerns
   c. Case Law Decisions in Funding

III. Funding Sources (Laws, Regulations, Codes, Guidance, and Grant requirements)
   a. Federal Funding (including IDEA calculations, annual increases, and grant writing)
   b. State Funding (including grant writing)
   c. Local Funding
   d. Other: Medicaid (including but not limited to fee-for-service and administrative outreach), SSI

IV. Evidence-Based Funding in Illinois
   a. Illinois Funding System
      i. Navigating ISBE resources including website, handbook, and manuals

V. Funding Allocations, Expenditures, and Reimbursements (Process)
   a. Acquiring Funding (including Grant writing)
   b. Assignment of Funding and Expenditures
      i. Bids
      ii. Requests for Qualifications (RFQ)
      iii. Requests for Proposals
   c. Reimbursement for Use of Funds
      i. Personnel
      ii. Excess Cost Claims
      iii. Extended School year
      iv. Facilities
      v. Transportation
      vi. Orphanage Act
VI. Reimbursement Tasks
   a. Required Timelines and Deadlines
   b. Completion of Funding Forms

VII. Supervisions and Evaluation of Funded Programs
   a. Tracking
   b. Reporting
   c. Audits

VIII. Application of Funding
   a. Demonstration of Funding Application Project

Major assignments:

1. **Weekly "Forms and Functions" Module Activities: On-line participation learner interaction policy and participation guidelines:**
   Candidates will be required to access forms (i.e. grants, reimbursements, etc), information needed to complete the forms, and identify their functions related to special education services in schools. Points may be earned each week for participating in discussion boards, guided Internet activities, and simulations of authentic activities to apply knowledge acquired through readings, discussions, and/or videos. These activities will be time sensitive and must be completed during the assigned week. Instructions for each discussion will be posted in each module. Points cannot be made up.

2. **Discussion Board Budget Debates: On-line participation learner interaction policy and participation guidelines:**
   Candidates will be asked to debate the pros and cons of different funding options. Points may be earned each week for participating in discussion boards, guided Internet activities, and simulations of authentic activities to apply knowledge acquired through readings, discussions, and/or videos. These activities will be time sensitive and must be completed during the assigned week. Instructions for each discussion will be posted in each module. Points cannot be made up.

3. **Mid-term Examination:** An exam that covers knowledge and application components of the course is required. Questions may include multiple choice, short answer, and essay responses. The instructor reserves the right to require students to install Lockdown Browser and/or Respondus Monitor for exam completion. https://www.eiu.edu/respondus/RLDB-Quick-Start-Guide-D2L-Student.pdf

4. **Budget Analysis:** Candidates will be required to locate their district’s budget for the last 5 fiscal years, evaluate changes and trends, and create a presentation that includes changes and trends related to special education per pupil spending, staffing, and cost of services.
5. **Budget Allocation Project:** Candidates will be required to complete an applied project that addresses an issue typically faced by school districts when delivering special education services. The project will include resource planning, cost estimations, and cost budgeting. (An example project may be the addition of classrooms in varied special education settings). Collaboration with a Director of Special Education will be required.

**Additional Assignments:**

1. **Readings:** Each student is responsible for the information contained in the readings for the course. Chapter numbers from the textbook, references to readings that must be obtained through Booth Library, and/or links to readings will be located in each Module. For each assigned reading the student will complete a reading and reflective response discussion board activity or submit written responses to guided questions following APA guidelines. The purpose of the readings is to help with completing course activities and exams.

2. **Reference for District Budget:** Each candidate will be required to develop a list of reference materials that will function as a resource for tracking current and future budgetary issues in their home district.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

**Course/Department Policies:**

**Workload Expectations**
Given that this is a graduate level course, a minimum of two hours of outside work per credit hour of the course is expected weekly (for a full-term, 16 week course; given that this course meets in an abbreviated format, the number of hours expected per week will increase). For an online class, this means that there will be 150 minutes of “instructional” time (e.g. videos, webinars, module completion, etc.) in addition to the six hours of “work” time to study, prepare, and complete class-related tasks and projects.

**Appointments/Assistance**
Each candidate is encouraged to contact the instructor for assistance with any class-related issues. Appointments are available online and through other various electronic modes of communication (i.e. phone, text, chatrooms, Skype, etc). Communication is essential for one’s success in this course and in the graduate program overall.

**Class Engagement**
Candidates are expected to access D2L daily and engage in all online activities and group work. If prevented from participating in group tasks and/or completing assignments due to an illness or emergency, it is the responsibility of the candidate to communicate with
instructor and group members (if applicable) and make alternate arrangements. Failure to do so may result in point deductions, late assignment penalties, and/or unsuccessful completion of the overall course.

**Netiquette**
Candidate to candidate and candidate to instructor interaction is a critical element to a successful online course. Consistent with other forms social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting online via e-mail or discussion board messages:

- Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect.
- Be brief; succinct, thoughtful messages have the greatest effect.
- Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
- Use descriptive subject headings in your e-mails.
- Think about your audience and the relevance of your messages.
- Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret.
- When making follow-up comments, summarize the parts of the message to which you are responding.
- Avoid repeating what has already been said; needless repetition is ineffective communication.
- Cite appropriate references whenever using someone else’s ideas, thoughts, or words.

**Response Mode/Time**
The instructor will make every effort to respond to questions in a timely manner. The instructor’s EIU email should be used for all communication purposes.

**Policy on Late Assignments**
Assignments are due according to the dates/times listed on the course calendar. Any assignment turned in late, without instructor approval, will be assessed a 10% penalty of the total point value for the assignment for EACH day it is late (including weekends and holidays). All assignments must be submitted by the last day of the course to earn a grade in the course.

**Written Language Standards**
Knowledge of APA style is assumed at the graduate level. Consequently, APA should be used in all writing assignments. If you are unfamiliar with APA, please secure an APA manual or access reputable sites such as Purdue Owl or other university sites (e.g. Penn State, USF, etc.) that provide guidance and citation examples. Overall, the instructor expects all assignments to contain correct mechanics, sentence structure, and paragraph development. The instructor reserves the right to request revision and resubmission of any written work that does not meet graduate level standards.
The Special Education Department at EIU requires that all assignments utilize non-labeling language. Additionally, your instructor encourages you to refrain from using labeling language in your written and verbal communication. The use of labeling language in your written products may negatively impact your grade. Remember: THE PERSON COMES BEFORE THE LABEL!! Examples of labeling and non-labeling language are found below:

<table>
<thead>
<tr>
<th>Labeling Language (NO)</th>
<th>Non-Labeling Language (YES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-learning disabled students</td>
<td>-students with learning disabilities</td>
</tr>
<tr>
<td>-ED children</td>
<td>-children with Emotional Disorders</td>
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**Student Conduct Code**
Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database. Violations of the student conduct code include, but are not limited to conduct in subversion of academic standards such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data, and submitting work previously evaluated in another course unless specifically permitted by the instructor.

**Technology Support**
If you need assistance with D2L, call D2L Support toll free at 1-877-325-7778. Support is available 24 hours a day, seven days a week. Email and Chat options are also available on the "My Home" page after logging in to D2L. Other D2L resources including a D2L Orientation course for students are available "My Home Page. If you are experiencing less than optimal D2L Brightspace performance, review the D2L Brightspace Performance Checklist to assess the issue.

For technical questions regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, contact the ITS Helpdesk at 217-581-4357 during regular business hours or submit a help ticket at https://techsupport.eiu.edu/. If you have a question regarding course content, contact your instructor.

**Academic Support**
If a candidate has a documented disability and wishes to receive academic accommodations, he/she must contact the Coordinator of the Office of Disability Services (217-581-6583) as soon as possible. Furthermore, candidates requiring special accommodations must address their needs with the instructor early in the semester.
Grading Scale
A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

- 90% or more of total points = A
- 80-89% of total points = B
- 70-79% of total points = C
- 60-69% of total points = D
- Less than 60% of total points = F

Note: Changes in the course and/or assignments may be made at the purview of the instructor.
<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Brief Description</th>
<th>Graduate/Advanced Unit Standards Addressed</th>
<th>Dispositions Addressed</th>
</tr>
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<tbody>
<tr>
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List of Graduate/Advanced Unit Standards:
Standard 1 – Content Knowledge
Standard 2 – Critical Thinking and Problem Solving
Standard 3 – Oral and Written Communications
Standard 4 – Advanced Scholarship/Research/Creative Activity
Standard 5 – Working with Diverse Clientele
Standard 6 – Collaboration and Creating Positive Relations

List of Unit Dispositions:
Disposition 1 – Interaction with Students
Disposition 2 – Professional and Ethical Practice
Disposition 3 – Effective Communication
Disposition 4 – Planning for Teaching and Student Learning
Disposition 5 – Sensitivity to Diversity and Equity

CEC Advanced Preparation Standards

Advanced Preparation Standard 3: Programs, Services, and Outcomes
Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

Key Elements
3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

Advanced Preparation Standard 5: Leadership and Policy
Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.

Key Elements
5.1 Special education specialists model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.
5.2 Special education specialists support and use linguistically and culturally responsive practices.
5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

Advanced Preparation Standard 6: Professional and Ethical Practice
Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

Key Elements

6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.

6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.

6.4 Special education specialists actively participate in professional development and professional learning communities to increase professional knowledge and expertise.

6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.

6.7 Special education specialists actively promote the advancement of the profession.

Advanced Preparation Standard 7: Collaboration
Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Key Elements

7.1 Special education specialists use culturally responsive practices to enhance collaboration.

7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.

7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.

CEC Advanced Specialty Set: Special Education Administration Specialist

Advanced Preparation Standard 3: Programs, Services, and Outcomes
Knowledge
SEA.3.K1
Programs and services within the general education curriculum to achieve positive school outcomes for individuals with exceptionalities

SEA.3.K2
Programs and strategies that promote positive school engagement for individuals with exceptionalities

Skills
SEA.3.S1
Develop and implement a flexible continuum of services based on effective practices for individuals with exceptionalities and their families

Advanced Preparation Standard 5: Leadership and Policy
Knowledge
SEA.5.K1
Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with exceptionalities and their families

**SEA.5.K2**

Historical and social significance of the laws, regulations, and policies as they apply to the administration of programs and the provision of services for individuals with exceptionalities and their families

**SEA.5.K3**

Local, state or provincial, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with exceptionalities and their families

**Skills**

**SEA.5.S1**
Interpret and apply current laws, regulations, and policies to the administration of services to individuals with exceptionalities and their families

**SEA.5.S2**
Apply leadership, organization, and systems change theory to the provision of services for individuals with exceptionalities and their families

**SEA.5.S3**
Develop a budget in accordance with local, state or provincial, and national laws in education, social, and health agencies for the provision of services for individuals with exceptionalities and their families

**SEA.5.S4**
Engage in recruitment, hiring, and retention practices that comply with local, state or provincial, and national laws as they apply to personnel serving individuals with exceptionalities and their families

**Advanced Preparation Standard 6: Professional and Ethical Practice**

**SEA.6.K1**
Ethical theories and practices as they apply to the administration of programs and services with individuals with exceptionalities and their families

**SEA.6.K5**
Principles of representative governance that support the system of special education administration

**Skills**

**SEA.6.S1**
Communicate and demonstrate a high standard of ethical administrative practices when working with staff serving individuals with exceptionalities and their families

**Advanced Preparation Standard 7: Collaboration**

**SEA.7.K1**
Collaborative theories and practices that support the administration of programs and services for individuals with exceptionalities and their families

**SEA.7.K2**
Administrative theories and models that facilitate communication among all stakeholders

**SEA.7.K3**
Importance and relevance of advocacy at the local, state or provincial, and national level for individuals with exceptionalities and their families

**Skills**

**SEA.7.S1**
Utilize collaborative approaches for involving all stakeholders in educational planning, implementation, and evaluation

**SEA.7.S3**
Develop and implement intra- and interagency agreements that create programs with shared responsibility for individuals with exceptionalities and their families

**SEA.7.S5**
Implement collaborative administrative procedures and strategies to facilitate communication among all stakeholders
SEA.7.S6
Engage in leadership practices that support shared decision making
SEA.7.S8
Consult and collaborate in administrative and instructional decisions at the school and district levels

IL Director of Special Education Standards

Facilitating a Vision of Educational Excellence
The competent director of special education is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community.

Knowledge Indicators – The competent director of special education:

A) knows and understands the needs of different groups in a pluralistic society.

C) knows and understands the principles of developing, implementing, and evaluating long-term plans.

D) knows and understands theories of and research on organizational and educational leadership.

E) knows and understands information sources, data collection, and data analysis strategies.

F) knows and understands appropriate channels and media for communicating plans, ideas, and goals to the board of education, staff, parents, students, and the community.

G) knows and understands effective consensus-building and negotiation skills.

H) knows and understands the historical, moral, philosophical, and political traditions of education, including those that provide the basis for special education practice.

J) knows and understands human and financial resources needed to implement and support the organizational vision, mission, and goals.

Performance Indicators – The competent director of special education:

K) facilitates and engages in activities to obtain and organize financial, human, and material resources to realize the organizational vision, mission, and goals.

L) facilitates and engages in activities to monitor, evaluate, and revise the organizational vision, mission, goals, and implementation plans regularly.

Learning Environment and Instructional Program
The competent director of special education is an educational leader who promotes the success of all students by advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development and modifications, learning and teaching theory, and professional development.
Performance Indicators – The competent director of special education:

A) facilitates and engages in activities that develop a climate that is supportive of continuous improvement of the instructional program for all students.

J) facilitates and engages in activities that deal with the ambiguity and uncertainty that accompanies the change process.

K) facilitates and engages in activities that systematically conduct, act upon, and report assessment of individual students’ educational performance and evaluation of the instructional program.

M) facilitates and engages in activities that promote collaboration of staff and outside agencies in providing services to students and families.

**Knowledge of Laws, Regulations, and Professional Ethics**

The competent director of special education has a thorough knowledge of federal and State statutes affecting the education of students with disabilities.

Knowledge Indicators – The competent director of special education:

A) knows and understands current legal, regulatory, and ethical issues affecting education.

B) knows and understands the legal rights and responsibilities of students, staff, and parents/guardians.

C) knows and understands federal and State education laws and regulations.

D) knows and understands the legal aspects of school administration.

E) knows and understands the system of public school governance in Illinois.

F) knows and understands the responsibilities and functions of school committees and boards.

G) knows and understands procedures for formulating and implementing board policies and operating procedures.

H) knows and understands the moral and ethical responsibilities of schools and members of the school community.

I) knows and understands how to establish and implement policies that promote ethical behavior and high professional standards through collaboration with stakeholders.

J) knows and understands how the Illinois and U.S. Constitutions, organizational policies, and laws (statutory, common, and case) regulate the behavior of students, staff, and administrators in the schools.

K) knows and understands the role of public education in developing and renewing a democratic society and an economically productive nation.

L) knows and understands models and strategies of change and conflict resolution as applied to schools.
Performance Indicators – The competent director of special education:

A) facilitates and engages in activities that ensure an ongoing dialogue with and among representatives of diverse community groups.

B) facilitates and engages in activities that lead the school community to operate within the framework of policies, laws, and regulations enacted by local, State, and federal authorities and professional ethical standards.

C) facilitates and engages in activities that foster a board/superintendent working relationship that promotes and actualizes organizational vision, missions, and goals.

D) facilitates and engages in activities that shape public policy to provide high-quality education for students.

E) facilitates and engages in activities that provide clear distinctions between board policies and operating procedures.

F) facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.

G) facilitates and engages in activities that create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards.

Identification of Students and Provision of Services

The competent director of special education has a thorough knowledge of identification procedures, service delivery models, and assistive technology for students with disabilities.

Knowledge Indicators – The competent director of special education:

D) knows and understands the continuum of programs and array of services available to students with disabilities.

F) knows and understands parents’ and students’ rights regarding evaluation, eligibility, services, and discipline.

Performance Indicators – The competent director of special education:

A) facilitates and engages in activities that promote public awareness, sound screening practices, and early identification of students with disabilities.

B) facilitates and engages in activities that provide staff development in the use of effective intervention strategies for instructional staff.

C) facilitates and engages in activities that ensure all essential components of a case study evaluation have been utilized when determining eligibility for special education services.
D) facilitates and engages in activities that promote a free appropriate public education in the least restrictive environment.

E) facilitates and engages in activities that promote programs and related services for children based upon a thorough understanding of individual differences.

F) facilitates and engages in activities that ensure the required components of an Individualized Education Program are incorporated into a plan of services for individual students.

G) facilitates in activities that ensure the Individualized Education Programs are linked to the Illinois Learning Standards (see 23 Ill. Adm. Code 1.App.D).

H) facilitates and engages in activities that evaluate a student’s success in participation in the general educational curriculum.

I) facilitates and engages in activities that ensure that parents’ and students’ rights regarding evaluation, eligibility, services, and discipline are disseminated and understood.

J) facilitates and engages in activities that ensure that parents’ and students’ rights regarding evaluation, eligibility, services, and discipline are implemented.

L) facilitates and engages in activities to ensure the lawful and appropriate strategies for discipline of students with disabilities are applied.

**Special Education Finance**
The competent director of special education has a thorough knowledge of school finance procedures, understands special education funding, and demonstrates the ability to develop and manage a budget.

Knowledge Indicators – The competent director of special education:

A) knows and understands general school finance and procedures for the development of budgets.

B) knows and understands various federal, State, and local funding sources.

C) knows and understands developing and managing special education budgets.

D) knows and understands practices, policies, and procedures for operating and maintaining the organization's facilities, equipment, and services.

Performance Indicators – The competent director of special education:

A) facilitates and engages in activities that result in the development and management of the organization's special education budgets and that incorporate general school financial principles and procedures.

B) facilitates and engages in activities that result in receipt of federal, State, and local grant monies.

C) facilitates and engages in activities that obtain maximum reimbursement from all sources.
D) facilitates and engages in activities to effectively manage the organization's facilities, equipment, and services.

**Management**
The competent director of special education is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, effective and least restrictive learning environment.

Knowledge Indicators – The competent director of special education:

A) knows and understands a variety of practices and models for the management of an organizational system.

B) knows and understands principles of human resource management and development to maximize the effectiveness of all constituents of the organization.

C) knows and understands practices, policies, and procedures for operating and maintaining the organization’s facilities, equipment, and auxiliary services.

D) knows and understands principles of financial planning and management for efficient fiscal operation in support of the organization’s vision, mission, and goals.

E) knows and understands organizational and operational policies and procedures that enhance students’ learning.

F) knows and understands practices and procedures to ensure safe and secure schools for students, parents, staff, and community members.

G) knows and understands practices and procedures to ensure that organizational management functions are supported by current technologies.

Performance Indicators – The competent director of special education:

A) facilitates and engages in activities that use central organizational processes (including planning, communication, decision making, problem solving, and information management) for operational effectiveness and organizational development.

B) facilitates and engages in activities that empower various groups of constituents (e.g., staff, students, and parents) of the organization as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies.

C) facilitates and engages in activities that employ supervisory and performance appraisal techniques to enhance and develop the knowledge and skill base of instructional and non-instructional staff.

D) facilitates and engages in activities to support professional development for all constituents of the organization, focusing on the improvement of teaching and learning outcomes.
E) facilitates and engages in recruitment, selection, induction, and negotiation, resulting in the employment and retention of qualified personnel to support an effective learning environment.

F) facilitates and engages in activities that ensure the physical plant is accessible, well maintained, functional, secure, and conducive to the support of the full range of the organization’s curricular and extracurricular programs.

G) facilitates and engages in activities that provide efficient delivery of important auxiliary services (including health and nutrition, pupil transportation, risk management, and school security).

H) facilitates and engages in activities that identify financial and material assets and resources and acquire them for subsequent allocation according to organizational goals and priorities.

I) facilitates and engages in activities that maximize fiscal resources through financial management processes (including planning, budgeting, procurement, accounting, and monitoring).

J) facilitates and engages in activities that create operational plans and procedures in support of organizational vision, mission, and goals.

K) facilitates and engages in activities that use organizational monitoring systems to ensure the implementation of policies.

L) facilitates and engages in activities that use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals.

M) facilitates and engages in activities that operate school plant, equipment, and support systems securely, safely, efficiently, and effectively.

N) facilitates and engages in activities that maintain secure, safe, clean, and esthetically pleasing school environments that foster students’ learning.

O) facilitates and engages in activities that identify managerial functions that can be improved using technology.

P) facilitates and engages in activities that provide ongoing training and review to ensure the productive and efficient use of technology in organizational management.

**Collaboration with Families and Communities**

The competent director of special education is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Knowledge Indicators – The competent director of special education:**

A) knows and understands the multiple stakeholders’ groups that comprise the school community, which includes but is not limited to parents, religious groups, business and industry, service organizations, local and county government, students, other taxpayers, and employees of organizations within the community.
B) knows and understands the conditions and dynamics of the racial, ethnic, linguistic, religious, and socio-economic diversity of the community.

C) knows and understands community resources that provide services that support the vision, mission, and goals of the school organization.

D) knows and understands school-community relations and marketing strategies and processes.

E) knows and understands emerging issues and trends that potentially affect the school community and the mission of the school.

F) knows and understands successful models of partnerships between the organization and families, businesses, community groups, governmental agencies, and higher education.

G) knows and understands the political nature of schools and how the political system operates.

Performance Indicators – The competent director of special education:

A) facilitates and engages in activities that clearly articulate the organizational vision, mission, and goals to multiple stakeholders.

B) facilitates and engages in activities that use political structures and skills to build community support for organizational priorities.

C) facilitates and engages in activities that provide effective communication with individuals and organizations throughout the community.

D) facilitates and engages in activities that inform the organization's decision making by collecting and organizing a variety of formal and informal information from multiple stakeholders.

E) facilitates and engages in activities that provide communications from the organization that are written and spoken clearly and forcefully.

F) facilitates and engages in activities that demonstrate formal and informal listening skills.

G) facilitates and engages in activities that demonstrate group leadership skills.

H) facilitates and engages in activities that identify and consider various political interests within the community in organizational decision making.

I) facilitates and engages in activities that educate the community about school funding and referenda.

J) facilitates and engages in activities that mediate conflict between the organization and various stakeholders.

K) facilitates and engages in activities that involve the school organization and community in school improvement efforts.
L) facilitates and engages in activities that demonstrate the ability to build consensus.

M) facilitates and engages in activities that foster educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities.
References


Form 50-66A Special Education Tuition Cost Sheet https://www.isbe.net/Documents/50-66A.pdf


Forms 50-66BL https://www.isbe.net/Documents/50-66BL.pdf and 50-66BP https://www.isbe.net/Documents/50-66B.pdf Special Education Documentation Sheet (both the L - landscape and P -portrait versions will need to be downloaded)


Form 50-66D Special Education Depreciation Schedule https://www.isbe.net/Documents/50-66D.pdf


Form 34-37 Special Education Approval for Private Residential Placement https://www.isbe.net/Documents/34-37_residential_room_board.pdf


Home Hospital Worksheet https://www.isbe.net/Documents/50-50_home_hospital_worksheet.pdf
