

## How To Guide: Special Education Funding Tool

This guide is designed to help you navigate the Special Education Funding Tool. Before using the tool for a student, you should engage with content of the tool so you have an idea of what all the tool entails. This guide will provide screenshots of the tool to demonstrate where components live and step by step instructions for completing the tool. View the [Special Education Funding Tool](#).

The header of the tool comes with instructions. It is important to read the instructions before proceeding with the tool. The tool allows saving the student record and exporting a saved record or records to Excel. This is being mentioned at the beginning, but the buttons for those options are found at the bottom of the tool itself:

**ACTIONS:**

After you have filled out the information for a student, click **"Save Record"**. The "Save Record" function only saves a record for the current browser session. If the browser is closed for any reason the records will no longer be saved. Once you have entered all the necessary students, click **"Export to Excel!"** in order to save. As a precaution, it is recommended that you export your saved records to an Excel file often and save the Excel file to your computer. Ultimately, you will combine the data into one Excel file. **"Reset"** is used once you have saved a record and are starting over with a new student. **"Clear Saved Records"** would be used when you've already exported saved records to an Excel.

Reset
Save Record
Export to Excel
Clear Saved Records

**STEP 1:** The first section to complete on the tool is the Student Information. If you plan to save the student record or export the student record to Excel, you must complete this section. "The Average Number of Minutes Per Day in a SPED Setting" will need to be turned in for PEIMS Reporting.

**Student Information:**

**Note for school systems:** If you wish to export to Excel, you will need to complete this section.

This Tool can be used to determine the Tier Intensity and Service Groups for a student without filling out this section, but you will not be able to export to Excel without filling out this section.

<p>Student's Local ID:</p> <input style="width: 90%;" type="text" value="Enter local ID"/>	<p>Student's 10-Digit Unique ID (UID): <span style="font-size: small;">i</span></p> <input style="width: 90%;" type="text" value="Enter 10-Digit UID"/>
<p>Does the student currently receive speech therapy?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>	<p>Current Instructional Arrangement/Setting Code:</p> <input style="width: 90%;" type="text" value="Select Code"/>
<p>Average Number of Minutes Per Day in a SPED Setting:</p> <input style="width: 90%;" type="text"/>	

**STEP 2:** The next section to complete is the Tier Intensity section. This section has five domains and four factors within each domain. There is also an Overrides component that needs to be addressed if applicable. Prior to addressing any of the Tier Intensity section, you should click through all of the icons as they provide more information:

i You must click on this info icon as you complete the information for each student, as this icon contains the detailed information about that particular domain, factor, or other important details.

Once you click on the icon, a new window will pop up. We will start with the Overrides component.

**Overrides** ✕

Overrides are here at the top because these are situations where the Tier will be automatically set based on the types of services a student is receiving or because of a specialized placement, which the student's ARD committee has determined as the student's least restrictive environment (LRE).

**Those tiers are set as follows:**

- Student receives speech therapy as their only instructional service (no other instructional services and no related services) = **Tier 1**
- Student is placed by their ARD committee in a day placement program = **Tier 7**
- Student is placed by their ARD committee in a residential placement program = **Tier 8**

**Note:** It is important even if one of the overrides applies to still score each of the factors and domains to assist with master scheduling, staffing, and reintegration efforts (if applicable).

Select the appropriate override if it is applicable to your student:

**Overrides:** ⓘ  
(Complete only if applicable to that student. Otherwise, skip this section).

**Override Option:** ✓ -- Select --

- Student Receives Speech Therapy as Their Only Instructional Service
- Student Placed by ARD Committee in Public/Private Day Placement Program
- Student placed by ARD Committee in Residential Placement Program

**1 Domain 1: Curriculum & Instruction Supports** ⓘ

If an override is selected, you must still complete the entire process. A reminder will display after you select the override:

**Important Reminder**

It is important even if one of the overrides applies to still score each of the factors and domains to assist with master scheduling, staffing, and reintegration efforts (if applicable). If you do not score the factors, the excel report will show zeros for all factors.

**I understand**

From here, you should click the icon to read all of the descriptors for each domain:

**1 Domain 1: Curriculum & Instruction Supports** ⓘ

**Factor A: Type/Frequency/Nature of Required Supports** ⓘ NO SUPPORT REQUIRED OR DOCUMENTED IN IEP ⌵

Consider the type, frequency, and nature of the special education and related services required for the student to receive a FAPE. For this factor, consider the combined minutes and pervasiveness of direct specially designed instruction and related services provided to the student in this domain, as documented in the IEP.

**STEP 3:** After you have read all of the descriptors of the domains, it is time to begin completing the tool. You will start with Domain 1: Curriculum & Instruction Supports. Each domain has four factors.

Click the icon to read the description for each factor.

**1 Domain 1: Curriculum & Instruction Supports** ⓘ

**Factor A: Type/Frequency/Nature of Required Supports** ⓘ NO SUPPORT REQUIRED OR DOCUMENTED IN IEP ⌵

Consider the type, frequency, and nature of the special education and related services required for the student to receive a FAPE. For this factor, consider the combined minutes and pervasiveness of direct specially designed instruction and related services provided to the student in this domain, as documented in the IEP.

**Factor B: Required Provider Credentials** ⓘ NO SUPPORT REQUIRED OR DOCUMENTED IN IEP ⌵

Are there any required certifications, licensures, or other qualifications for personnel serving the student?

**Factor C: Required Grouping/Provider-to-Student Ratio** ⓘ NO SUPPORT REQUIRED OR DOCUMENTED IN IEP ⌵

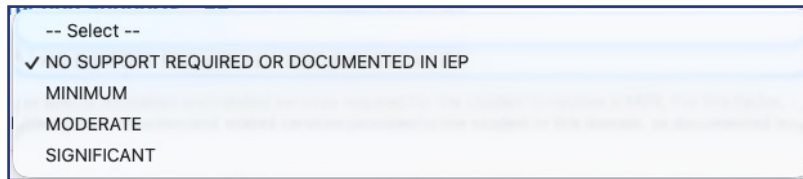
Is there an identified or curriculum-required provider-to-student ratio for the student to receive the appropriate services (beyond what is typical for same age/grade level peers, and does it directly enable access and participation rather than general supervision)?

**Factor D: Required Equipment/Technology** ⓘ NO SUPPORT REQUIRED OR DOCUMENTED IN IEP ⌵

Is there any equipment or technology required beyond what we'd expect most peers in the student's age group/grade level to require, and is it essential for participation toward the student's curricular goals?

**Domain 1 Result: 0**

Each factor must be addressed for each domain. The default choice for each factor is "NO SUPPORT REQUIRED OR DOCUMENTED IN IEP". There is a total of four choices for each factor.



-- Select --  
✓ NO SUPPORT REQUIRED OR DOCUMENTED IN IEP  
MINIMUM  
MODERATE  
SIGNIFICANT

Select one of the choices as shown above: NO SUPPORT REQUIRED OR DOCUMENTED IN IEP; MINIMUM; MODERATE; OR SIGNIFICANT. After each factor has been addressed you can proceed to the next domain.

Note, the four factors have the same title for each domain, but different descriptions. It is important to read the descriptions for each of the factors before making a selection from the dropdown menu.

**STEP 4:** Once you have selected a factor for each domain, you will see the tier results listed in the Tier Results box. This is one of the pieces of information needed for the PEIMS Clerk.

### Tier Results:

Result ready

**Conditions that Lead to Tier 6 or 7 Determination:**

Four domains rated significant with one moderate rating (tier 6)	No
Five domains rated significant (tier 7)	No

**TIER:**  
**Tier 3**  
(Total Score: 7)

**STEP 5:** The next area to address on the tool is the Service Groups. The Service Groups is an added calculation for related services and special service delivery. Not all students will be eligible for service groups, so you can see the descriptions by clicking on each of the service group boxes.

### SERVICE GROUPS

Service groups result in additional funds and are based on a student's receipt of related services or whether the student requires a 1:1 provider-to-student ratio for FAPE for at least 50 percent of their instructional day. Related services are calculated on six-week periods. While related services do not have to be stated on the schedule of services or elsewhere in the IEP based on six-week periods, you must convert those minutes to six-week periods for purposes of funding.

**Service Groups Descriptions:**

Service Group 1 Service Group 2 Service Group 3 Service Group 4 Service Group 5

### Service Group 1: Minimum Related Services

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Student meets any of the following:

- Total related services received by the student are at least 180 minutes and less than 270 minutes per six-week period, as documented in the student's IEP;
- The student receives special transportation as a related service; or
- The student receives parent counseling and training as a related service.

Be sure to click the icon next to the box that asks, “Does the student receive related services?”

### Service Groups 1–3 (Related Services Extent):

A student may be assigned to only one of Service Groups 1, 2, or 3, corresponding to the highest applicable related services level for which the student qualifies.

Does the student receive related services? 

- Yes
- No

After the reading the information about related services, you will answer the question “yes” or “no.” If you answer “yes” another box will appear.

### Service Groups 1–3 (Related Services Extent):

A student may be assigned to only one of Service Groups 1, 2, or 3, corresponding to the highest applicable related services level for which the student qualifies.

Does the student receive related services? 

- Yes
- No

#### Total related services received by the student are:

- Less than 180 minutes per six-week period.
- At least 180 minutes and less than 270 minutes per six-week period.
- At least 270 minutes and less than 540 minutes per six-week period.
- At least 540 minutes per six-week period.

#### Check Only if the student receives one or both of the following services:

- The student requires special transportation as a related service.
- The student requires parent counseling and training as a related service.

#### Service Groups 1–3 Results:

Service Group 1

You will answer each of these questions prior to moving on if applicable to your student. This will assign the student to service groups 1, 2, or 3. After completing this section, you will move on to answer the questions related to service groups 4 and 5.

Note, if you select “yes” for related services, but the only related services are “Less than 180 minutes per six-week period”, the results will be “No Service Group 1-3”.

If you answer “no,” you may move on to answer the questions for service groups 4 and 5.

### Service Groups 1–3 (Related Services Extent):

A student may be assigned to only one of Service Groups 1, 2, or 3, corresponding to the highest applicable related services level for which the student qualifies.

Does the student receive related services? 

- Yes
- No

#### Service Groups 1–3 Results:

No Service Groups 1-3

Again, be sure to click on the icon prior to answering the question for service groups 4 and 5. If you answer “yes,” another question will appear:

### Service Groups 4–5 (Service Delivery Conditions):

Service Groups 4–5 measure service delivery conditions and either 4 or 5 may apply in addition to Service Group 1, 2, or 3.

**Does the student require a 1:1 provider-to-student ratio at least 50% of the student's instructional day?** ⓘ

- Yes  
 No

**The student requires a 1:1 provider-to-student ratio:**

- Between 50% and less than 80% of the student's instructional day.  
 At least 80% of the student's instructional day.

### Service Groups 4–5 Results:

#### Service Group 4

Once you address this question, you are complete. Likewise, if you answered “no” to the question above, you have completed the tool. The Service Group information is the last set of information needed for PEIMS.

Note, that a student can be assigned to two service groups. Service Groups 1-3 are based on the same information. Service Groups 4-5 are based on the same information. So, a student may only be assigned one service group per grouping. Example: Service Group 2 and Service Group 4.

**STEP 6:** If you wish to export to Excel, click “Save Record” to save the current student’s record.

### ACTIONS:

After you have filled out the information for a student, click “Save Record”. The “Save Record” function only saves a record for the current browser session. If the browser is closed for any reason the records will no longer be saved. Once you have entered all the necessary students, click “Export to Excel” in order to save. As a precaution, it is recommended that you export your saved records to an Excel file often and save the Excel file to your computer. Ultimately, you will combine the data into one Excel file. “Reset” is used once you have saved a record and are starting over with a new student. “Clear Saved Records” would be used when you’ve already exported saved records to an Excel.



After you’ve clicked “Save Record”, your record will appear below. The (1) count will show how many records you have saved.

### Saved Records (1)

**123456** (UID: 1234567890)  
Saved: 4/13/2026, 11:20:29 AM  
**Instructional Setting Code:** 40  
**Speech Therapy:** Y  
**Tier:** Tier 3  
**Service Groups 1–3:** No Service Groups 1-3  
**Service Groups 4–5:** Service Group 4

Once you have saved the current record, you can click "Reset", this will reset just the values from the previous student.

### ACTIONS:

After you have filled out the information for a student, click "**Save Record**". The "Save Record" function only saves a record for the current browser session. If the browser is closed for any reason the records will no longer be saved. Once you have entered all the necessary students, click "**Export to Excel**" in order to save. As a precaution, it is recommended that you export your saved records to an Excel file often and save the Excel file to your computer. Ultimately, you will combine the data into one Excel file. "**Reset**" is used once you have saved a record and are starting over with a new student. "**Clear Saved Records**" would be used when you've already exported saved records to an Excel.



After you have entered all of your student records and you wish to export to Excel, you can click "Export to Excel". It is recommended that you keep one master Excel file if you enter students at different times.

### ACTIONS:

After you have filled out the information for a student, click "**Save Record**". The "Save Record" function only saves a record for the current browser session. If the browser is closed for any reason the records will no longer be saved. Once you have entered all the necessary students, click "**Export to Excel**" in order to save. As a precaution, it is recommended that you export your saved records to an Excel file often and save the Excel file to your computer. Ultimately, you will combine the data into one Excel file. "**Reset**" is used once you have saved a record and are starting over with a new student. "**Clear Saved Records**" would be used when you've already exported saved records to an Excel.



After you have completed your Excel export, you should click "Clear Saved Records" so that all of the "Saved Records" are now blank.

### ACTIONS:

After you have filled out the information for a student, click "**Save Record**". The "Save Record" function only saves a record for the current browser session. If the browser is closed for any reason the records will no longer be saved. Once you have entered all the necessary students, click "**Export to Excel**" in order to save. As a precaution, it is recommended that you export your saved records to an Excel file often and save the Excel file to your computer. Ultimately, you will combine the data into one Excel file. "**Reset**" is used once you have saved a record and are starting over with a new student. "**Clear Saved Records**" would be used when you've already exported saved records to an Excel.



Note, that you cannot undo the "Clear Saved Records" after it has been selected. There is also a pop-up with a notification reminding you that this is a permanent action.