

General Comments

The application for supplementary special education funding, completed by principals and/or special education coordinators, must provide all the test scores, findings, and diagnoses related to the disability, and a full description of the program implemented for the student to ensure a decision regarding the student's eligibility can be rendered.

Applications should clearly connect the diagnostic requirements of the special education category to the assessment recommendations made by qualified professionals and the school's program plan to ensure the student meets the outcomes and goals listed in his/her Individual Education Plan (IEP). Program plans should include all strategies, techniques, and services that are *over and above* standard school delivery programs, including where appropriate the role(s) of occupational therapists, physiotherapists, and other relevant specialists.

Applications are by the Special Education Provincial Review Committee appointed by the Inspector of Independent Schools. The committee's adjudications include the following:

- Applications that confirm a diagnosis according to the established provincial criteria and describe a suitable special education program in place in the school will be approved.
- Applications that confirm a diagnosis according to the established provincial criteria, but do not adequately describe a special education program, will be approved, pending the school's submission of further evidence that a suitable program is in place.
- Applications for which a diagnosis does not meet the established provincial criteria will not be approved. Schools can appeal these applications by providing additional evidence by the specified due date. A denied application can be appealed once per school year.

Principals and/or special education coordinators are advised that the special education categories and funding levels are the same for independent schools and public schools. However, the letters used for the special education categories (i.e. Category A-H) are not referenced in the *Special Education Services: A Manual of Policies, Procedures and Guidelines*.

The following table is provided as a reference tool for principals and/or special education coordinators. The table lists the special education categories used for application and funding purposes, as well as the relevant section of the [Special Education Services: A Manual of Policies, Procedures and Guidelines](#).

Please use the most appropriate category designation when applying for supplementary special education funding support:

Special Education Category Designation	Related Section in the <i>Sp. Ed. Services Manual</i>
Level 1 (\$36,600 per FTE per school year)	
A: Physically dependent	Section E.6
B: Deaf/Blind	Section E.7
Level 2 (\$18,300 per FTE per school year)	
C: Moderate to Profound Intellectually Disabled	Section E.2
D: Physically Disabled, Chronic Health Impairment	Section E.8
E: Visually Impaired	Section E.9
F: Deaf/Hearing Impaired	Section E.10
G: Autism Spectrum Disorder (ASD)	Section E.11
Level 3 (\$9,200 per FTE per school year)	
H: Intensive Behaviour Intervention/Serious Mental Illness	Section E.5

Who must complete the Special Education Funding Application Form?

Supplementary special education funding is available by application to Group 1 and Group 2 independent schools.

When must Special Education Funding Application Forms be submitted to the Office of the Inspector of Independent Schools (OIIS)?

There are three cycles for submitting applications for supplementary special education funding:

- May (Pre-Approval) Applications
- October (Fall) Applications
- February (Mid-Year) Applications

Due dates for submitting special education funding application forms to the OIIS are provided on the application form. In addition, each school year, the OIIS posts to the eboard a schedule for that year's three special education funding cycles.

May (Pre-Approval) Applications –

Schedule: The May Application is made available online in early April and allows Group 1 and 2 independent schools to apply for pre-approved special education funding for the following school year. In early June, the OIIS will issue to applying schools a statement of funding decisions. Schools can appeal denied applications the following October (see 'Appeals' below).

FTE Confirmation: In late September, the OIIS will re-issue to applying schools the statement of funding decisions rendered the preceding May. School principals will be required to confirm that the students listed are enrolled and in regular attendance at the school as of September 30 of the school year.

Instructions and due dates for confirming enrolments will be provided on the re-issued statement of funding decisions.

Appeals: Schools may appeal denied May (Pre-Approval) Applications by submitting an October (Fall) Application that indicates it is an appeal and provides additional diagnostic and/or program information as required. The due date for May (Pre-Approval) Appeals is in early October. On or before the second Friday in November, the OIIS will issue to applying schools a statement of decisions made regarding May (Pre-Approval) Appeals.

Payment: Payment for approved May (Pre-Approval) Applications is made in two instalments:

1. The initial 50 percent of the funding will be forwarded to the school authority on or before the third Friday in October of the school year for which funding was approved;
2. The remaining 50 percent of the funding will be forwarded on or before the third Friday in December.

October (Fall) Applications –

Schedule: The October (Fall) Application provide funded independent schools the opportunity to apply for special education funding for the current school year. October (Fall) Applications are due at OIIS in early October. On or before the second Friday in November, the OIIS will issue to applying schools a statement of funding decisions regarding October (Fall) Applications. Schools can appeal denied applications (see below).

Appeals: Schools may appeal a funding decision by submitting a follow-up October (Fall) Application that indicates it is an appeal and provides additional diagnostic and/or program information as required. The due date for October (Fall) Appeals is in early November; the specific date will be included on statement of funding decisions. In early December, the OIIS will issue to applying schools a statement of decisions regarding October (Fall) Appeals.

Payment: The supplementary special education funding grant will be forwarded to the school authority on or before the third Friday in December.

February (Mid-Year) Applications –

Eligibility: February (Mid-Year) Applications provide funded independent schools the opportunity to apply for special education funding for the second semester of the current school year. This cycle is limited to students who enrol in a school after September 30 of the current school year, or who have undergone an assessment since the October (Fall) Application cycle that may change their eligibility for funding.

Schedule: The February (Mid-Year) Application form will be available online in December, and are due at OIIS in early February. In mid-February, the OIIS will issue a statement of funding decisions to applying schools. Schools can appeal denied applications (see below).

Appeals: Schools may appeal funding decisions by submitting a second February Application form that indicates it is an appeal and provides additional diagnostic

and/or program information as required. The due date for appeals is provided on the statement of funding decisions. By mid-March, the OIIS will issue a statement of decisions regarding February (Mid-Year) Appeals.

Payment: The supplementary special education funding grant will be forwarded to the school authority on or before the end of the fiscal year (March 31). **Note:** February Applications are limited to the second half of the current school year. Therefore, funding levels are 50 percent of full-year amounts.

For which students can schools apply for supplementary special education funding?

Inclusions

Schools can apply for supplementary special education on behalf of a student who, in the estimation of the school, meets the criteria for fundable special education categories, and who is 'school age' (i.e. between the age of 5 by December 31 of the current school year and 19 on or after July 1 of the current school year).

Exclusions

Schools can not apply for supplementary special education on behalf of students who are:

- "Status Indian Living On Reserve" ("Living On Reserve" means that the student lives on the reserve in a domestic establishment that is his/her principle place of residence with his/her legal guardian(s) and that is the centre of his/her daily routine during the school year.);
- Only registered to write the General Education Development examinations;
- Pre-primary or early childhood education students; and,
- Adult students.

Related Issues

Distributed Learning (DL) Schools

K-Grade 9: DL students in Kindergarten to Grade 9 may enrol with only one board or authority. However, schools may make their own arrangements with other schools regarding the provision of appropriate special education services/funding.

Grades 10-12: Students in Grades 10-12 may enrol for an educational program in more than one school (see related Ministry of Education policy document, [Distributed Learning – Funding](#)). For special needs students in Grades 10-12 enrolling in more than one board and/or authority, the school principals will be expected to deem which school is responsible for supplementary special education services. Schools will need to coordinate and plan the special education program jointly since the school board/authority receiving supplementary funding is expected to develop the student's IEP and to provide and/or coordinate supplementary services. The Ministry of Education will only provide a single board or authority with special needs supplementary funding.

For additional information regarding special needs students enrolled at distributed learning schools, refer to the related Ministry of Education policy documents:

- [Distributed Learning – Requirements and Guidelines for Students with Special Needs](#);
- [Educational Standards Order](#) (section 5.2)

Duplications

In cases where an eligible special education student enrolls in a school during the last week in September, the principal of the receiving independent school should contact the independent school the student left to determine whether special education funding was approved during the May (Pre-Approval) Application cycle. If so, the receiving school must submit a new application on behalf of the student, and the previous school must inform OIIS that the student is no longer enrolled. If the student is coming from a public school, an October (Fall) Application is required.

Students in Transition

Students sometimes change schools during and/or following a school year. Schools are required to work together in sharing student information, particularly diagnostic, program, and IEP information that would support the new school in applying for supplementary special education funding. For information regarding students in transition, refer to:

- [Permanent Student Record Order](#) (section 4)
- [Independent School Act](#) (section 6.1)
- [Student Records Order](#) (section 5)

Are there application resources available?

In addition to this Completion Guide, several resources are provided online to assist schools in completing special education funding application forms. These include:

- The BC Guide for Independent Schools – [Special Education Programs and Funding](#)
- [Special Education Services: A Manual of Policies, Procedures and Guidelines](#)
- [Special Education Services: Category Checklist](#)
- [Special Education Resource Documents](#)
- Ministry Policy Documents:
 - [Special Education](#)
 - [K-12 Funding - Special Needs](#)
 - [Distributed Learning – Funding](#)
 - [Distributed Learning – Requirements and Guidelines for Students with Special Needs](#)
 - [Diversity in B.C. Schools - A Framework](#)
- [Independent School Act](#) (section 6.1)
- [Special Needs Student Order](#)
- [Permanent Student Record Order](#) (section 4)
- [Educational Standards Order](#) (section 5.2)

If you need assistance

Questions about completing application forms for supplementary special education funding should be directed to:

Tony Arthurs, Special Education Coordinator, OIIS

Phone: (250) 387-0128, or Email: Tony.Arthurs@gov.bc.ca

STEP-BY-STEP INSTRUCTIONS

The following provides information for completing application forms for supplementary special education funding for students enrolled in Group 1 and Group 2 British Columbia independent schools.

Section A. School Information

MINISTRY SCHOOL CODE

- Ensure your school code is correct.

NAME OF SCHOOL

- Ensure your school name is correct.

PRINCIPAL'S NAME

- Provide the name of the principal of the school applying for special education funding for the current school year.

ADDRESS OF SCHOOL

- Provide the mailing address of the school applying for special education funding for the current school year.

CITY/TOWN

- Provide the city/town in which the school applying for special education funding is located.

EMAIL ADDRESS OF SCHOOL

- Provide the principal's email address at the school applying for special education funding for the current school year.

SCHOOL TELEPHONE NUMBER

- Provide the school's central phone number.

NAME OF SPECIAL EDUCATION CONTACT PERSON/CASE MANAGER

- Provide the name of the primary service provider or school special education coordinator.

CONTACT TELEPHONE NUMBER

- Provide the telephone number of the primary service provider or school special education coordinator.

CONTACT EMAIL

- Provide the email address of the school special education coordinator or the primary service provider.

Section B. Student Information

PEN NUMBER

- Enter the student's Personal Education Number (PEN) assigned by the Ministry.
- All student records submitted to the Ministry must contain a PEN.
- To request a PEN for new students (i.e. Kindergarten or out-of-province enrollers), please refer to the information available online at <http://www.bced.gov.bc.ca/pen/schools/penweb.htm>

STUDENT'S LAST NAME

- Use the student's legal last name as recorded with the student's PEN.
- Use the last name that appears on a student's birth certificate, unless a legal name change has been filed.

FIRST NAME

- Please do not include usual names or nicknames.
- Do not put names in brackets or quotation marks.
- Full names are required; do not enter an initial.
- Do not enter words such as 'Junior', 'Senior', or 'No Middle name'.

DATE OF BIRTH (yyyy/mm/dd)

- Year: four digits (e.g., 1992).
- Month: two digits (e.g., 01 rather than Jan.).
- Day: two digits (e.g., 05 rather than 5).

GRADE

- Provide the grade in which the student is enrolled for the school year for which special education funding is sought.

FTE (full-time equivalent)

- Indicate the FTE value for which the student is enrolled at your school.

IS THIS A NEW APPLICATION FOR THIS STUDENT OR IS IT AN APPEAL OF A PREVIOUS FUNDING DECISION FOR THIS SCHOOL YEAR?

- New Application for student Appeal of a previous funding decision
- If this is the first time the school has applied for this student for this school year, please indicate that it is a new application.
 - If appealing a decision previously rendered for this student for this school year, please indicate it is an appeal.

DOES A RECENT ASSESSMENT INDICATE SIGNIFICANT CHANGE IN LEVEL OF NEED? (YES/NO)

- If a recent assessment indicates the student may qualify for funding or for a different level of funding, check the 'Yes' box.

IF STUDENT IS NEW TO THE SCHOOL, INDICATE PREVIOUS SCHOOL AND MINISTRY SCHOOL CODE (AND DISTRICT NUMBER IF APPLICABLE)

- If the student is new to your school, identify the previous school(s) he/she attended.
- If this student transferred to the school during this school year, identify the previous school(s) he/she has attended this school year.
- This information is used for tracking purposes.

**IS THIS STUDENT ENROLLED AT MORE THAN ONE SCHOOL? (YES/NO)
IF YES, PROVIDE THE NAME OF THE SCHOOL(S) AND MINISTRY SCHOOL CODE(S)?**

- Identify the school(s) this student is currently attending in addition to your school.
- Principals and special education coordinators are reminded that only students in Grades 10-12 may enrol with more than one school board or authority.
- This information is for tracking purposes.

HAS THIS STUDENT RECEIVED SPECIAL EDUCATION FUNDING IN THE PAST? (YES/NO) IF YES, WHAT WAS THE SPECIAL EDUCATION CATEGORY? IN WHAT YEAR? AT WHICH SCHOOL?

- Provide the special education category (i.e. Category A-H) for which this student has received funding, the school year(s), and the school this student was attending at the time.
- The special education categories are listed under 'General Comments' (page 2 of this document).

IS THIS STUDENT A STATUS INDIAN ON-RESERVE? (YES/NO)

- Indicate if the student is a "Status Indian Living On Reserve" ("Living On Reserve" means that the student lives on the reserve in a domestic establishment that is her/his principle place of residence with her/his legal guardian(s) and that is the centre of her/his daily routine during the school year).
- Status First Nations students are funded by Indian and Northern Affairs Canada (INAC) and are not eligible for supplementary special education grant funding through the Ministry of Education.

WHAT CATEGORY AND LEVEL ARE BEING APPLIED FOR?

- Identify only the most appropriate special education category (A-H), and corresponding funding level for the student being applied for.
- Indicate only ONE category and level for each student.
- The selection of the most appropriate special education funding category is critical as the information provided in Sections C, D, and E is based on the funding

category, and must illustrate the disability's impacts on the student's learning in terms of that funding category and the program developed to address those impacts.

- The category designations (i.e. Category A-H) are listed under 'General Comments' (page 2 of this document).
- The following resources are provided online in support of determining the most appropriate special education funding category:
 - The BC Guide for Independent Schools – [Special Education Programs and Funding](#)
 - [Special Education Services: A Manual of Policies, Procedures and Guidelines](#)
 - [Special Education Services: Category Checklist](#)

Section C. Professional Assessments and Documentation

HAS FORMAL TESTING/EVALUATION RECENTLY BEEN COMPLETED? (YES/NO)
PROJECTED DATE OF COMPLETION: _____

- Provide the date of recently completed or scheduled testing/evaluation conducted by a qualified assessor.
 - For guidelines regarding the required qualifications of assessment personnel, refer to Section E and Appendix H.5 of the [Special Education Services: A Manual of Policies, Procedures and Guidelines](#), and the [Special Education Services: Category Checklist](#).

IF FORMAL TESTING/EVALUATION HAS NOT BEEN COMPLETED, PLEASE GIVE REASON

- Explain any systemic or scheduling obstacles to completing formal testing/evaluation for this student.

NAME OF AGENCY

- Provide the name of the assessment agency that conducted the assessment for this student.
- For guidelines regarding the required qualifications of assessment personnel, refer to Section E and Appendix H.5 of the [Special Education Services: A Manual of Policies, Procedures and Guidelines](#), and the [Special Education Services: Category Checklist](#).

NAME OF ASSESSOR

- Provide the name of the assessor who conducted the assessment for this student.
- For guidelines regarding the required qualifications of assessment personnel, refer to Section E and Appendix H.5 of the [Special Education Services: A Manual of Policies, Procedures and Guidelines](#), and the [Special Education Services: Category Checklist](#).

QUALIFICATIONS OF ASSESSOR

- Provide the qualifications of the assessor who conducted the assessment for this student.
- The assessor must be a specialist certified and qualified in a field related to the funding category. For guidelines regarding the required qualifications of assessment personnel, refer to Section E and Appendix H.5 of the [Special Education Services: A Manual of Policies, Procedures and Guidelines](#), and the [Special Education Services: Category Checklist](#).

DATE OF ASSESSMENT (yyyy/mm/dd)

- Assessments in areas where the student may change developmentally and/or cognitively are considered 'stale' if more than five (5) years old.

BASIC DATA (i.e. instrument, if applicable)

- Provide the name/type of assessment tools used to make the diagnosis for this student.
- Refer to Section E of the [Special Education Services: A Manual of Policies, Procedures and Guidelines](#), and the [Special Education Services: Category Checklist](#) for information regarding approved assessment tools for specific special needs.

SCORES/FINDINGS/FORMAL DIAGNOSIS

- Report scores found in testing data as reported by qualified assessor(s).
- Report only full test scores and/or composite scores.
- Refer to Section E of the [Special Education Services: A Manual of Policies, Procedures and Guidelines](#), and the [Special Education Services: Category Checklist](#) for information regarding scores, findings, and diagnoses for each special education category.

Section D. Assessment Recommendations

PROVIDE A BRIEF SUMMARY OF ASSESSMENT RECOMMENDATIONS

- Outline the recommendations made by the qualified professionals cited in Section C.
- All assessment recommendations are to be listed in point form.
- Note: The recommendations in professional report(s) are often found in the recommendations or summary section.

Section E. Services Provided

FOR EACH APPLICATION, OUTLINE THE FOLLOWING FOR THE STUDENT IN ANY/ALL DOMAINS

This section outlines the services that are in place at the school in relation to the student applied for. Services and programs are to be 'over and above' standard school delivery strategies and programs. Use the matrix provided to indicate the following for each domain (i.e. academic, behavioural, communicative, physical, social):

- The disability's impacts on the student's learning;
- The services provided for the student and who is providing the services (e.g., the school-based team or contracted service providers);
- Examples of specific strategies/techniques, modifications/adaptations, and interventions to address the student's special need(s);
- The expected benefits to the student.

In some cases, a student's disability may not affect all domains. Please indicate this by leaving the domain cell blank or typing 'NA'.

INDICATE IF SERVICES OF ANY OF THE FOLLOWING ARE IN PLACE AND CONTRACTED BY THE SCHOOL

- | | |
|-------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> OCCUPATIONAL THERAPIST | <input type="checkbox"/> TEACHER OF HEARING IMPAIRED |
| <input type="checkbox"/> PHYSIOTHERAPIST | <input type="checkbox"/> TEACHER OF THE VISUALLY IMPAIRED |

- Indicate the services currently in place and being delivered in support of this student.

IF APPLYING FOR CATEGORY H FUNDING, SUMMARIZE THE STUDENT'S INDIVIDUAL EDUCATION PLAN AND ITS LINKS WITH OTHER AGENCIES

- Provide the names and external agencies participating in the student's plan.
- Indicate the current level of involvement of each of the participants.
- Specify the role undertaken by each external service provider in the student's plan.

Declaration

By signing the application form, principals certify that:

- The information provided in this special education application meets the requirements set out in the [Special Education Grant Criteria for Independent Schools](#);
- The special education program is in accordance with the requirements of the [Special Education Grant Criteria for Independent Schools](#)
- An Individual Education Plan is in place for the student, or will be by the end of September of the school year or the end of February for February (Mid-year) Applications; and,
- The student's parents/guardians have been informed of the nature of the information.