

Provincial Funding Of Special Education



**Office of the Inspector of Independent Schools
Ministry of Education**

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September 18, 2005

Equal opportunity for special needs students in independent schools

- Additional 8.3 million



Operating Grant

- Delivery of an educational program
- 50% or 35% of the per student operating grant of the local school district

Special Education Funding

- Application based on individual student needs
- 100% of public special education grant
- Special needs costs are excluded from per student operating cost calculations

Who Is Eligible For Funding?

- only those students who meet the Provincial Criteria
- <http://www.bced.gov.bc.ca/specialed/ppandg/toc.htm>
- There must be documentation to support that the student has been appropriately assessed and identified by the school as meeting the criteria of the special education category



Special Education Program

- Authority approved Special Education Policy in-place
- Identifiable Special Education Budget
- The student is receiving special education services on a regular basis that are beyond those offered to the general student population and are proportionate to level of need
- The services outlined in the IEP/CMP relate to the educational, health, and personal care needs of the student
- Program administered by a BC certified teacher

- Administer the Special Education Program
- Curriculum planning, adaptations and modifications for the special needs child
- Implementation for the child
- Follows a well designed and executed living IEP



1. No PCA category
2. New Level 1,2 and 3 categories
3. New program expectations
4. Category changes
 - Medically fragile
 - Deaf with intervention
 - Blind Braille



LEVEL 1

Physically Dependent - Multiple Needs

To be eligible all the following must be met:

Evidence that the student is completely dependent on others for meeting all major daily living needs. Requires assistance at **all times for each** of the following:

- Feeding
- Dressing
- Toileting
- Mobility
- Personal hygiene

LEVEL 1

Deaf Blind

To be eligible all the following must be met:

- Medical evidence shows that the student's vision is impaired (from partial sight to total blindness); and
- Medical evidence shows that the student's hearing is impaired (from moderate to profound hearing loss).
- The degree of impairments, when compounded, results in significant communicative, educational, vocational, and social skills difficulties

LEVEL 2

Moderate to Profound Intellectual Disabilities

To be eligible all the following must be met:

- Assessment information indicates the student's intellectual functioning is more than 3 standard deviations below the norm on an individually administered Level C assessment of intellectual functioning (SS <55), **and**
- There is delayed adaptive behaviour and functioning of similar degree (SS<55) on a norm referenced measure of adaptive behaviour.

LEVEL 2

Physical Disability/Chronic Health Impairment

Documentation of a medical diagnosis, carried out by a physician in one or more of the following areas:

- Nervous system impairment *that impacts movement or mobility*
- Musculoskeletal condition
- Chronic health impairment *that seriously impacts students' education and achievement*
- .The medical diagnosis is:
- There is evidence that this student's *functioning and education* is significantly affected by his/her physical

LEVEL 2

Visual Impairment

A documented report from an ophthalmologist, optometrist, orthoptist or the Visually Impaired Program at the BC Children's Hospital describes the student's vision impairment by one of the following:

- A visual acuity of 6/21 (20/70) or less in the better eye after correction
- A visual field of 20 degrees or less
- Any progressive eye disease with a prognosis of becoming one of the above in the next few years
- A visual problem or related visual stamina that is not correctable that results in the student functioning as if his/her visual acuity is limited to 6/21 (20/70) or less

LEVEL 2

Deaf or Hard of Hearing

To be eligible all the following must be met:

- The student has a medically diagnosed significant hearing loss documented in a report from a health professional such as an audiologist.
- Assessment information indicates that the student has substantial educational difficulty due to the hearing loss.



LEVEL 2

Autism

Documentation of a diagnosis of autism made by appropriately qualified professionals:

- The developmental/ assessment team at Sunny Hill Health Centre, or
- B.C.'s Children's Hospital, or Queen Alexandra Hospital, or
- A paediatrician/ psychiatrist or A registered psychologist.

Note: Students who are diagnosed with any of the cluster of disabilities referred to as "pervasive development disorders" should not be identified in the autism funding category, but should be reported in the category that best reflects the nature of their disabling conditions and the type and intensity of interventions required.

LEVEL 3

Intensive Behaviour Intervention or Serious Mental Illness

Behaviour or mental health assessment indicates evidence of one or both of the following:

- Antisocial, extremely disruptive behaviour in most other environments and consistently/ persistently over time; and/or
- Severe mental illness diagnosed by a mental health professional (psychiatrist, paediatrician, physician, registered psychologist specializing in this area)

LEVEL 3

Intensive Behaviour Intervention or Serious Mental Illness

Information that the behaviour...

- Places student or others at serious risk and/or interferes with his or her academic progress and that of other students
- Requires service beyond normal capacity of school to manage for moderate behaviour disorders (documentation could include previous plans and interventions or other evidence of severity)

Those Who Do Not Qualify?

- English as a Second Language (ESL)
- Learning Assistance
- Speech and Language Services
- Learning Disabilities including Severe Learning Disabilities (SLD)
- Mild Intellectual Disabilities (Mild Mental Handicap)
- Gifted



	04/05	05/06	05/06 revised
Level 1	15000	16000	32000
Level 2	7500	8000	16000
Level 3	3500	4000	8000
PCA % of	15000	16000	eliminated

- Individual Education Plan (IEP)
- Case Management Plan (CMP) (Level 3)
- Testing
- Proof of contracts with itinerants
- Parent was offered the opportunity to be consulted about the preparation of the IEP



- Principal has ultimate responsibility for the IEP and it's implementation at the school level
- Official signatory to application and signing off of the grant amount
- Ensure program addresses needs in place



- Plan
- Assess
- Document
- Administer the program
- Assess
- Report out



- The goals correspond to the category in which the student is identified
- IEP outlines individualized goals and documents plans for interventions beyond integration and socialization
- The services outlined in the IEP relate to the student's intellectual disabilities, including social, motor, communication and academic needs
- The student is receiving special education services on a regular basis that are beyond those offered to the general student population and are proportionate to level of need

- The student is being offered learning activities in accordance with the IEP
- The IEP outlines methods for measuring progress in relation to IEP goals
- IEP includes measures for tracking student achievement in relation to the goals
- A parent was offered the opportunity to be consulted about preparation of the IEP
- Reduction in class size is not by itself a sufficient service.

Policy & Procedures

To qualify for Level 1, 2 or 3 special needs funding, schools must meet the following requirements:

- Electronic and distance programs for students with special needs must be included in school accountability activities and accountability contracts.
- Ministry of Education guidelines found in *Special Education Services: A Manual of Policies, Procedures and Guidelines*, which contain requirements for assessment and provision of services for students with special needs, must be followed for a distance electronic program.



Policy & Procedures

To qualify for Level 1, 2 or 3 special needs funding, schools must meet the following requirements:

- Individual Education Plans (IEPs) must follow Ministry of Education guidelines found in Special Education Services: A Manual of Policies, Procedures and Guidelines.
- The distance electronic program provided for a student with special needs must comply with provincially prescribed outcomes of British Columbia K-12 curriculum or the achievement of goals in a student's IEP.
- When more than one school board provides services, the enrolling school board must take responsibility for identification of a student with special needs and consulting with parents on the student's IEP.

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- Only qualified teachers can provide distance electronic programs. School Authorities are responsible for ensuring appropriate technical support is available.
- The School Authorities must have a policy that addresses roles and responsibilities, including custodial care, for a student engaged in a distance electronic program. The School Authority is not responsible for providing personal care or behaviour management for a student taking a distance electronic program, while the student is at home.
- Students whose primary educational setting is at home may have the option of participating in a school setting and with school-based support as the need arises.

DL Special Education

- If an authority also operates a brick and mortar school the authority must provide access that is equitable to other students in their brick and mortar school
- In the event that services are provided by another authority or service provider, a written agreement must be in place, identifying the roles and responsibilities of each party. Planning such services must be part of the IEP development with the parents being consulted. Service providers must be under supervision of an employee who is a B.C. certified teacher.
- Documentation must be kept on file recording the frequency and duration of student/program and/or service provider contact as a measure of student participation.

Special Education Program

(Beyond Educational Program and Operational Costs)

Educational Program	Special Needs
<ul style="list-style-type: none">• Administration – office staff<ul style="list-style-type: none">- Principal/Vice Principal• Teacher time – Planning and training• Teacher Assistant• Professional Resource Staff• Professional Development• Resources – Academic• Program Support	<ul style="list-style-type: none">• Occupational Therapy• Behavioural Modification• Orton Gillingham• etc.