



first nations education
steering committee

2011/2012
Special Education Program
School Allocation
Workplan & Reporting Handbook
For First Nation Schools



FNSEA

Special Education Program (SEP)

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The First Nations Schools Association (FNSA) and the First Nations Education Steering Committee (FNESC) will be responsible for allocating the Special Education Funding from the Department of Indian Affairs for First Nations Schools.

This handbook outlines the information for First Nations schools to access the Special Education Program Funding (SEP) allocated to them.

The amount of funding allocated to each First Nations school is described in a letter sent directly to each school.

Further information about the Special Education Program Funding is available by contacting the FNSA/FNESC office at (604) 925-6087 or 1-877-422-3672.

Program Summary

Funding available for school allocations:	\$7,823,444.00
Funding accessed through:	Workplan, Contribution Agreement, Interim and Final Reports
Deadline for Workplan:	October 24 2011
Special Education Interim Report	February 10, 2012
Deadline for Final Report:	June 8, 2012

Workplan Overview

The student/services data collection part of the SEP workplan requires student identifier numbers (IR number). The data collected in the FNEESC workplan are intended to match the students reported in part one of special education section of the nominal roll form.

The workplan serves two purposes: a) an application process to access SEP funding and, b) the collection of data pertaining to incidence rates of special needs. Each section is described separately in the following instructions.

Workplan Section A: SEP Data Collection

To complete this task you need:

1. The Nominal Roll form to obtain student identifier numbers. The school must use the same number each year to identify high cost students on the SEP workplan.
2. Access to your teaching staff who can assist in identifying special education needs and services.
3. A list of the students with special needs attending your school that have been assessed/identified by specialists and their assessment reports.
4. A list of the other students in your school who have significant special education needs but who have not been formally identified by a specialist. Rather, these students have been informally identified or referred for assessment using classroom-based assessments by school staff.
5. IEPs that have been developed for students with special needs.
6. The Special Needs Screening Template (included with the workplan).
7. Sections A and C of your Special Education Workplan.

Instructions

Part I

Step 1: Enter a student file number for each student identified as having High Cost Special Education (HCSE) needs. The school administrator or special education teacher must be able to trace this student file number to a valid/ open file .on a student, to demonstrate HCSE. **The same number must be used each year.** (As on nominal roll form)

Step 2: For each student, indicate their gender by indicating **M** for male and **F** for female.

Step 3: For each student, indicate the grade they are enrolled in (not the grade level they are working at). If they are an adult student, indicate with an A.

Step 4: Indicate if the student was identified on the current school year Nominal Roll Student Census Report as having high cost special education needs: 1. Yes, 2. No.

Activities and eligible expenditures for intervention-based funding will fit into the following categories of student services:

- Spec. Ed. Teacher
- Education Assistant
- Counseling Services
- Speech/Language Services
- Physical Therapy
- Occupational Therapy
- Instructional Materials/resources
- Assistive Technology
- Elder/Mentoring/cultural
- Professional Assessment
- Professional Development
- Community Training

Funding available to First Nations schools for special education interventions is distributed directly to schools using a formula that provides a “base plus per-capita” amount. The funding available to your school is outlined in the allocation letter and contribution agreement.

We encourage you to combine funding from other sources and/or form partnerships with other agencies and communities, if appropriate, to increase the amount of funding available for your special education initiatives.

For example, New Paths for Communities/Education funding can be used in conjunction with the Special Education funding.

Workplan Instructions

Section B: SEP Program Budget. A budget *must be completed* for each service provided. Please also complete the summary budget table at the bottom of this section. *Refer to Appendix, Example Budget Page.*

Funding Process

First Nations schools will be provided with **75%** of their allotted funds upon **receipt and approval of their workplan**. The final **25%** will be forwarded to schools upon **submission of the Special Education Program Interim Reporting Form, including Student IEP’s, short or long form.**

Workplan Deadline

October 24, 2011 by 4:30 pm

Any schools that do not submit a workplan will forfeit this year's funding. Any forfeited funds will be reallocated to schools that submitted workplans. Schools are welcome to apply for their allocations prior to this date. The October deadline is given for schools that require some additional time at the beginning of the school year.

Reporting Requirements

The Special Education Interim report is due February 10, 2012. The Interim Report will be available for download from the FNSA website (www.fnsa.ca) closer to the deadline.

School Final Reports on the SEP Workplan activities are due by June 8, 2012.

The timely submission of final reports is crucial to the continued success of FNSA/FNESC activities. Information provided through these reports is used to support submissions to INAC for future funding. Without evidence of program success, the FNSA and FNESC are extremely limited with respect to accessing additional funding for First Nations schools.

Please ensure that reports are submitted by the deadline shown above. ***Schools that do not submit final reports will have their 2011/2012 allocations reduced by 25%.***

IEP Data

Student IEP SMART GOAL CHART AND MEASUREMENT OF GROWTH CHART

On February 10th 2012 IEP's (Long or Short Forms) will be submitted as part of the SEP Interim Report for the remainder of the 25% of SEP funding.



FNESC/FNSA will then further aggregate all the school data and include the summary in the final report to INAC in July.

SHORT FORM

Student Name:

Grade:

Date:





SMART Goals


*SPECIFIC *MEASURABLE *ATTAINABLE *RESULTS-BASED *TIMEBOUND

Goal #	SMART Goal (Include timeline)	Strategies/Actions/Steps and Team Member Responsible	Measure of Progress
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

LONG FORM



INDIVIDUAL EDUCATON PLAN



School Logo

Individual Education Plan

IEP Year 2011/2012

Student Name:

Date of IEP Meeting:

Birth Date:

Age:

Grade:

Phone:

Parent/Guardian:

Example: Section C: SEP Program Budget

Program/Service	Budget	Total Cost of Activity	Amount of SEP Funding Used	Amount of Other Funding Used	Source(s) of Other Funding (if applicable)
Activity # <u> 1 </u>	Materials: Staff: 67,750 Other:	67,750	45,000	22,750	School Core
Activity # <u> 2 </u>	Materials: 1,500 Staff: Other:	1,500	1,500		
Activity # <u> </u>	Materials: Staff: Other:				

Summary Budget:

Total Cost of Programs	69,250.00
Total SEP Funding Used	46,500
Total Other Funding Used	22,750