

Application Guide

**Special Education
Additional
High Cost Funding**

2018/2019

***Application deadlines:
Round 1: **October 12, 2018**
Round 2: **January 18, 2019**



Special Education Program
First Nations Schools Association &
First Nations Education Steering Committee
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Introduction: Special Education Additional High Cost (AHC) Funding

Background Information

To help address high cost special education needs in First Nations, the FNSA/FNESC reserves a portion of the BC SEP funding to provide services for students whose high cost special needs cannot otherwise be met. This document describes how schools can apply for the reserved funds.

High Cost Description

Students who are identified as having a “high cost” exceptionality must have

- o documented evidence that ...
 - The student is receiving special education services to address the needs identified in the assessment documentation that are beyond those offered to the general student population and are proportionate to level of need.
 - A current IEP is in place (must be established after September 30, of previous school year with reviews).
 - The IEP has individualized SMART goals.
 - The goals correspond to the category in which the student is identified.
 - The student is being offered learning activities in accordance with the IEP.
 - The IEP outlines methods for measuring progress in relation to the IEP goals.
 - A parent/guardian was involved in the preparation of the IEP.

and meet the criteria for one of the following categories:

LEVEL 1

- **Dependent handicapped:** (applications must include medical diagnosis, multi-disciplinary assessment showing that the student is completely dependent on others for meeting all major daily living needs.)
 - o The student requires assistance at **all times for each** of the following:
 - feeding; **and**
 - dressing; **and**
 - toileting; **and**
 - mobility; **and**
 - personal hygiene.
 - o Students who are Dependent Handicapped often use augmentative devices for communication

LEVEL 2

- **Moderate to Severe Intellectual Exceptionality:** determined by IQ as indicated on psycho-educational assessment (applications must include a full Educational Psychology assessment)
 - o To be eligible the following criteria must be met:
 - assessment documentation shows the student’s intellectual functioning is $SS \leq 60$ **or**
 - assessment documentation shows there are limitations of similar degree in 2 or more adaptive skill areas (appropriate to the student’s age) on a norm referenced measure of adaptive behaviour.

**Note: Every instrument has a measurement error of approximately 5 points, so a student may be identified with a moderate intellectual disability with an overall cognitive score as high as 70 when there are significant deficits in adaptive functioning, but would not be identified with a moderate intellectual disability if scores in two or more adaptive skill areas (appropriate to the student's age) are not at a similar level.*

- **Physical Exceptionality or Chronic Health:** e.g. FASD, Cerebral Palsy, Fragile X Syndrome, (applications must include medical diagnosis or multi-disciplinary assessment)
 - o There is documentation of a medical diagnosis in **one or more** of the following areas
 - Nervous system impairment that impacts movement or mobility; and/or
 - Musculoskeletal condition
 - Chronic health impairment that seriously impacts students' education and achievement
 - o Assessment documentation shows that...
 - This student's functioning and education is significantly affected by his/her physical disability or chronic health impairment and/or
 - The student with complex developmental behaviour conditions, including FASD, exhibits an array of complex needs in two or more domains that significantly impact the student's education and achievement.
- **Visually Impaired:** i.e. student requires the use of adapted materials such as enlarged print and Braille and/or specialized equipment to gain information from print (applications must include optometrist or ophthalmologist report)
 - o 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 as one of the following:
 - a visual acuity of 6/21 (20/70) or less in the better eye after correction; or
 - a visual field of 20 degrees or less; or
 - any progressive eye disease with a prognosis of becoming one of a few years; or
 - 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
- **Deaf/Hearing Impaired:** i.e. student requires the use of hearing aids and/or an FM system (applications must include audiology report)
 - o Assessment documentation shows that...
 - The student has a medically diagnosed significant bilateral hearing loss, a unilateral loss with significant speech/language delay, or a cochlear implant (typically 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.
- **Autism Spectrum Disorder Exceptionality:** (applications must include medical diagnosis with multi-disciplinary assessment)
 - o Documentation of a diagnosis of ASD made by appropriately qualified professionals:
 - BC Autism Assessment Network (BCAAN), or
 - a pediatrician, psychiatrist, or registered psychologist whose assessment Standards and Guidelines* and adopted BCAAN policy changes (Sept. 2006).

LEVEL 3

- **Severe Behaviour:** (applications must include full educational psychology assessment, behaviour incident documentation and behaviour plan)
 - o Documentation includes:
 - a behavioural assessment *and/or*
 - a mental health assessment
 - o The 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, pediatrician, physician, registered psychologist specializing in this area).
 - o There is documented evidence that indicates the behaviour
 - places student or others at serious risk *and/or*
 - interferes with his/her academic progress and that of other students

- **Severe Communication Exceptionality:** (applications must include SLP assessment documentation)
 - o There is current documented evidence (within the previous two years) that...
 - The child has a severe delay or disorder involving language
 - The child's speech production is highly unintelligible resulting in functional limitations in effective communication, social participation and academic achievement, individually or in combination
 - o A severe delay/disorder involving language is assessed and diagnosed by a speech-language pathologist. The speech language pathologist uses a variety of formal and informal assessment instruments such as standardized tests, checklists, and observational measures, resulting in an interpretive report of the assessment results.
 - o A child identified with a severe delay/disorder involving language is one who:
 - has been assessed and diagnosed with a *severe* delay in expressive, receptive or total language or
 - has been assessed and diagnosed with a *severe* speech sound delay/disorder (phonological, articulation, fluency) AND the child's ability to communicate, socialize and participate in the learning environment is **severely** impacted

- **Serious Mental Illness:** (applications must include medical diagnosis/involvement documentation)
 - o Documentation includes:
 - a behavioural assessment *and/or*
 - a mental health assessment
 - o The 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, pediatrician, physician, registered psychologist specializing in this area).
 - o There is documented evidence that indicates the behaviour
 - places student or others at serious risk *and/or*
 - interferes with his/her academic progress and that of other students

Student Eligibility Criteria

Students must meet the following criteria to be eligible for additional high cost funding:

- On or eligible to be on the Department of Indigenous Services Canada (DISC formerly known as INAC) nominal roll
- Attending a First Nations on-reserve school in BC
- Ordinarily resident on-reserve
- Have an Individual Education Plan (IEP) in place

Eligible Activities

The following are eligible expenditures for this funding including but not limited to: additional staff, specialized learning materials, physical accommodations or equipment, and additional assessments to enable students to meet their educational and social needs.

Total Funding Available

For the 2018/2019 school year, **\$3,500,000** of SEP funding has been set aside for additional high cost special education.

Unallocated (SEP) Additional Funds

If the student for whom the additional funds are requested leaves the school prior to February 1st, 2019, or if the expenditures for the student are lower than expected, the unused additional funds must be returned to FNSA/FNESC by February 28, 2019. This will enable FNSA/FNESC to reallocate remaining funds in order to accommodate as many applications as possible.

Reporting Requirements

Schools that receive additional High Cost Special Education funding must account for those funds in their annual SEP Final Report due May 17, 2019.

Application and Selection Process

****** Application deadline: October 12, 2018 ******

1. Schools must complete the following application form and submit it, along with all required accompanying documents, to the FNEESC/FNSA office or at a Special Education Regional Workshop.
2. A Special Education Review Team will make all funding decisions. A minimum of 3 FNEESC Special Education staff members and a FNSA Board member will be included on the Review Team.
3. Schools that submit approved applications will receive a letter indicating the amount of additional funding allocated, and will also be required to sign a contribution agreement prior to the release of the approved funds.
4. Schools that are not approved for additional funding will also receive a letter. The FNEESC/FNSA Special Education Resource staff will make every effort to assist schools in supporting students for whom funding cannot be approved.

Supporting Documentation Required

The following information/documents are required for all applications:

- Assessment/diagnosis and identification confirmation directly related to the criteria for the identified high cost special education category.
- A completed FNSA/FNEESC Student Individual Education Plan (IEP), including appropriate SMART goals for the student, as well as learning activities to be offered in accordance with the IEP. Template documents are available on the FNSA Special Education web page.
- Parental consent forms (see the authorization form included with this document).

FNSA/FNESC
Parent/Guardian Authorization
for Release of Student Information

Student Name: _____

Date of Birth: _____

Authorization

I understand that an application is being made to the First Nations Education Steering Committee (FNESC) and the First Nations Schools Association (FNSA) for additional funding for support services for my child. As part of that application, I understand the School, _____, must provide information about my child to FNESC/FNSA for application purposes. That information may include details about my child's special needs, medical and educational history, Individual Education Plan, testing and assessment results, and similar information. I understand that the information will be used by FNESC/FNSA for the purpose of making a decision about providing additional funding for services for my child.

I understand why I have been asked to release information and am aware of the risks or benefits of consenting or refusing to consent to the release of this information. I understand that all information will be treated as confidential by FNESC/FNSA, but that it will be disclosed within FNESC/FNSA to those individuals who are considering the funding application.

I also understand that I may revoke this consent at any time by submitting a written revocation document to FNESC/FNSA. I understand that if I do not consent to the release of this information, FNESC/FNSA will not be able to provide additional funding for services through the application process.

Yes **No** I authorize release of my child's records to FNESC/FNSA, including the records described above, for the purpose applying for Special Education High Cost Additional Funding to provide services/resources for my child. The records should be directed to:

Director, Special Education,
First Nation Education Steering Committee & First Nations Schools Association
#113 – 100 Park Royal South
West Vancouver, BC, V7T 1A2
Fax (604) 925-6097 Email c/o: barbo@fnesc.ca

Signature of Parent/Guardian: _____

Name of Parent/Guardian (please print): _____

Date: _____

Additional High Cost Funding Application Form 2018/2019

This form can be completed by hand or by computer and returned by fax or email to the FNEC/FNSA at the contact information provided at the end of this form.

Due: **October 12, 2018 (Round 2 January 18, 2018)**

STUDENT INFORMATION	
Student Name:	
Student Year of Birth:	
Special Education # (from workplan):	
Diagnosis / Assessment Type:	
Date of Diagnosis / Assessment:	
Diagnosis / Assessment Performed by:	
Additional medical information (if applicable):	

SCHOOL INFORMATION	
School name:	
Student's grade / program:	
Principal:	
Teacher:	
Contact person name and position:	
Contact email:	

OTHER AGENCY INVOLVEMENT			
Agency Name	Student is: (please check one)		
	Currently Involved	On Waitlist	No Longer Involved

NECESSARY HIGH COST STUDENT SERVICES

Please describe what services are required.

Services/Resources Required:

Service / resource required	Details of service/resource	Cost
Staff:		
Staff Training:		
Resource materials:		
Technology:		
Equipment:		
Other:		
Total:		

Additional Assessment(s) Required:

- The assessment will be conducted in the community.
- The assessment will be conducted at a specialized facility.

Name of facility:	
Location of facility:	
Number of people required to travel:	
Assessment service costs:	
Travel costs:	
Accommodation costs:	
Other costs:	
Total assessment costs:	

The following documents must be submitted with the application

- Signed Parent Authorization for release of information
- Student's Individual Education Plan (IEP)
- Any assessments completed

Note: This application will not be processed until all documentation is received

Name of person filling out form: (Please print)	
Relationship to student: (Teacher, principal, etc.)	
Principal or designate signature:	
Date:	
Email:	

Return by:

Fax @ 604-925-6097 or email to barbo@fnesc.ca

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FNESC/FNSA INFORMATION ONLY – DO NOT FILL

DATE RECEIVED: _____ DATE LETTER SENT: _____