

SPECIAL EDUCATION FUNDING

Section 7

THE MINISTRY OF EDUCATION'S SPECIAL EDUCATION GRANT

The development of their annual budget and review of financial statements is an ongoing process and the SEAC should be kept informed about the process and have an opportunity to participate and provide advice to the trustees. Special education funding is complex and the SEAC members need to understand how school boards are funded for all students, as well as the components of the Special Education Grant, intended to cover the incremental costs of special education programs and services.

Each year the Ministry of Education releases information on school board funding, including special education grants and related guidelines. This information can be found on the Ministry website at: <http://www.edu.gov.on.ca/eng/policyfunding/funding.html>

There are six components to the Special Education Grant and the SEAC members need to be familiar with them. The components are:

- Special Education Per Pupil Amount (SEPPA)
- Differentiated Special Education Needs Amount (DSENA) - *formerly the High Needs Amount (HNA)*
- Special Equipment Amount (SEA)
- Special Incidence Portion (SIP)
- Facilities Amount (FA)
- Behaviour Expertise Amount (BEA)

In 2016-17, the Ministry of Education changed the High Needs Amount to Differentiated Special Education Needs Amount to better align with its purpose. The funding approach model includes 3 main components: Special Education Statistical Prediction Model, Measures of Variability and Base Amount for Collaboration and Integration.

Special Education Funding

The Ministry of Education's *Special Education Grant* has two components:

- the Special Education Per Pupil amount (SEPPA), which is a standard per pupil amount; and
- Differentiated Special Education Needs Amount (DSENA), formerly the High Needs Amount (HNA), which is a variable amount based on the proportion of each board's population of students with special education needs.

The goal of the Differentiated Special Education Needs Amount is to provide boards with special education funding that responds to the proportion of their students who have very high needs that must be met with costly programs and supports. Boards are responsible for providing each student with special education needs with the program and support levels outlined in the student's Individual Education Plan. Boards use these allocations (and other allocations such as the Foundation Grant) to provide special education programs and services for all their students with special needs.

The Special Education Per Pupil Amount (SEPPA)

The SEPPA is the first layer provided, in addition to the Foundation Grant, to support students with special needs. It is generated on the basis of total student enrollment – that is, it is determined on the basis of how many students are enrolled in the Board.

Successful Practices include:

- a) Sharing of Ministry of Education resource materials regarding special education funding, including PowerPoint's and Webinars, with the SEAC members;
- b) Providing the SEAC members with written materials about special education funding, including definitions of key terms, in the SEAC Handbook;
- c) Regular presentations on the school board budget and financial statements at the SEAC meetings;
- d) Providing the SEAC members with orientation and training regarding financial statements, the Special Education Grant, revenues and expenditures;
- e) Providing timely information on the Special Education Grant each year when the Ministry of Education releases the grant regulations;
- f) Inviting the SEAC members to participate in the budget committee or working groups;
- g) Providing regular updates on financial statements and the budget process at the SEAC meetings;
- h) Relating special education budget information to statistical information about students provided in the October Reports of Numbers of Elementary and Secondary Students, and to numbers of staff assigned annually to special education roles; and
- i) Planning a SEAC presentation to trustees as part of public consultation on the annual school board budget.

Under regulation 464/97, the SEAC members are to have the opportunity to participate in the special education budget planning process. Each school board has a different process for

the development of budgets, often including the establishment of a budget committee or ad hoc group.

Layered Funding

Special Incidence Portion

Refer to the current Resource Manual: Special Education Funding Guidelines Special Incidence Portion (SIP)

Differentiated Special Education Needs Amount

Based on very high needs of individual students currently a percentage based allocation and is under review.

SEA

For costs over \$800.00 for pupil's assistive devices and/or technology required for classroom instruction. Refer to the current Resource Manual: [Special Education Funding Guidelines Special Equipment Amount \(SEA\)](#).

SEPPA

Foundation Grant

- Pupil's portion of all other applicable grants that is:
- The Geographic and School Authorities Grant
- The Learning Opportunities Grant
- The Language Grant
- The Transportation Grant
- The School Board Administration and Governance Grant
- The Teacher Compensation Grant
- The Pupil Accommodation Grant
- The Early Learning Grant
- The Adult and Continuing Education Grant

- For costs of curriculum modification not funded through SIP
- For costs of educational assistants and other staff not funded through SIP;
- For up to \$800.00 for assistive devices (after ADP and insurance contributions);
- For assessment costs (educational assessments as well as psychological and other professional assessments);
- For professional and paraprofessional supports such as psychologists, therapists, speech-language pathologists, and social workers;
- For the cost of producing audio/audiovisual instructional materials and alternative formats; and
- For smaller class sizes for some pupils (e.g., to achieve the pupil/teacher ration stated in Regulation 298).

The role of SEAC in the budget process is to:

- Ensure that SEAC is informed of the total amount of money available to the school board, including the Provincial grant;
- Ensure that SEAC is aware of how much of that money relates to special education, i.e. the total enrolment times the SEPPA amount, plus the dollar amounts per identified exceptional students;
- Know the amount of money that is required to provide services to meet the needs of the identified exceptional students, as described in the Board's Special Education Report;
- Develop a plan for the funding of the special education supports for all identified exceptional students;
- Make a presentation to the Board's budget committee setting out the expectations for funding as well as the value of supporting this dollar allocation for both exceptional and non – exceptional students;
- Be a delegation to the full school board, if the budget committee did not prove to be particularly receptive;
- Look at recommending an amendment to the Board's Special Education Report, if proposed budget allocation is significantly different from what the SEAC recommends;
- Establish a process for monitoring the allocation of the funds that should be used for special education purposes. For example, in considering the recommendation for implementing early intervention programmes, the SEPPA funds must not be used for Junior Kindergarten to replace the funding cancelled by the Ministry or for implementing the required early identification programs for all students. It is imperative that special education dollars be used to meet special needs; and
- Ensure, through passing a motion that a financial report is provided to it on the expenditure of funds on a regular basis.

RESOURCES AND SUPPORTING DOCUMENTS

The following sampling of special education support documents is available in each school. For a more extensive list contact the Document Distribution Services at the Learning Resources Centre at the Education Centre, Newmarket 416-969-7170 ext 3538.

Documents

Print Resources - YRDSB

A Curriculum Support Document for Exceptional Pupils is a practical support document, which clarifies the characteristics and needs of each exceptionality. It identifies strategies and resources, which teachers might use to respond to individual student needs.

<https://bww.yrdsb.ca/boarddocs/Documents/FOR-curriculumdocumentsandmaterialsorder-S108.pdf>

A Guide For Parents: The Individual Education Plan is a brochure outlining the requirements and timelines for the completion and implementation of a student's Individual Education Plan.

<http://www.yrdsb.ca/Programs/SpecEd/Documents/Referral%20Process/SD-IEPguideforparents.pdf>

A Parent's Guide to the IPRC is a brochure outlining the requirements of the Identification, Placement and Review Committee process and associated timelines. A list of the Board's Special Education Advisory Committee agency members is also included.

<http://www.yrdsb.ca/Programs/SpecEd/Documents/Referral%20Process/SD-IPRCparentguide.pdf>

A Parent Guide to Special Education Funding for Assistive Technology and Equipment for Students with Special Education Needs

<http://www.yrdsb.ca/Programs/SpecEd/Documents/Referral%20Process/Parent%20Guide%20to%20SEA%20Process.pdf>

Gifted Program Strategies is a resource supporting teachers of elementary gifted classes as they plan programs to meet students' needs.

<https://bww.yrdsb.ca/services/student/exceptionalities/Pages/Gifted/GiftedInstructionalAndAssessmentStrategies.aspx>

Provision of Health Support Services in School Settings P662 can be accessed through the Community Care Access Centre (CCAC) as referenced in: York Region District School Board policies and procedures.

<https://bww.yrdsb.ca/boarddocs/Pages/ProvisionofHealthSupportServices.aspx>

Red Flags: Early Identification in York Region (York Region Health Connection) is a resource guide to assist with early identification.

http://www.york.ca/wps/wcm/connect/yorkpublic/054ca0a9-0027-46a3-b817-452890b3038b/red+flags+guide_web.pdf?MOD=AJPERES

School Social Workers: A Guide for Parents and Guardians Social work services are provided by social workers who are registered with the Ontario College of Social Workers and Social Service Workers.

<http://www.yrdsb.ca/Programs/SpecEd/Documents/Referral%20Process/SD-YRDSBSchoolSocialWorkers.pdf>

Special Education: A Communication Guide for Parents and Students is a brochure outlining strategies for effective communication and guidelines for the appropriate process to contact Board personnel.

<http://www.yrdsb.ca/Programs/SpecEd/Documents/Referral%20Process/SD-speded-communicationguideforparents.pdf>

The Safe, Caring and Supportive Schools Policy P668 outlines support and preventative programs, such as:

- Progressive Discipline
 - Positive behaviour supports
 - Peer mediation, counseling
 - Withdrawal of privileges and/or withdrawal from class
 - Detention
 - Restitution and or restorative practices (along a continuum that might include restorative conversations, restorative circles, etc.
- Mitigating circumstances shall be taken into consideration in all cases of suspension and expulsion.

<http://www.yrdsb.ca/boarddocs/Documents/PP-review-safecaringandsupportiveschools-668.pdf>

The Talking Opportunities: A Pathways to Opportunity Resource Kit is available to assist in the promotion of pathways for all students.

<https://bww.yrdsb.ca/boarddocs/Pages/ProvisionofHealthSupportServices.aspx>

Understanding Learning Disabilities Processing Waterfall Chart

<https://bww.yrdsb.ca/services/student/Documents/YRDSB%20Documents/SD-LearningDisabilitiesWaterfallChart.pdf>

Understanding Learning Disabilities Processing Waterfall Chart – Mathematics

https://bww.yrdsb.ca/services/cis/mathliteracy/Documents/2017-Math-LD-Waterfall-AODA_v004a.pdf

Work Experience Program: Procedures and Resources, 2010 provides consistent and standardized guidelines and expectations across the region regarding the Work Experience Program. Included in this manual are sections relating to programming in the areas of Transit and Travel Training, Self-Advocacy, Continuum of Programs and Transitional Planning and Family Life Education.

<https://bww.yrdsb.ca/boarddocs/Documents/FOR-curriculumdocumentsandmaterialsorder-S108.pdf>

Print Resources - General

Cooperative Learning & Strategies for Inclusion: Celebrating Diversity in the Classroom. Putnam, JoAnne. (1998) ISBN 1-55766-3467

Creating an Inclusive School, 2nd Edition. Villa, Richard and Thousand, Jacqueline (Eds.). (2005) ISBN 1-4166-0049-3

The Differentiated Classroom: Responding to the Needs of All Learners. Tomlinson, Carol Ann. (1996) ISBN – 0-87120-342-1

Inclusion: A Guide for Educators. Stainback, S., and Stainback W. (Eds). (1996) ISBN 1-55766-231- 2

When Something’s Wrong: Ideas for Teachers/Parents with Troubled Students. Canadian Psychiatric Research Foundation. www.cprf.ca

Online Resources

- www.yrdsb.ca
- www.edu.gov.on.ca
- www.ldayr.org
- www.edugains.ca
- www.ldatschool.ca

Modules

Understanding Learning Disabilities

<https://bww.yrdsb.ca/connect2learn/course.asp?courseID=2973>

Phonological Awareness <https://www.youtube.com/watch?v=BVqywZ85zxA>

Knowing Your Learner <https://bww.yrdsb.ca/connect2learn/course.asp?courseID=1336>

Individual Education Plan

<https://bww.yrdsb.ca/connect2learn/course.asp?courseID=1465>

Ministry Publications

The Ontario Curriculum documents for all grade levels are available in each school. Ministry publications are also available at:

Mail: Ministry of Education
Public Inquiries Unit
2nd Floor, 880 Bay Street
Toronto, Ontario M7A 1N3

Phone: 416-325-2929 or 1-800-387-5514

Telecommunications Device for the Deaf
(TDD/TTY) -1-800-263-2892
Fax: 416-325-6348
Website: <http://www.edu.gov.on.ca>
E-mail: info@edu.gov.on.ca

Print Resources - Ministry

Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12

http://www.edu.gov.on.ca/eng/general/elemsec/speced/Caring_Safe_School.pdf

Creating Pathways to Student Success, 2013

<http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf>

Effective Educational Practices for Students with Autism Spectrum Disorders, 2007

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/autismSpecDis.pdf>

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010

<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

Learning for All – A Guide to Effective Assessment and Instruction for All Students, K-12, 2013

<http://edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

Planning Entry to School – A Resource Guide, 2005

<http://www.edu.gov.on.ca/eng/parents/planningentry.html>

Shared Solutions - A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs, 2007

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.html>

Special Education in Ontario: Kindergarten to Grade 12, 2017

http://edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

Supporting Bias-Free Progressive Discipline in Schools: A Resource Guide for School and System Leaders, 2013

<http://www.edu.gov.on.ca/eng/policyfunding/SupportResGuide.pdf>