

FUNDING GUIDELINES

SPECIAL NEEDS FUNDING – CATEGORICAL FUNDING

Special needs funding is available for students requiring and receiving extensive supports based on a comprehensive educational needs assessment. Support is provided at three levels:

- Student Services Grant
- Low Incident Special Needs Funding

GUIDELINES FOR STUDENT SERVICES GRANT

The Student Services Grant is part of the school division's base support funding. A portion of base support funding is designed for students requiring supports for a major part of the school day.

Students with the following conditions may be eligible for support from the Student Services Grant:

- **Moderate mental disability:** The student has an intelligence quotient (IQ) of less than 50 (plus or minus 5) based on a valid intelligence test administered by a qualified person and has significant difficulty in adaptive functioning.
- **Severe physical disability:** The student has a severe physical disability that requires significant specialized support and physical rehabilitation.
- **Moderate multiple-disabilities:** The student has more than once moderate disability, the combination of which affects his or her adaptive functioning at school.
- **Very severely learning disabled:** The student's reading, language, and/or mathematics performance is significantly lower than expected on the basis of his or her intelligence or learning potential.
- **Severely emotionally disturbed:** Based on a comprehensive psychological assessment administered by a qualified specialist, the student is confirmed to have severe emotional, social and behavioural disorders.
- **Severe hearing loss:** Based on a comprehensive assessment administered by a qualified specialist (audiologist, deaf education specialist, and/or speech-language pathologist), the student is confirmed to have severe hearing loss that affects speech and language development.
- **Severely visually impaired:** After all possible visual correction is made, the student with visual impairment requires special materials and services, but uses visual media (including print) as the primary method of learning.

Decisions about a student's eligibility and the expenditures under the Student Services Grant are made by the school division.

APPLICATION PROCESS FOR LOW INCIDENT SPECIAL NEEDS FUNDING

Categorical support is available for students with special needs who require and receive extensive supports based on a comprehensive educational needs assessment. (Level II and Level III support is in addition to the Student Services Grant and clinician support).

Definitions of conditions considered for Level II and Level III support are provided to assist school divisions in selecting students for funding applications. The Program and Student Services Branch determines final eligibility.

The school requesting Level II or Level III support for students with special needs will complete an individual education plan (IEP) for each student. All applications requesting a level of funding and providing identifying information are to be forwarded by school division administration to the Program and Student Services Branch, Manitoba Education.

LEVEL II SUPPORT - \$8,560 PER STUDENT

Funding eligibility criteria for Level II support are based on the student's need for individualized instruction for a major part of the school day.

Students with the following conditions are considered for Level II support:

- **Severe multiple-disabilities:** The student has a combination of two or more severe disabilities that produce severe multiple developmental behavioural and/or learning difficulties. The student may have a severe cognitive disability compounded by a physical disability so severe that he or she requires adaptations and modifications beyond the usual education programming provided for students with moderate special needs. If not cognitively disabled, the student may display two or more severe physical disabilities and consequently requires intensive assistance and/or individualized supervision.
- **ASD:** Student with autistic characteristics presents a combination of behaviours such as extreme self-isolation, severe language and communication problems, hypersensitivity and/or hyposensitivity in the sensory dimensions and ritualistic behaviours. The severely autistic student exhibits characteristics that severely inhibit his or her learning and overall functioning and therefore requires highly individualized programming.
- **Deaf and hard of hearing:** The student is confirmed to be deaf or hard of hearing based on a comprehensive assessment administered by a qualified specialist (audiologist, deaf education specialist and/or speech-language pathologist). Due to a hearing loss that has significantly affected the development of speech and/or language, the student requires major programming modifications to participate effectively and benefit from instruction in the educational setting.
- **Severely visually impaired:** The student's vision is so severely impaired that the primary learning mode is not visual, necessitating extensive accommodation into the learning environment and adaptations to materials.
- **Very severely emotionally/behaviourally disordered:** The student exhibits very severe emotional/behavioural disorders, characterized by inappropriate or disproportionate emotional and behavioural responses to various life situations. The student requires individualized programming and supports with ongoing formal interagency involvement.

- **Severely psychotic:** This diagnostic category includes students with severe thought disorders and associated inappropriate behaviours that are beyond control and that do not appear to be caused by inappropriate school expectations. The severely psychotic student displays highly inappropriate school behaviour that is both chronic and excessive and may necessitate his or removal from the regular classroom and placement in specialized, highly intensive therapeutic setting.

Other special conditions can be considered.

LEVEL III SUPPORT - \$19,055 PER STUDENT

Funding eligibility criteria for Level III support are based on the student's need for individualized instruction for the entire school day, additional specialized supports provided by the school division, and programming requirements significantly beyond those established for Level II support.

Students with the following conditions are considered for Level III support:

- **Profound multiple-disability:** The student has a combination of extremely severe disabilities that produce profound multiple developmental, behavioural and/or learning difficulties. Consequently, the student requires continuous individualized attention and instruction, as well as extensive additional supports.
- **Deaf:** The student is deaf or has a hearing loss that affects communication so profoundly that he or she requires appropriate, full-time, individualized programming to participate effectively and benefit from instruction in the educational setting.
- **Profoundly emotionally/behaviourally disordered:** The student exhibits profound emotional/behavioural disorders and associated learning difficulties requiring highly individualized programming and intensive support services at school and in the community.

This applies to the student:

- Who is a danger to self and/or others and who actions are marked by impulsive, aggressive and violent behaviour
- Whose behaviour is chronic – the disorder persists over a lengthy period of time
- Whose behaviour is pervasive and consistent – the disorder negatively affects all environments, including home, school and community
- Who requires or receives a combination of statutory and non-statutory services from Turtle Mountain School Division, Family Services, Health and/or Justice as defined within the Child and Family Services Act, the Mental Health Act and the Young Offenders Act

The request for Level III Support for a student with profound emotional/behavioural disorders must be accompanied by a detailed IEP with a comprehensive multisystem 24-hour treatment intervention plan (Circle of Care) to address the student's problems.

- **Blind:** The student's vision is impaired to the degree that the primary learning mode is not visual. This necessitates extensive adaptations to the learning environment, specifically to print medium. Individualized programming is required. This may include direct instruction in Braille and Orientation and Mobility.

- **URIS Group A Healthcare Procedures:** The student requires one or more of the following complex medical procedures that must be performed by a registered nurse:
 - Ventilator care
 - Tracheotomy care
 - Suctioning (tracheal/pharyngeal)
 - Nasogastric tube care and/or feeding
 - Complex administration (e.g., via infusion pump, nasogastric tube, injection other than Epipen or equivalent)
 - Central or peripheral venous line interventions
 - Other clinical interventions

School divisions are required to submit an application to the URIS Committee. Documentation required for the application:

- Special Needs Categorical Grant Level II funding application
- URIS Application Form (5.2_
- Individual Health Care Plan

GUIDELINES FOR SUBMITTING MULTISYSTEM APPLICATIONS

Circle of Care Treatment Plan for Students with Profound Emotional/Behavioural Disorders Who Require Coordinated Multisystem Planning.

Identifying Data

1. Provide the following information:

- Student's name and student number
- Birth date
- Gender
- Parents/guardians (extended family, foster parents/guardians, group home)
- School division and school
- Agencies and personnel involved (Family Services, Health and/or Justice)
- Legal status (permanent ward, temporary ward, voluntary placement, court pending, living with parents/guardians).

2. Description of Concerning Emotional/Behavioural Problems

Specify the student's behavioural/emotional problems, how he or she endangers self/others, persistence over time and pervasiveness in the student's environments at home, at school and the community.

3. Developmental and Function of Student's Emotional/Behavioural Problems

In this section the multisystem team details the developmental context in which the child learned the current emotional/behavioural coping style. The team summarizes those relevant events, including experiences with

caregivers, family dynamics, trauma and any significant occurrences that may account for the student's present coping style. It also requires the factors that maintain and drive the present behaviours.

4. Diagnostic Information

Summarize formal diagnostic information completed to date by school clinicians, social services and health personnel, identifying critical factors to be considered in developing the multisystem (Circle of Care) plan. Information related only to school planning is provided in the individual education plan (IEP) or individual behaviour plan (IBP).

5. Summary of School Performance

This information should be provided in the student's IEP or IBP.

This plan should detail shared service goals and describe specific interventions delivered in a co-coordinated manner by each of the collaborating partners.

6. Identification of Treatment/Educational Goals

The purpose of this section is to identify shared service goals that will coordinate the implementation of the multisystem service plan to address the student's critical social, learning and personal needs and the system's safety needs.

7. Proposed Multisystem Education/Treatment Plan

Specify the service plan developed by the multisystem team to address the shared service goals. Include specific strategies that will be implemented in each of the child's living/learning environments and identify the services provided to support the child and caregivers by each member of the team.

8. Case Management Process

- Identify the team members for the school and each of the other service systems involved.
- Identify services provided by each of the service systems to implement the multisystem education/treatment plan.
- Identify the case manager for both the school and other service systems.
- Outline how the services provided by the multisystem team will be coordinated and evaluated.

9. Implementation Costs

Detail the school division costs and implementing the school component of the multisystem education/treatment plan.

10. Signature of Case Managers

SAFETY

Review the Safe and Caring Schools document for complete direction.

TRANSPORTATION OF STUDENTS WITH SPECIAL NEEDS

Any student with special needs (physical, health or behavioural) who is transported by Turtle Mountain School Division school buses requires a Transportation of Students with Special Needs form completed. This includes students who require transportation for Beyond the Classroom Activities (i.e. field trips, swimming lessons, etc.)

Forms must be updated on a yearly basis or as student's level of care changes. Forms are due the last Monday in June or when students begin attending TMSD.