

Education Funding

Special Education Funding Guidelines

Special Incidence Portion (SIP)

2009-10

Spring 2009
Ministry of Education

This publication supersedes the *Special Education Funding Guidelines: Special Equipment Amount (SEA) and Special Incidence Portion (SIP) 2008-09*

Une publication équivalente est disponible en français sous le titre suivant : *Lignes directrices sur le financement de l'éducation de l'enfance en difficulté : la somme liée à l'équipement personnalisé (SEP) et la somme liée à l'incidence spéciale (SIS), 2009-10.*

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Special Incidence Portion (SIP)

Special Incidence Portion (SIP) - New For 2009 - 10

1. Boards will document that the parent has been informed that a SIP claim has been submitted to the ministry, in accordance with these guidelines, to partially offset the cost of support and services provided by the board for their child
2. The Staff Support Level Timetable (**Appendix C**), is now formulated to calculate periods of time and under column C, includes job title/role for listed staff.
3. For SIP claims on behalf of students with a health or health and safety claim, the Characteristics Checklist for Health Claims (**Appendix D**) must be completed (with all applicable boxes checked) and the form signed by the Superintendent of Special Education.
4. Electronic submission of Appendix **B**, **C** and where appropriate, **Appendix D** to the Regional Offices, is required. An electronic version of all forms will be made available through the Ministry's Regional Offices.
5. During the school year, the Ministry will conduct a review of SIP claim documentation which may include classroom, school and/or board visits. It is expected, at a minimum, that School Boards will retain a copy of all documentation to support the claim.

At any time, the Ministry may review any documentation provided in support of the SIP claim and may decide to conduct classroom, school and/or board visits which may include reviewing:

- safety and/or behaviour logs (updated where appropriate after December 15, 2009).
- board training and/or professional development to ensure staff are aware and trained in appropriate health and/or safety intervention approaches.

Special Incidence Portion (SIP)

Continuing in 2009-10, school boards may apply for Special Incidence Portion (SIP) funding for staff support to ensure the health and safety both of students who have extraordinarily high needs related to their disabilities and/or exceptionalities and of others at school.

Where approved, the Ministry will grant up to a maximum of \$27,000 per student per year. In the case of Kindergarten students, where approved, the Ministry will grant up to a maximum \$13,500.

For all SIP claims, the Ministry requires that the identified additional supports be in place to respond to the student's needs **prior to** submitting an application for additional funding for staff support. Submissions for 2009-10 SIP funding are due on December 15, 2009.

Boards will ensure that, in addition to any other obligations to give notice under the Municipal Freedom of Information and Privacy Act (MFIPPA), the board has informed the parent that a SIP claim has been submitted to the ministry, in accordance with these guidelines, to partially offset the cost of support and services provided by the board for their child.

The Special Incidence Portion allocation for a board for the 2009-10 fiscal year is the sum of all approved special incidence claims for pupils of the board, after any adjustment required under section 24(5) and (6) of the Grants for Student Needs Regulation.

Eligibility Criteria for SIP

Health and Safety

School boards may apply for SIP funding on behalf of students who require more than two full-time equivalent board-paid staff providing intensive support for the health and safety of the applicant student, other students and/or staff. This additional support may be provided by behavioural assistants, teachers' assistants, education assistants, child and youth workers, health/personal care assistants or any other equivalent assistants.

The student will be enrolled in a regular class with special education support or a special education class.

Staff Support Level Timetable

SIP is intended to offset the additional staff costs for a student who needs more than two full-time staff providing intensive support according to the formula in the SIP Staff Support Level Timetable (**Appendix C**). Funding approval will be based on the current school year timetable at the time of submission.

The SIP Staff Support Level Timetable submitted on or before December 15, 2009 in support of a claim for 2009-10 SIP funding (new, renewal or renewal adjusted) must demonstrate staff support in place in the 2009-10 school year.

Eligible Board-Paid Staff Support

Staff counted in the Staff Support Level Timetable must be supporting the student for at least 10% of the student's hours during a week on a regularly scheduled basis, for the entire school year.

Time spent by behavioural assistants, teachers' assistants, child and youth workers, health/personal care assistants or any other equivalent assistants may be included on the timetable, provided that these staff are spending regularly scheduled time with the applicant student and the support is documented in the current IEP.

Classroom teacher time can be counted as intensive support where the teacher is a special education teacher in a special education class. A special education teacher providing support to the applicant student enrolled in a regular class can also be counted. The total number of students in the class must be shown in the appropriate column(s) in the timetable.

Only staff with a special education assignment can be included in the calculation of intensive support. Teacher time in a regular classroom is not included in the calculation of intensive support. These teachers' salaries are funded through the Foundation Grant.

The time that the student spends with other students can be counted as part of the claimed level of support as long as the assigned support person(s) are in attendance and small group interaction is part of the student's program.

The Staff Support Level Timetable should **not** include time spent by board-paid professional staff (e.g. psychologist, social worker, etc.) except in exceptional circumstances where the board documents that a student's program includes a significant level of regularly scheduled interactions with the student by board-paid professional staff. This support must total at least 10% of the student's hours during a week and continue over the school year. The scheduled time must be shown on the timetable in column C and must be documented in the current IEP.

Staff Support Calculation

It should be noted that “more than two full-time equivalent board-paid staff” does not necessarily mean that the same two or more people are assigned exclusively to one student. Rather, the total of all eligible board staff interacting with the student will be added up to arrive at the number of full-time staff supporting the student.

The Staff Support Level Timetable will be used to report all staff supporting the student.

For all SIP applications the calculation formula uses a 300 minute student day to determine the amount of SIP funding to be provided for an eligible student up to a maximum of \$27,000 per student with the exception of Kindergarten students. For Kindergarten students the maximum SIP funding available is \$13,500.

Calculation of Staff Support Level per Activity (refer to Appendix C)	
# of staff _____	# of minutes (activity) _____
_____	x
# of students	300 minutes (day)
or, Staff Support Level = # staff divided by # students, multiplied by # minutes divided by 300	

<p>Total Staff Support Level _____</p> <p>(as determined at time of application found in Appendix C: Staff Support Level Timetable Box “D”)</p> <p>(_____ total staff support - 2.0) x \$27,000 = _____</p>
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Documentation Required for SIP Claims

The following documentation is required as evidence of the applicant student’s need for staff support. The documents must reflect the student’s programs and services for the current school year (2009-10).

December 15, 2009 is the submission deadline for the documentation in support of SIP applications. Only claims received on or before the December 15, 2009 submission deadline will be considered for funding in the 2009-10 school year.

A checklist of required documents has been provided for all claims (Appendix A). This checklist is to assist staff in claim preparation.

All SIP claims for the 2009-10 school year require a current IEP for the student, signed by the principal documenting the student's need for staff support such that the IEP:

1. connects to program and report card,
2. reflects a logical thread from assessment data to the student's areas of strength and need, accommodation and program section,
3. provides, in the program section, measurable learning expectations related to Ontario curriculum for modified subjects/courses, and/or alternative skill areas as appropriate,
4. when the student has SEA equipment, documents the student is using the equipment and, where appropriate, that the student is using the SEA equipment for provincial testing, and
5. documents, in the human resource section, the board-paid staff and support that are identified and shown in the staff support timetable.

For SIP claims on behalf of students with a **health** or health and safety claim, the Characteristics Checklist for Health Claims (**Appendix D**) must be completed (with all applicable boxes checked) and the form signed by the Superintendent of Special Education.

Claims Process

For each SIP claim the Board will submit to the Ministry by December 15, 2009:

- **one paper copy** of the relevant documents listed in Appendix A (signed, where appropriate)
- **electronic submissions** of Appendix B and C, and where appropriate, Appendix D; and
- where it would assist in explaining the application, the needs of the student, a summary of the student's need for intensive staff supports and how staff were assigned (optional).

SIP Approval Summary for All Claims

The board will submit by December 15, 2009, to the Ministry the following SIP Approval Summary (Appendix E):

- a paper copy that shows all new, renewal/renewal adjusted claims, signed by the Supervisory Officer certifying that the claims submitted are in compliance with this Guideline, and,
- an electronic copy of the same.

Business Cycle/Application Process

Business Cycle

The application process for SIP will continue to be connected to the Ministry's financial reporting cycle.

Connection to Financial Reporting

In order for school boards to receive SIP funding as part of their regular payments from the Ministry, it is important that board staff provide appropriate information on the expected number of claims and financial allocations within the board's standard financial reports to the Ministry.

In June of each year, boards should include estimated funding for SIP renewal / renewal adjusted claims and anticipated new claims for the following school year (e.g. entry from pre-school, day treatment, etc.) in their Estimates submission for education funding.

In December of each year, boards need to include estimated funding for both renewal/renewal adjusted and new SIP claims in their Revised Estimates. This financial information should be provided to each board's finance department in a timely manner and should be based on the expected number of approved claims and the anticipated amount of funding for these claims (new and renewal/renewal adjusted).

In the winter of the next year, boards need to include in financial statements their final SIP funding allocation.

Ministry Review

During the school year, the Ministry will conduct a review of SIP claim documentation which may include classroom, school and/or board visits. It is expected, at a minimum, that School Boards will retain a copy of all documentation to support the claim.

At any time, the Ministry may review any documentation in support of the SIP claim and may decide to conduct classroom, school and/or board visits which may include reviewing:

- safety and/or behaviour logs (updated where appropriate after application has been submitted).
- board training and/or professional development to ensure staff are aware and trained in appropriate health and/or safety intervention approaches.

The business cycle for the SIP application process will be the following:

SIP Application Process for School Boards for the 2009-10 school year

June 30, 2009

- Boards will submit in their Estimates financial report to the Ministry their projected SIP funding for the next school year.

December 15, 2009

- Boards will submit to their Regional Office:
 - the SIP Approval Summary (see Appendix E) of their SIP new, renewal/ renewal adjusted claims; and
 - all documentation required for each individual claim as per checklist (Appendix A).
- Boards will submit in their Revised Estimates financial report to the Ministry their revised SIP funding projection for new, renewal/ renewal adjusted claims, for the current school year.

June 30, 2010

- The Ministry will have reviewed, approved and finalized all new and renewal/ renewal adjusted SIP claims
- The Ministry will notify boards of the decisions made.

Fall/Winter 2010:

- In financial statements boards will submit final SIP funding allocation.

Appendix A: Special Incidence Portion (SIP) Checklist of Documentation for All Claims

Note: An electronic version will be available through the Ministry's Regional Offices

	Student Name: School Number: School Board:	
1.	Checklist of Documentation (Appendix A)	
2.	SIP Application Form (Appendix B) - <i>signed by the Supervisory Officer</i>	
3.	SIP Staff Support Level Timetable (Appendix C) - <i>signed by the Principal</i>	
4.	Characteristics for Health Claims Checklist (Appendix D), for Health or Health & Safety needs - <i>signed by the Supervisory Officer</i>	
5.	IPRC document of decision, where applicable	
6.	Current Individual Education Plan (IEP)	
7.	Report Card (<i>Most Recent</i>)	
8.	Behaviour Management Plan (<i>Updated For Renewals</i>) and/or Health/Medical Management Plan (<i>Updated For Renewals</i>)	
9.	Intervention Log (sample) (<i>Updated For Renewals</i>)	
10.	Safety Plan, where applicable (<i>Updated For Renewals</i>)	
11.	Transition Plan, where applicable (<i>Updated For Renewals</i>)	
12.	Assessments (<i>Updated For Renewals</i>) if available	
13.	Documentation of Inter-Agency Involvement (<i>Updated For Renewals</i>)	
14.	Summary of student's need for intensive staff support or other relevant information (<i>Optional</i>)	

Appendix B: Special Incidence Portion (SIP) Application Form

Note: An electronic version will be available through the Ministry's Regional Offices

DSB INFORMATION				
Board Number :	<input type="text"/>			
Board Name :	<input type="text"/>			
Contact Person (name, job title, phone) :	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<i>Last Name</i>	<i>First Name</i>	<i>Job Title</i>	<i>Phone</i>

STUDENT INFORMATION				
Last Name :	<input type="text"/>		Panel (Elem = 1, Sec = 2) :	<input type="text"/>
First Name :	<input type="text"/>		School Number :	<input type="text"/>
Middle Name :	<input type="text"/>		Placement / Instructional Setting :	<input type="text"/>
Birth Date :	<input type="text"/>	<input type="text"/>	Year of 1st SIP Claim :	<input type="text"/>
	<i>Year</i>	<i>Month</i>		
Sex (M/F) :	<input type="text"/>			
OEN : (No dashes or spaces)	<input type="text"/>			
IPRC (Y/N) :	<input type="text"/>			
Exceptionalities : <small>If multiple or non-identified, provide additional details</small>	<input type="text"/>	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
Application Type : <small>(New, Renewal, Renewal Adjusted)</small>	<input type="text"/>			
	<i>Additional Details Pertaining to Multiple Exceptionality or Non-Identified Students</i>			

SIP funding calculation based on Staff Support Level Timetable, Appendix C	\$	<input type="text"/>	<input type="text"/>
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OTHER SUPPORTS IN PLACE FOR THE STUDENT					
Equipment :	<input type="text"/>				
SEA claim current year (Y/N)	<input type="text"/>				
Board-Paid Professionals/Paraprofessionals providing support (including contracted staff) :	<input type="text"/>				
Services provided by other Ministries/ other Agencies (specify) :	<input type="text"/>				
Transportation Arrangements (dedicated to the applicant student) :	To School	# Board-paid staff	# SIP Students	Minutes	<input type="text"/>
	From School	# Board-paid staff	# SIP Students	Minutes	
Building/Classroom Accommodations (provide details and date completed, if new since last claim) :	<input type="text"/>				

Certification:

I certify that the information contained in this document is a true reflection of the program provided to the student at the time of application.

	<input type="text"/>	<input type="text"/>	<input type="text"/>	
SUPERVISORY OFFICER <small>(Please Print)</small>	DATE <small>(Year Month Day)</small>			SIGNATURE OF SUPERVISORY OFFICER

Appendix D: Characteristics Checklist for Health Claims

Note: An electronic version will be available through the Ministry's Regional Offices

Year **Month** **Day**
Board Number :
Board Name :
Placement / Instructional Setting :
Claim Type :
(Health, Safety, or Health & Safety)

Year **Month** **Day**
Birth Date :
Sex (M/F) :
OEN :
No Dashes or Spaces

Last Name :
First Name :

Adapted from the Report of the Paediatric Complex Care Coordination Expert Panel May 2008
CHECK all characteristics that apply:

<p>1. Technology dependent and/or users of high intensity care during the school day</p> <p><input type="checkbox"/> Child is dependent at least part of each school day on mechanical ventilators.</p> <p><input type="checkbox"/> Child requires prolonged intravenous administration of nutritional substances, or drugs.</p> <p><input type="checkbox"/> Child has prolonged (≥1 month) dependence on other device-based support, including:</p> <ul style="list-style-type: none"> • tracheostomy tube care, • suctioning, • oxygen support, or • tube feeding. <p><input type="checkbox"/> Child has prolonged (≥1 month) dependence on any other medical devices to compensate for vital bodily functions, and requires daily or near daily nursing care, e.g.,</p> <ul style="list-style-type: none"> • apnea (cardiorespiratory) monitors • renal dialysis due to kidney failure • urinary catheters or colostomy bags plus substantial nursing care. <p><input type="checkbox"/> Child is not technologically dependent but has any chronic condition that requires as great a level of care as the above group, such as:</p> <ul style="list-style-type: none"> • children who, as a consequence of their illness, are completely dependent on others for activities of daily living at an age when they would not otherwise be so dependent • children who require constant medical or nursing supervision or monitoring resulting from the complexity of their condition and/or the quantity of oral drugs and therapy they receive. 	<p style="text-align: center;">AND</p> <p>2. Fragility</p> <p><input type="checkbox"/> The child has severe and/or life-threatening disease.</p> <p><input type="checkbox"/> Failure of equipment or treatment places the child at immediate risk.</p> <p><input type="checkbox"/> Short-term changes in the child's health status (e.g., an intercurrent illness) puts them at immediate serious health risk.</p> <p><input type="checkbox"/> As a consequence of the child's illness, the child remains at significant risk of unpredictable life-threatening deterioration, necessitating round-the-clock monitoring by a knowledgeable caregiver.</p> <p><input type="checkbox"/> The child has had 2 or more admissions to hospital lasting 10 or more days in the past year.</p> <p><input type="checkbox"/> The child has had 10 or more outpatient clinic visits in the past year.</p>	<p style="text-align: center;">AND</p> <p>3. Chronicity</p> <p><input type="checkbox"/> The child's condition is expected to last at least 6 more months.</p>
AND		
<p>4. Complexity</p> <p><input type="checkbox"/> Involvement of multiple health care practitioners.</p> <p><input type="checkbox"/> Health care services delivered in at least 3 of the following locations:</p> <ul style="list-style-type: none"> • Home • School • Hospital • Children's Treatment Centre • Community-based clinic (e.g. doctor's office) • Other (at clinician's discretion). 		

Certification:
 I certify that the information contained in this document is to the best of my knowledge a reflection of the student's health at the time of application.

SUPERVISORY OFFICER _____ **DATE** _____
(Please Print) (Year Month Day)

SIGNATURE OF SUPERVISORY OFFICER _____

Ministry of Education Regional Offices

Barrie Regional Office
Regional Manager
20 Bell Farm Rd., Unit # 9,
Barrie ON L4M 6E4
Tel: (705) 725-7627
1-800-471-0713

London Regional Office (as of April 2009)
Regional Manager
1090 Highbury Avenue
London ON N5Y 4V9
Tel: (519) 667-1440
1-800-265-4221

Sudbury-North Bay Regional Office
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Fax: (705) 564-4233

Ottawa Regional Office
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1-800-267-1067

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Thunder Bay Regional Office
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615 James Street South
Thunder Bay ON P7E 6P9
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Regional Manager
Suite 3610
Centre Tower
3300 Bloor Street West, 16th Floor
Toronto ON M8X 2X3
Tel: (416) 325-6870
1-800-268-5755

Acronyms

ADE	Average Daily Enrolment
ADP	Assistive Devices Program
CCAC	Community Care Access Centre
EA	Education Assistant
FTE	Full-Time Equivalent
GSN	Grants for Student Needs - Legislative Grants for the 2008-2009 School Board Fiscal Year
IEP	Individual Education Plans
IPRC	Identification, Placement and Review Committee
IT	Information Technology
MOHLTC	Ministry of Health and Long-Term Care
OEN	Ontario Education Number
OESS	Ontario Educational Software Service
OHIP	Ontario Health Insurance Plan
OSAPAC	Ontario Software Acquisition Program Advisory Committee
SEA	Special Equipment Amount
SIP	Special Incidence Portion
TA	Teacher Assistant

