

Education Funding

Special Education Funding Guidelines
Special Incidence Portion (SIP)

2022-23

March 2022
Ministry of Education
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This publication supersedes the *Special Education Funding Guidelines: Special Incidence Portion (SIP) 2021-22, Spring 2021*

NOTICE:

Some of the elements and proposals set out in this Guideline can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act*. Such regulations have not yet been made. Therefore, the content of this Guideline should be considered subject to such regulations, if and when made.

Une publication équivalente est disponible en français sous le titre suivant :
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Special Incidence Portion (SIP) Updates for 2022-23

- The Special Incidence Portion (SIP) benchmark for an eligible full time (1.0 ADE) student, where approved, will be increased to a maximum of \$28,803 in 2022-23.
- School boards may submit an electronic copy of certified SIP forms, with e-signature and/or attestation email, to their respective Regional Office.
- All school boards seeking to apply for a three-year claim for students with diagnosed medical conditions will be required to submit a new application for ministry approval. Additional details can be found below.

Special Incidence Portion (SIP)

In 2022-23, school boards may apply for Special Incidence Portion (SIP) funding to help cover the costs of staff support to ensure the health and/or safety of students who have extraordinarily high needs and of others at school.

Where approved, the Ministry will grant up to a maximum of \$28,803 per full time (1.0 ADE) eligible student per year. A student in a modified day/half day program is eligible for a maximum of \$14,401.50 in funding.

For all SIP claims, staff supports must be in place to respond to the student's needs **prior to** submitting an application for SIP funding. Submissions for 2022-23 SIP funding are due on December 16, 2022.

Boards will ensure that, in addition to any other obligations to give notice under the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), the board will ensure that it 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 board's SIP allocation for the 2022-23 fiscal year is the sum of all approved SIP claims for pupils of the board, after any adjustment required under the Grants for Student Needs (GSN) Regulation.

Eligibility Criteria for SIP

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/or safety of the applicant student, other students and/or staff. This additional support may be provided by eligible board-paid staff as outlined below under *Eligible Board Paid Staff Support*.

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

Safety Claims

A Safety Claim may be submitted on behalf of a student who requires more than two full-time equivalent board-paid staff to provide intensive support for the safety of the student and/or others from behaviour that is injurious to self and/or others. SIP Safety *only* Claims must be submitted as a new claim every year. Safety *only* Claims are not eligible for three-year claims.

Health Claims

A Health Claim may be submitted on behalf of a student who, as a consequence of their diagnosed medical condition, is dependent on more than two full-time equivalent board-paid staff to provide intensive support for activities of daily living including health at an age when they would not otherwise be so dependent.

Applications for Health Claims must be accompanied by the *Appendix E: Characteristics Checklist for Health Claims for Health or Health and Safety Needs*. If the application meets these criteria it may be considered for approval in 2022-23 for a three-year period. For year 2 and year 3, the amount of funding will be determined based on the *Appendix D: SIP Staff Support Level Timetable*, which must be re-submitted each year.

Health and Safety Claims

A Health and Safety Claim may be submitted on behalf of a student who, as a consequence of their diagnosed medical condition, is dependent on more than two full-time equivalent board-paid staff to provide intensive support for activities of daily living including health and safety at an age when they would not otherwise be so dependent.

Applications for Health and Safety Claims must be accompanied by the *Appendix E: Characteristics Checklist for Health Claims for Health or Health & Safety Needs*. If the application meets these criteria it may be considered for approval in 2022-23 for a three-year period. For year 2 and year 3, the amount of funding will be determined based on the *Appendix D: SIP Staff Support Level Timetable*, which must be re-submitted each year.

Staff Support Level Timetable

SIP funding is intended to help offset the additional staff costs for a student who needs more than two full-time equivalent board-paid staff providing intensive support according to the formula in the *Appendix D: SIP Staff Support Level Timetable*. Funding approval will be based on the current school year's *Timetable* at the time of submission.

The *Timetable* must be submitted on or before December 16, 2022 in support of a claim for 2022-23 SIP funding and must demonstrate that staff support is already in place.

Eligible Board-Paid Staff Support

Staff counted in the *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, educational assistants, child and youth workers, health/personal care assistants or any other equivalent assistants may be included in the *Timetable*, provided that these staff are spending regularly scheduled time with the student. As per the Table of Eligible Board-Paid Staff Support below, educational assistants' time must be recorded in Column A of the *Timetable* and must be documented in the student's current Individual Education Plan (IEP).

Classroom teacher time can only be counted in the *Timetable* where the teacher is a special education teacher in a special education class. A special education teacher providing support to a student enrolled in a regular class can also be counted in the *Timetable*. The total number of students in the class must be shown in the appropriate column(s) in the *Timetable*. As per the Table of Eligible Board-Paid Staff Support below, special education teacher time must be recorded in Column B and must also be documented in the student's current IEP.

Only staff with a special education assignment can be included in the *Timetable*. This includes behavioural assistants, educational assistants, child and youth workers, health/personal care assistants or any other equivalent assistants on a special education assignment. Staff that do not have a special education assignment, such as a bus driver or member of the school administration including the Vice-principal or Principal, cannot be included in the *Timetable*. Unlike special education teachers, teacher time in a regular classroom *cannot* be included in the *Timetable*. These teachers' salaries are funded through the Pupil Foundation Grant.

The time that the student spends with other students can be counted in the *Timetable*, as long as the assigned support staff are in attendance and small group interaction is part of the student's program.

The *Timetable* cannot 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 on a regularly scheduled basis and continue over the school year. Other eligible special education scheduled time must be shown on the *Timetable* in column C and must be documented in the student's current IEP.

Table of Eligible Board-Paid Staff Support			
Start/Finish Times	Column A	Column B	Column C
	Educational Assistants (EA) or other equivalent, eligible board-paid professional staff performing some of the duties of an EA as defined by the board (e.g. personal support worker, child and youth worker etc.).	Special Education Resource Support Teachers.	Other board-paid staff providing direct support.

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, in accordance with the formula below.

The *Timetable* must be used to report all eligible board-paid staff supporting the student.

For all SIP claims, the formula uses a 300-minute student day to calculate the amount of SIP funding to be provided. Boards may be approved for up to a maximum of \$28,803 per eligible student for full-time students (1.0 ADE), in accordance with these Guidelines. Boards may be approved for up to a maximum of \$14,401.50 in funding per eligible student for students in modified day/half day programs, in accordance with these Guidelines.

Calculation of Staff Support Level per Activity (refer to Appendix D)	
$\frac{\text{\# of eligible staff}}{\text{\# of students}} \times \frac{\text{\# of minutes (activity)}}{300 \text{ minutes (day)}}$	<p>or, Staff Support Level = # eligible staff divided by # students, multiplied by # minutes divided by 300</p>
<p>Total Staff Support Level _____</p> <p>(as determined at time of application based on the information recorded in <i>Appendix D: SIP Staff Support Level Timetable</i> Box "D")</p> <p>(_____ total staff support - 2.0) x \$28,803 = _____</p>	

Documentation Required for SIP Claims

All documents submitted to support SIP claims must reflect the student's programs and services for the current school year (2022-23).

December 16, 2022 is the submission deadline for the documentation in support of SIP applications. Only SIP claims received on or before the December 16, 2022 submission deadline will be considered for funding in the 2022-23 school year.

A checklist of required documents for all SIP claims, *Appendix A: Special Incidence Portion (SIP) Checklist of Documentation for All Claims*, has been provided. This checklist is to assist staff in claim preparation.

Please note **all SIP claims for the 2022-23 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 skills areas as appropriate,
4. when the student has Special Education Amount (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 level and/or frequency of support that are identified and shown in Appendix D - the *Timetable*.

When determining if the SIP claim is a Safety Claim, a Health Claim, or a Health and Safety Claim, boards must determine the primary need for the staff support the student requires.

For a Health Claim or a Health and Safety Claim, the *Appendix E: Characteristics Checklist for Health Claims for Health or Health and Safety Needs* must be completed (with all applicable boxes checked). The form must be signed by the Supervisory Officer of Special Education.

Claims Process

For each SIP claim, the board must submit the following materials to the Ministry by December 16, 2022:

- **an electronic copy** of the relevant documents listed in Appendix A (signed, where appropriate), as well as electronic submissions of Appendices B, C and D, and as appropriate, Appendix E.

- an electronic copy of *Appendix G* that lists all the board's new and renewal claims, signed by the Supervisory Officer certifying that all the claims submitted are in compliance with this Guideline.

Business Cycle/Application Process

Business Cycle

The application process for SIP claims 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, Education Finance Information System (EFIS), to the Ministry.

In June of each year, boards must include estimated funding for all SIP claims for the following school year in their Estimates submission for education funding.

In December of each year, boards need to include estimated funding for all 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.

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

Ministry Review

During the school year, the Ministry may conduct a review of a sample 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 all submitted SIP claims.

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

- safety and/or behaviour logs (updated where appropriate after the SIP application has been submitted);
- other relevant documentation maintained by the board documenting the student's academic program and progress; and
- board training and/or professional development for staff regarding appropriate health and/or safety intervention approaches.

SIP Application Process for School Boards for the 2022-23 school year

The business cycle for the SIP application process is the following:

June 30, 2022

- Boards will submit their Estimates financial report in EFIS, which will include their projected SIP funding for all 2022-23 claims.

December 16, 2022

- Boards will submit, to the Regional Office:
 - The *Appendix G: SIP Approval Summary*, and
 - all documentation required for each individual claim as per the *Appendix A: Special Incidence Portion (SIP) Checklist of Documentation for All Claims*.
- School boards may submit an electronic copy of certified SIP forms listed above, with e-signature and/or attestation email, to their respective Regional Office.
- Boards will submit their Revised Estimates report in EFIS, which will include their revised SIP funding projection for all 2022-23 claims.

August 31, 2023

- The Ministry will have reviewed, approved and finalized all SIP claims.
- The Ministry will have notified boards of their final approved SIP funding amounts.

Fall/Winter 2023

- Boards' final 2022-23 SIP funding allocation will be loaded on their Financials Statements report in EFIS.

Three Year Claims for Students with Diagnosed Medical Conditions

Special Incidence Portion (SIP) Health Claims or Health and Safety Claims may be eligible for three-year claims. SIP Safety only Claims are not eligible for three-year claims. SIP Safety only Claims must be submitted as a new claim each year.

A claim should be considered a Health Claim or a Health and Safety Claim where the required level of support is due, or partially due, to a condition diagnosed by a medical practitioner. A Health Claim or a Health and Safety Claim may be submitted on behalf of a student who, as a consequence of their diagnosed medical condition, is dependent on more than two full-time equivalent board-paid staff to provide intensive support for activities of daily living including health or health and safety at an age when they would not otherwise be so dependent.

Applications for Health Claims or Health and Safety Claims must be accompanied by the *Appendix E: Characteristics Checklist for Health Claims for Health or Health and Safety Needs*. If the claim meets the criteria in the *Appendix E* it may be considered for approval in 2022-23 for a three-year period. For year 2 and year 3, the amount of funding will be determined based on the *Appendix D: SIP Staff Support Level Timetable* which must be re-submitted each year.

Given that there were no three-year claims processes in the 2020-21 and 2021-22 school years, all school boards seeking three-year claims for students with diagnosed medical conditions are required to submit a new application for approval by the ministry in 2022-23.

Boards must record the status of a student's three-year claim on *Appendix C: Special Incidence Portion (SIP) Application Form* as well as *Appendix G: SIP Approval Summary* in the Three-year Claims column.

In the event a student moves during the three-year renewal cycle to another Ontario school board, the new school board must submit a new claim with all applicable documentation to the ministry with the board's other SIP claims. The claim on behalf of this student will be considered a new claim and will restart the three-year renewal cycle.

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

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

Please fill out the Student's Information on the Application Form (Appendix C) first		
	Student Name : School Name : School Board : Application Type : Claim Type :	Three-year claims only: (starting year of the three-year claim)
1.	SIP Checklist of Documentation For All Claims (Appendix A)	
2.	Summary of student's need for intensive staff support or other relevant information (Appendix B) - <i>signed by the Principal</i>	
3.	SIP Application Form (Appendix C) - <i>signed by the Supervisory Officer</i>	
4.	SIP Staff Support Level Timetable (Appendix D) - <i>signed by the Principal</i>	
5.	Characteristics Checklist for Health Claims (Appendix E), for Health or Health & Safety needs - <i>signed by the Supervisory Officer</i>	
6.	Individual Education Plan (IEP) (<i>Current Year</i>)	
7.	Behaviour Support Plan (<i>Updated for Renewals</i>) and/or Health/Medical Management Plan (<i>Updated for Renewals</i>)	
8.	Safety Plan, where applicable (<i>Updated for Renewals</i>)	
9.	Assessments (<i>Updated for Renewals</i>) if available	
10.	Documentation of Inter-Agency Involvement (<i>Updated for Renewals</i>)	

Please Note:

Behaviour Support Plan (BSP)

A behaviour support plan is a written plan that is designed to target the underlying reason for behaviour, replace the inappropriate behaviour with an appropriate behaviour that serves the same function, and reduce or eliminate the challenging behaviour. In school boards, behaviour support plans are sometimes referred to as behaviour management plans.

Safety Plan

A safety plan is a plan developed for a student whose behaviour is known to pose an ongoing risk to him or herself, other students, staff, or other people in general. It can serve as a crisis-response plan that outlines the roles and responsibilities of the staff in dealing with specific problem behaviours. The development of a safety plan involves all staff who work on an ongoing basis with a student, as well as parents and the representatives from any community agencies working with the student/family.

Appendix B: Summary of student's needs for intensive staff supports or other relevant information

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

Please fill out the Student's Information on the Application Form (Appendix C) first		
Student Name :		
School Name :		
School Board :		
Application Type :		
Claim Type :		
Please provide a brief description of the health and/or safety needs of the student.		
How does the assigned staff work with this student to support the student's health and/or safety needs during a typical school day?		
Certification:		
I certify that the information contained in this document is to the best of my knowledge a reflection of the student's needs for intensive staff support.		
SCHOOL PRINCIPAL (Please Print)	DATE (Year/ Month/ Day)	SIGNATURE OF SCHOOL PRINCIPAL

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

SIP, March 2022

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

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Appendix E: Characteristics Checklist for Health Claims for Health or Health & Safety Needs

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

Please fill out the Student's Information on the Application Form (Appendix C) first

Last Name : <input style="width: 80%;" type="text"/>	Birth Date : <table border="1" style="display: inline-table; text-align: center; width: 100px;"><tr><td style="width: 33%;">Year</td><td style="width: 33%;">Month</td><td style="width: 33%;">Day</td></tr><tr><td colspan="3">OEN : <input style="width: 100%;" type="text"/></td></tr></table>	Year	Month	Day	OEN : <input style="width: 100%;" type="text"/>			Board Number : <input style="width: 80%;" type="text"/>
Year	Month	Day						
OEN : <input style="width: 100%;" type="text"/>								
First Name : <input style="width: 80%;" type="text"/>	OEN : <input style="width: 100%;" type="text"/> <small>No Dashes or Spaces</small>	Board Name : <input style="width: 90%;" type="text"/>						
		Placement : <input style="width: 80%;" type="text"/>						
		Claim Type : <input style="width: 80%;" type="text"/> <small>(Health, Safety, or Health & Safety)</small>						

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

1. Technology dependent and/or users of high intensity care during the school day	AND	2. Fragility	AND	3. Chronicity	AND	4. Complexity
<input type="checkbox"/> Child is dependent at least part of each school day on mechanical ventilators. <input type="checkbox"/> Child requires prolonged intravenous administration of nutritional substances, or drugs. <input type="checkbox"/> Child has prolonged (≥1 month) dependence on other device-based support, including: <ul style="list-style-type: none"> • tracheostomy tube care, • suctioning, • oxygen support, or • tube feeding. <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.: <ul style="list-style-type: none"> • apnea (cardiorespiratory) monitors • renal dialysis due to kidney failure • urinary catheters or colostomy bags plus substantial nursing care. <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: <ul style="list-style-type: none"> • children who, as a consequence of their diagnosed medical condition, are dependent on others to provide intensive support for activities of daily living including health and/or safety 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. 		<input type="checkbox"/> The child has severe and/or life-threatening disease. <input type="checkbox"/> Failure of equipment or treatment places the child at immediate risk. <input type="checkbox"/> Short-term changes in the child's health status (e.g., an intercurrent illness) puts them at immediate serious health risk. <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 care giver. <input type="checkbox"/> The child has had 2 or more admissions to hospital lasting 10 or more days in the past year. <input type="checkbox"/> The child has had 10 or more outpatient clinic visits in the past year.		<input type="checkbox"/> The child's condition is expected to last at least 6 more months.		<input type="checkbox"/> Involvement of multiple health and/or community care services. <input type="checkbox"/> Health care services delivered in at least 3 of the following locations: <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.

SUPERVISOR OFFICER
(Please Print)

DATE
(Year/ Month/ Day)

SIGNATURE OF SUPERVISOR OFFICER

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

[illegible]

Ministry of Education Regional Offices

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West Region

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Acronyms

ADE	Average Daily Enrolment
EA	Educational Assistant
EFIS	Education Finance Information System
FTE	Full-Time Equivalent
GSN	Grants for Student Needs - Legislative Grants for the 2022-23 School Board Fiscal Year
IEP	Individual Education Plans
MFIPPA	Municipal Freedom of Information and Protection of Privacy Act
SEA	Special Equipment Amount
SIP	Special Incidence Portion