

Identification Of Special Needs:

There are two types of funding available for special needs students in Saskatchewan: diversity funding and designated disabled pupil funding. The students may receive support in any or of all of the following:

Programming:

- Adaptive dimension
- Differentiated instruction
- Co-teaching
- Team teaching
- Tutoring
- Consultation

Assessments:

- Formal
- Informal

Personnel:

- School administrators
- School based teams
- Classroom teachers
- Division based teams

Learner Outcomes:

- Tracking
- Monitoring
- Reporting

Assistive Technology:

- Integrated throughout the curriculum and personal program plans

Therapeutic Support:

- Classroom based

Diversity Funding:

Diversity factor funding recognition is intended to support all aspects of student diversity and is considered the first level of support provided to school divisions. Diversity funding is intended to help those students with learning challenges and to support the identification of those students with intensive needs. Students who have learning disabilities or who are gifted can also receive the support of the special education teacher and the regular classroom teacher.

Students with learning disabilities have a discrepancy between ability and achievement in one or more of the following areas:

- Reading
- Writing
- Language acquisition
- Math
- Reading
- Listening

Although they may co-occur the discrepancy is not primarily the result of a visual, hearing, motor, emotional, social, behavioral and/or environmental.

Gifted students can also be provided support by the special education teacher. Giftedness is a characteristic of students who have demonstrated high performance or show potential through advanced development in one or more of the following areas:

- Specific academic aptitude
- Advanced thinking aptitude
- Visual or performing arts abilities
- Psych-motor ability
- Psycho-social and cultural leadership

A personal program plan based on the students' strengths can be designed by the team. The adaptive dimension can also be used whereby the students' unique concerns can be met.

Special Education Funding:

Continuous data input is required for this level of funding. Assessments and diagnostic information will continue to be required as a component of effective practice for student identification and program planning.

High cost level I students will require special education support. Weekly communication will be required of all team members. These students have special needs in the moderate to severe range.

High cost level II students are those that require intensive support from special education team members. Daily communication with all team members will be required. These students have special education needs in the severe to profound range.

The designated disabled pupil (DDP) fund provides recognition for individual program supports above and beyond those provided through basic rates, diversity recognition and shared services funding. The recognition is provided for students who are receiving incremental program supports and who have an identified disability.

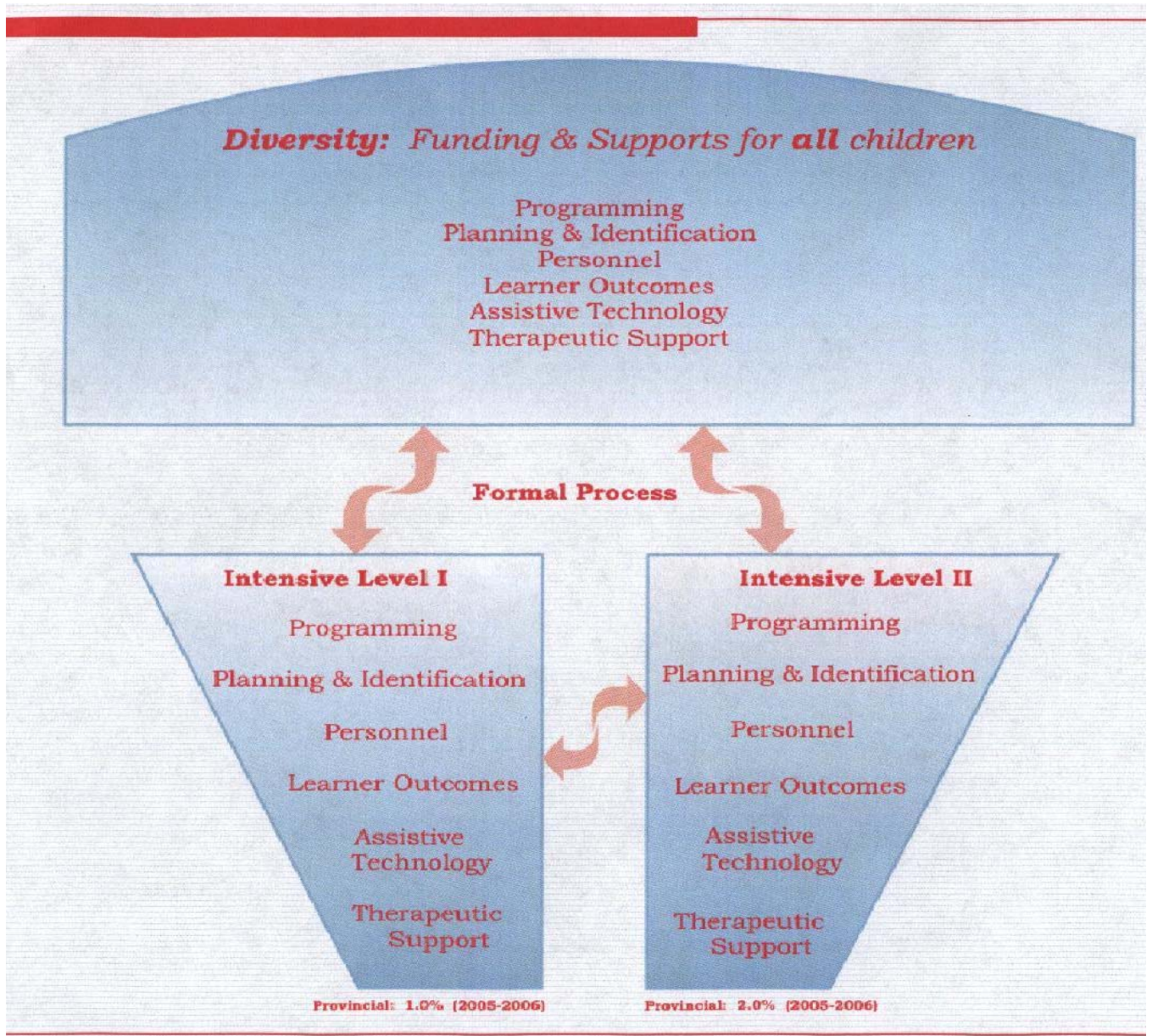
The board of education for the *Northwest School Division* recognizes the need for early identification of special students. The board may provide early entrance services for designated students of three years as of August 31. These students are to be counted as elementary students in the principals' September statistical report.

Intense Needs Funding:

The funding is conditional upon:

- A personal program plan that is developed with the team and implemented by the school personnel
- A qualified school based special education teacher is involved on a continuing basis in developing, implementing and monitoring the personal program plan
- The provision of incremental support

STUDENTS WITH INTENSIVE SUPPORTS FUNDING FACTOR GUIDELINES



Determining Factor: What is the functional input of the presenting issue on the student's learning?

The following descriptors are used as guidelines to determine Intensive Level I and Intensive Level II funding:

	Level 1	Level 2
Program	<ul style="list-style-type: none"> ❑ Specific, direct small group and individual instruction involving various qualified professionals is occurring in the least restrictive environment 	<ul style="list-style-type: none"> ❑ Specific, concentrated and considerable individual support and instruction involving various qualified professionals is occurring in the least restrictive environment
Planning	<ul style="list-style-type: none"> ❑ Regular collaborative team meetings for planning and programming of student needs 	<ul style="list-style-type: none"> ❑ Daily/weekly collaborative team planning meetings for planning and programming of student needs. Daily communication to parent/guardian
Learner Outcomes	<ul style="list-style-type: none"> ❑ Frequent tracking, monitoring and reporting 	<ul style="list-style-type: none"> ❑ Daily tracking, monitoring and reporting to revise educational plan
Personnel Support	<ul style="list-style-type: none"> ❑ Support provided by <ul style="list-style-type: none"> • School administration • School based team • Division team • Agencies • Other 	<ul style="list-style-type: none"> ❑ Intensive <ul style="list-style-type: none"> • Involvement from school administrator • School based team • Division team • Other agencies • Paraprofessionals
Assistive Technology	<ul style="list-style-type: none"> ❑ Personnel support required for student personnel to access assistive technology 	<ul style="list-style-type: none"> ❑ Extensive support required for student to access very specialized assistive technology
Therapeutic Support	<ul style="list-style-type: none"> ❑ Regular therapeutic support 	<ul style="list-style-type: none"> ❑ Intensive, direct therapeutic support
Personal Care	<ul style="list-style-type: none"> ❑ Minimal personal care needs 	<ul style="list-style-type: none"> ❑ Intensive personal care needs

AND.....

The student must meet the criteria as per the Education Act and Regulations for one or more of the following "Students Identified for Intensive Supports Funding Recognition" criteria:

- (BI) Visual Impairment
- (DH) Deaf and hard of hearing
- (ID) Intellectual disability
- (OD) Orthopedic disability
- (PHI) Physical health impairment
- (PDD) Pervasive developmental disorder
- (MD) Multiple disability
- (MHI) Mental health impairment
- (PSE) Prenatal Substance Exposure
- (SD) Substance-related Disorders
- (O) Other diagnosed or undiagnosed disorder