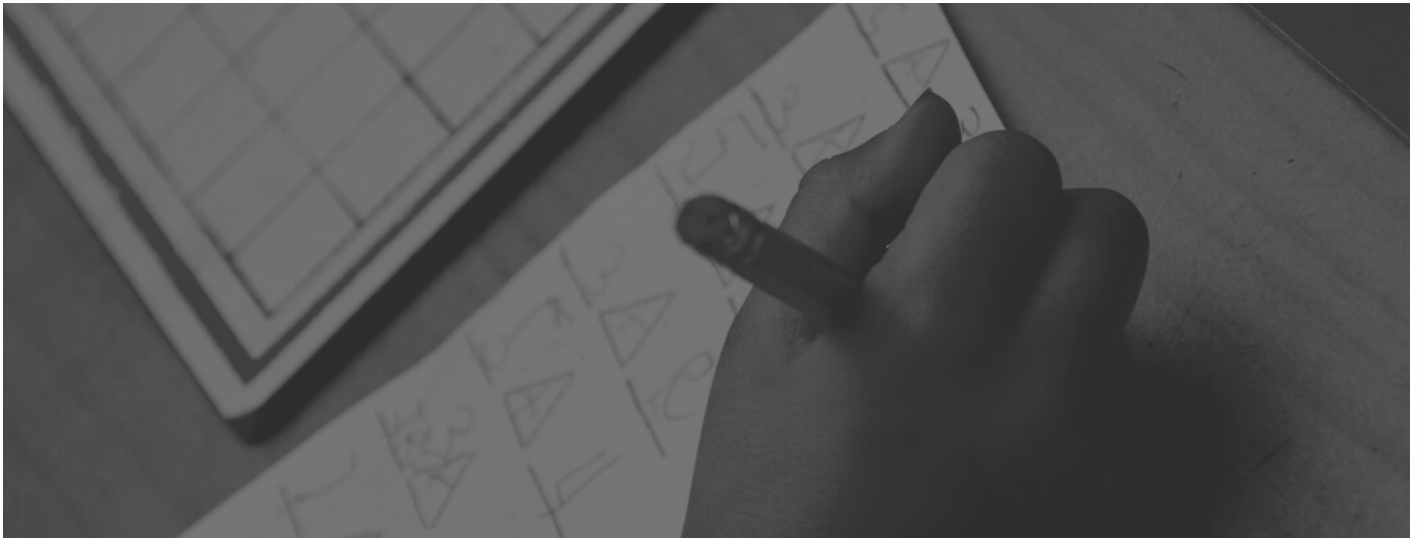


FSL FAQs

POPARD Family - School Liaison Newsletter



FAQ: WHY IS MY CHILD NOT GETTING 1:1 EA SUPPORT?

This is a really good question. Ministry of Education documents do not always present answers front and centre. Let's take a quick look at public education funding in the province of British Columbia.

The Government of BC, through the Ministry of Education, provides operating funds to schools for the education of all children from **kindergarten to grade 12** (and sometimes beyond), including partial funding for children in independent schools and those who are home-schooled. Every public school district receives a "Basic Allocation," **based on student population**, which is intended to fund the costs of regular classroom instruction, as well as some universal support services, **such as** learning assistance services. There are additional funds for students in isolated locations, for indigenous students, for students with limited proficiency in English, and for some students with special needs.

A number of children are designated by their school district or independent school authority as a student with a special need. Some of these students **generate** "supplementary funds" if they are designated by their district or independent school in one of the categories below.

| Level 1 | Level 2 | Level 3 |
|----------------------------------|--|--|
| Category A: Physically Dependent | Category C: Moderate to Profound Intellectual Disability | Category H: Intensive Behaviour Support/Serious Mental Illness |
| Category B: Deaf/Blind (B) | Category D: Physically Disabled or Chronic Health | |
| | Category E: Visual Impairment | |
| | Category F: Deaf or Hard of Hearing Impairment | |
| | Category G: Autism Spectrum Disorder | |

Students in these categories are considered to have needs that cannot be met solely by classroom teachers and school-based support services (such as learning assistance centres).

You can find specific information about the amount of supplemental funding provided each school year here:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/k-12-funding-and-allocation/operating-grants/k12funding-21-22>.

While these supplemental funds are not targeted for individual students, they are intended to support inclusion. School districts and independent school authorities receive the funding and then combine it to provide supports and services in the way they think is best suited to the needs of all students.

Children's needs vary according to their age, the complexity of their needs, and the intensity of their needs. Districts and schools deliver services by identifying each student's needs and abilities and determining how to respond.

This complex process relies on information from psychological and educational assessments, student strengths and challenges, and student and family aspirations.

Level 2 funding is not sufficient to pay for a qualified, full-time, Education Assistant for each student designated as a student with ASD. The amount of EA time that is provided to a student is based on the difficulties that student has in accomplishing regular classroom academic and social goals, despite provision of extra support by their classroom teacher and/or a learning assistance teacher, etc. School-based teams determine how much 1:1 support by a trained EA, working on IEP goals, under the direction of certified teaching staff, is needed.

The provision of all special education services, including EA support, to a child who is designated as a student with ASD, is a team effort that involves collaboration between school and home to identify goals for an individual child and to direct resources that are available to the accomplishment of these goals, while acknowledging that resources may be limited by funding, availability of staff, and the systemic challenge of meeting the special educational needs within the entire district or school.

"THE PROVISION OF ALL SPECIAL EDUCATION SERVICES, INCLUDING EA SUPPORT, TO A CHILD WHO IS DESIGNATED AS A STUDENT WITH ASD, IS A TEAM EFFORT THAT INVOLVES COLLABORATION BETWEEN SCHOOL AND HOME TO IDENTIFY GOALS FOR AN INDIVIDUAL CHILD AND TO DIRECT RESOURCES THAT ARE AVAILABLE TO THE ACCOMPLISHMENT OF THESE GOALS."

IF YOU HAVE QUESTIONS OR WOULD LIKE FURTHER INFORMATION, CONTACT POPARD'S FAMILY-SCHOOL LIAISON.

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