

FSL FAQs

POPARD Family - School Liaison Newsletter



FAQ: WHAT DOES A SCHOOL GET FROM A PSYCH-ED?

Schools and districts are organizations that often depend on psych-eds (psychoeducational assessments) to carry out their missions to provide appropriate and equitable education to the children entrusted to their care for almost 200 days per year.

Psych-eds:

- Provide guidance for individualized programming
- Support a request for Supplementary funding
- Justify Basic Allocation funding

Individualized Programming

Psych-eds help to conceptualize treatment for an individual student. Results might include diagnosis for a neurodevelopmental condition or disorder and a recommendation that a school or district designate a child as a student with a special educational need. The POPARD FAQ [How to Read a Psych-ed?](#) includes a description of important sections of a psych-ed, including “recommendations.”

Recommendations in a psych-ed may include recommendations for programming and/or treatment in the community, as well as at school. Recommendations for school might affect Individual Education Plan (IEP) content with regards to personnel and programme focus:

IEP Content	
Personnel involved:	<ul style="list-style-type: none"> • Resource Room Teacher • Education Assistant • Speech/Language Pathologist • Behaviour Analyst • Counsellor • Occupational Therapist • School Psychologist
Programme focus:	<ul style="list-style-type: none"> • Academic • Language • Social • Personal self-care • Motor

Results might include more than one diagnosis. For example, students with a diagnosis of ASD are often also diagnosed with an anxiety disorder. And that additional diagnosis might involve a recommendation for additional programming or treatment in the community, as well as at school. See POPARD FAQ: [How are services coordinated between my child's school and our community support services / healthcare providers?](#)

Supplementary Funding

If designation as a student with a special educational need is recommended, a school or district might be able to add that student to the list of students for whom the Ministry of Education and Child Care provides Supplementary funding. The POPARD FAQ [Why is my child not getting the 1:1 EA support](#) that they are entitled to? describes the Supplemental Funding upon which education authorities rely for the provision of special education services for some students.

While individual Supplemental Funding is provided for students with specific “low incidence” designated conditions (e. g., students with autism spectrum disorder), the Ministry of Education and Child Care only provides such funding for one condition. If a student receives more than one diagnosis and is eligible for more than one designation, schools must choose which one to report to the Ministry. Psych-eds inform the decision-making process that districts and schools use to determine which designation is most appropriate for individual students.

The Ministry audits districts and schools from time to time to ensure that Supplementary funding is spent appropriately. Audits include reviews of psych-eds when these are relied upon for a designation.

Basic Allocation Funding

All school districts receive Basic Allocation funding, based on enrollment; eligible private schools receive a portion of that funding, also based on enrollment. Within the total amount allocated is a percentage intended to support special educational services to students who are designated as having “high incidence” special needs (e. g., students with learning disabilities). Psych-eds are used to identify these students and to justify the portion of Basic Allocation funding that districts and schools receive from the Ministry to support students with high incidence special needs. The Ministry has occasionally audited schools and districts to ensure that students designated in high incidence categories are receiving appropriate services.

QUESTIONS? Contact POPARD's FSL
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