



COUNTY OF ONONDAGA

Department of Social Services-Economic Security

Child Support ♦ Day Care ♦ Fair Hearings ♦ Fraud ♦ HEAP ♦ Medicaid ♦ SNAP ♦ Systems ♦ Temporary Assistance

JOHN H. MULROY CIVIC CENTER

421 MONTGOMERY STREET

SYRACUSE, NY 13202

Joanne M. Mahoney
County Executive

www.ongov.net

Sarah G. Merrick
Commissioner

APPLICATION FOR ADDITIONAL FUNDING FOR A SPECIAL NEEDS CHILD

Date: _____

To: Day Care Services Unit
421 Montgomery Street 5th Floor
Syracuse, NY 13202

From: _____

Director of _____

Re: _____

Case Name _____

Child's Name _____ DOB _____

All sections must be completed and appropriate documentation submitted to process the application in a timely manner.

Qualifying Special Need: (Appropriate supporting documentation must be attached.)

Special Need*

Acceptable Verification†

- Visual impairment
- Deafness
- Hard of hearing
- Orthopedic impairment
- Emotional disturbance
- Learning disability
- Speech impairment
- Health impairment
- Autism

Diagnosis by an ophthalmologist, optometrist, physician or pediatrician

Diagnosis by an audiologist, otolaryngologist, physician or pediatrician

Diagnosis by an audiologist, otolaryngologist, physician or pediatrician

Diagnosis by an orthopedist, neurologist, physician or pediatrician

Diagnosis by a psychologist, psychiatrist, or other clinically trained and State-qualified mental health professional

Diagnosis by a psychologist, special education professional, psychiatric social worker or other mental health professional

Diagnosis by a speech or language pathologist, audiologist, otolaryngologist, physician or pediatrician

Diagnosis by a physician, pediatrician or other medical specialist

Diagnosis by a psychologist, psychiatrist, or other clinically trained and State-qualified mental health professional

* See reverse for a more in depth definition of each of the listed special needs.

† An Individualized Education Plan (IEP) from the child's school may provide acceptable documentation of special needs when it is based on the opinions of appropriate professionals as listed above. It may only be used if it identifies the child's special care needs in addition to his/her special education needs. (Rev. 9/2017)

Special Needs Definitions

Visual Impairment - A visual handicap that, even with correction, adversely affects a child's ability to function normally. The term includes impairments that result in a child having partial sight or blindness.

Deafness - A hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, and which adversely affects a child's ability to function normally.

Hard of hearing - A hearing impairment, whether permanent or fluctuating, which adversely affects a child's ability to function normally but which is not included under the definition of deaf.

Orthopedic impairment - A physical handicap resulting from a severe orthopedic impairment, which adversely affects a child's ability to function normally. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of a limb or digits), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputation, fractures, burns which cause contractures).

Emotional disturbance - An inability to learn which cannot be explained by intellectual, sensory or health factors and which causes a child to exhibit, to a marked degree, one or more of the following characteristics over a long period of time:

- a. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- b. Inappropriate types of behavior or feelings under normal circumstances;
- c. A general pervasive mood of unhappiness or depression; or
- d. A tendency to develop physical symptoms or fears associated with personal or school problems.

Mental retardation - General intellectual functioning that is determined to be 1.5 standard deviations or more below the mean of the general population on the basis of a comprehensive evaluation which includes an individual psychological evaluation and which results in a consistent demonstrable deficit in a child's ability to adapt to his/her learning environment.

Learning disability - A disorder in one or more of the basic psychological processes involved in understanding or in using language, written or spoken, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, neurological impairment, minimal brain dysfunction, dyslexia, and development aphasia. The term does *not* include learning problems, which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage. A child who exhibits a discrepancy of 50 percent or more between expected achievement and actual achievement determined on an individual basis shall be deemed to have a learning disability.

Speech impairment - A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's ability to function normally. A child should not be classified as having a communication disorder when speech and language differences may be attributed to cultural, ethnic, bilingual or dialectical differences or being non-English speaking.

Health impairment - A physical handicap which limits a child's strength, vitality or alertness caused by chronic or acute health problems which adversely affect a child's ability to function normally. Examples of such health problems include, but are not limited to, a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, tourette's syndrome, or HIV or AIDS.

Autism - A behaviorally defined syndrome, which occurs in children of all levels of intelligence. The essential features of autism are typically manifested prior to 30 months of age and include severe disturbances of developmental rates and/or sequences of responses to sensory stimuli, of speech, of language, of cognitive capacities, and of the ability to relate to people, events and objects.

Funding Request

Indicate if the special needs funding requested is a one-time only amount for specific additional costs associated with the special needs child, and/or recurring costs and how much is being requested.

- One time only additional costs. Amount: \$ _____
- Recurring costs. Monthly amount in excess of normal child care rate \$ _____

Provider Justification for a Special Needs Rate

- Verification attached of additional costs and/or services associated with the above special needs child. Costs must be identified as recurring or one time only. Included must be a justification for these costs. If additional staffing costs are to be incurred the only amount that may be included is the estimated time needed for the special needs child. Costs must directly relate to the provision of appropriate child care for the special needs child only.

Other Program Services

To the best of your knowledge is the child receiving program services authorized by:

- Article 89 of the Education Law
- Medical Rehabilitation Program for Handicapped Children
- Don't know

Release Form

- Release form attached signed by the child's parent or grantee allowing information to be provided and released to the Department of Social Services.

Other Special Needs Children

- Are there any other special needs children approved for additional funding by this Department at the address where this child receives care?
- No
- Yes. List names: _____

Comments or Additional Information or Explanation:
