

Education Funding

Special Education Funding Guidelines

**Special Equipment Amount (SEA)
and
Special Incidence Portion (SIP)**

2007–08

Spring 2007
Ministry of Education

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Special Equipment Amount (SEA)

**Funding for Equipment for
Students with Special Needs**

Special Equipment Amount (SEA): Funding for Equipment for Students with Special Needs

Purpose of SEA Funding

The Special Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special needs where the need for specific equipment is recommended or determined by a qualified professional and this equipment is to provide students with accommodations to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school.

Board Responsibilities

Equipment purchased with SEA funding is a set of physical assets which boards have a responsibility to protect, maintain and manage as a public resource. Boards will develop internal operating policies and procedures regarding the purchase, repair, use and disposal of equipment purchased with SEA funding.

The Ministry expects school boards will ensure that students with special needs receive equipment necessary to attend school and learn. Boards are expected to make cost effective choices about acquiring appropriate equipment and will ensure that students and teachers have received training in order to make the best use of the equipment.

Boards' responsibilities include ensuring that:

- equipment is functioning properly and that the equipment is meeting students' needs;
- equipment is replaced as required when students outgrow equipment or when equipment wears out through use;
- upgrades and refurbishment are considered as an option before replacement;
- equipment is reused by/ transferred to other students when no longer required by the student for whom it was purchased;
- efforts are made to share equipment among several students when appropriate and possible;

- reasonable efforts are made to acquire a fair market value when disposing of used equipment.

Boards will develop policies that provide board staff with direction on issues such as:

- equipment transfers between schools and between boards;
- use of equipment in student's home, in co-op placements and in other program settings;
- staff training on the use of SEA funded equipment;
- inventory records.

Boards will ensure that staff document the use of SEA equipment in the student's IEP.

Boards will allocate internally an adequate amount of funding to support the other costs associated with ensuring that all students with special needs who require equipment have access to appropriate equipment.

These other costs include:

- the \$800 per pupil deductible;
- the purchase of equipment that costs less than \$800 for students who require low-cost items;
- on-going insurance costs;
- consumables such as toner and paper for printers;
- the cost of parts for upgrading or refurbishing equipment;
- staff costs for managing and purchasing equipment, set-up, repairs and training.

Eligibility

The SEA guidelines are applicable to the following:

Boards

- district school boards
- school authorities
- hospital school authorities

Students

SEA funding can be used to purchase equipment for any student with a special need where the equipment is required to support the student's access to the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school.

Students do not have to be identified as exceptional students through the Identification, Placement, and Review Committee (IPRC) process for boards to apply for SEA funding but their need for equipment must be recommended by a relevant qualified professional and the equipment cannot be available through the board's normal, regular day school, school-based textbook, supply and/or computer purchasing arrangements. Evidence of the use of equipment must be documented in the student's Individual Education Plan (IEP).

Equipment

Eligible expenses

Eligible expenses include all costs associated with purchasing and/or leasing equipment to meet students' special education needs as well as the related costs for peripherals, service contracts and training that are required to make equipment operational.

The types of equipment that are eligible for SEA funding could include any items that are recommended by a qualified professional that are not available through the board's normal, regular day school, school-based textbook, supply and/or computer purchasing arrangements. This allows for flexibility in purchasing to meet needs in innovative ways and to respond to new developments in technology and practice.

Eligible equipment includes items required to meet students' personal care and safety needs such as lifts or car seats for board-provided transportation. These items support students so that they can be transported to and from school and to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or attend school.

Examples of eligible expenses include:

- speech analysers
- FM systems
- soundfield systems (see * below)
- amplification systems
- print enlargers for students with low vision
- computer hardware
- software that provides access to curriculum (e.g., operating systems and

accessibility programs)

- adjustable desks or computer tables
- Braille
- symbol or letter voice translators
- insulated booths and study carrels
- communication aids, such as speech synthesizers
- positioning devices for sitting, standing and lying
- personal care items
- lifts or harnesses for moving students
- warranties
- service contracts for technology
- training for students and staff on how to use SEA funded computers, software or other equipment.

It is expected that equipment will be replaced or upgraded as needed to accommodate changes in students' needs or due to changing technology. The expected number of years of use for different types of equipment varies depending on the technology.

For students with central auditory processing difficulties, it is recommended that boards undertake a three- to six-month trial with suitable equipment, such as a soundfield system.* Once board staff are satisfied that the trial has shown positive results for the student, a claim may be made. Costs associated with the trial period may be included if the equipment demonstrates positive results for the applicant student and continues to be used by the student.

When leasing arrangements are made the entire cost of the lease should be claimed in the first year (not as a pro-rated cost over the life of the lease). For example, a three-year lease at \$1000 per year would be claimed as \$3000 in the first year of the lease.

When equipment will be shared by several students, such as a Braille or printer, a claim should be made in the name of one student only, while indicating on the Special Equipment Amount (SEA) Claims form that the equipment will be shared. Names of all students sharing the equipment should be listed on the SEA Claims form.

Equipment that is not available through the board's normal, regular day school, school-based textbook, supply and/or computer purchasing arrangements that is required for teachers or other staff to interact with students as they access their course of study or program is also eligible for SEA funding. This would include items such as microphones, lifting devices, safety vests or other protective gear.

Deductible

District school boards are responsible for the first \$800 in costs for any student per year. In processing a board's SEA claims the Ministry will deduct \$800 from the total amount of SEA funding claimed for a student in a school year. It is expected that boards will use other special education funding to cover the \$800 deducted from the SEA claim.

School authorities (including hospital authorities) are not required to pay the first \$800 in equipment expenses because they are funded on a different basis. They may claim the full cost of each equipment purchase as part of their financial reporting to Ministry Regional Offices.

Technicians and Service Contracts

Eligible Expenses

The salary and benefit costs of board-employed technicians and technologists who manage SEA equipment installation, maintenance and staff training are also eligible. District school boards may apply for no more than one technician/technologist per 30,000 students (as per a board's Average Daily Enrolment) with smaller boards eligible for a minimum of 0.2 FTE (full-time equivalent). Eligible salaries would be consistent with other board IT technician positions. School authorities are not eligible to claim this expense.

Boards may also claim expenses related to service contracts with external vendors. This may be claimed as part of an order for new equipment or as a separate item that would cover a number of pieces of existing equipment where the cost is greater than \$800. School authorities may, as part of their financial reporting to the Ministry Regional Offices, claim for external service contract costs related to equipment maintenance and repairs.

Deductible

Boards will be responsible for the first 20% of the cost of special education equipment technicians or technologists (salary and benefits).

Ineligible Expenses

The following expenses are not eligible for SEA funding:

a) Capital Expenditures

Building modifications such as physical accessibility modifications or features that are built into new classrooms such as sound systems or noise reducing surface

treatments (i.e., carpets, ceiling tiles) are not eligible. Elevators and stair climbers do not qualify as lifts for the purpose of SEA funding and will not be approved for SEA equipment claims as they are not considered personal care aids or devices.

An exception to this policy is permitted for the installation of dividers to create privacy rooms and beams that are required to support lifting devices.

b) Curriculum materials

Reading books on CD ROMs or on tape, subject specific software, Braille materials where already available and the cost of transcribing textbooks into Braille are not eligible. These should be paid for out of a board's normal, regular day school, school-based textbook, supply and/or computer purchasing arrangements as are other textbooks and audio-visual materials.

c) GST

Since SEA funding provides reimbursement based on actual costs, the amount equivalent to GST rebates that boards receive from the federal government is not an eligible expense and must be deducted from claimed amounts. The SEA Claims form provides a column for reporting this amount.

d) Assessments

Costs of assessments that are required to support SEA claims are not eligible for funding regardless of whether the assessments are covered by OHIP.

e) Supply Teachers to Support Training

The costs of supply teachers required to backfill for teachers receiving training are not eligible expenses.

f) Classroom Computer Hardware

Claims may not be made for computer hardware when all students in the class would ordinarily be provided with computers or when the equipment is available through the board's normal, regular day school, school-based textbook, supply and/or computer purchasing arrangements.

Coordination with MOHLTC Assistive Devices Program

Boards are expected to make use of the cost-sharing arrangements permitted through the Ministry of Health and Long-Term Care's (MOHLTC) Assistive Devices Program (ADP). ADP provides partial funding to individuals for some equipment required for daily living. Where the equipment is portable, it can be used at both home and at school.

The ADP program will not fund equipment required only for school purposes. For further information about the ADP please contact the MOHLTC - ADP through the blue pages of a local telephone directory. A SEA claim may not be made for the portion of the equipment cost that is eligible for funding assistance under ADP.

Where a family has purchased a piece of equipment with ADP funding and it is not portable between home and school, the board may submit a claim for the duplicate piece of equipment used at school.

Portability / Transferring Equipment

SEA purchased equipment will be transferred at the same time as the student, from school to school or board to board (see table below), unless, in the opinion of a receiving board, it is not practical to move the equipment. The student's sending board will not be reimbursed by the Ministry since the equipment was purchased on behalf of the student, based on the student's needs. The receiving board will be responsible for any shipping or handling costs associated with the transfer of equipment.

The following table provides a summary of the Ministry of Education's expectations of transfer situations where equipment purchased with SEA funding is to move with the student for whom it was purchased.

To \ From	District School Board	District School Authority	Hospital School Authority
District School Board	Yes	Yes	Yes
School Authority	Yes	Yes	Yes
Hospital School Authority	Yes	Yes	Yes
Section 23 Program	Yes	Yes	Yes
Provincial & Demonstration School	Loans may be arranged.	Loans may be arranged.	Loans may be arranged.
Private School	No	No	No
Post-Secondary Institutions, Employment Settings, Home Schooling *	No	No	No
* Boards' policies on disposing of used equipment could allow it to be sold at a depreciated price. Boards should also have policies covering the loan of SEA funded equipment for home instruction.			

Business Cycle/Application Process

The claim cycle for SEA runs from May 1 of one year to April 30 of the following year. This time frame was established so that boards could purchase equipment prior to the start of a school year when a student's needs are known. It is the Ministry's expectation that equipment will be available to students when they enter school. For example, for students attending a provincial school, demonstration school or a pre-school program who will be enrolling in a district school board or school authority for the coming school year, a transition strategy should address whether specialized equipment will be required.

This annual cycle also allows time for the processing of board claims by the Ministry in time for inclusion of the final approved allocation amount in each board's financial statements.

Each year, boards are required to complete and submit the Special Equipment Amount (SEA) Claims form which shows the required information for each claim (see Appendix 1, Tab A for equipment, Tab B for technicians). An electronic copy will be available from the Ministry's Regional Offices.

Ministry Regional Office staff select a sample of claims as part of the school year audit process. Files related to the sampled claims are reviewed to ensure the appropriate documentation (as described below) for each has been maintained and that the claimed expenses are eligible for funding and that where applicable ADP funding has been applied.

Ministry Regional Office staff also conduct student and classroom visits during the school year to review a sample of the claims. It is expected that:

- the equipment be found with the student for whom the cost was claimed; and
- the equipment be found in good repair; and
- the student and/or staff be able to operate the equipment.

During the school year, Regional Office staff are available to provide direction and policy interpretation whenever questions arise as to the eligibility of specific items.

Connection to Financial Reporting

In order for school boards to receive SEA 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 to the Ministry.

SEA Claim Application Process (May 1st to April 30th)

June 30

- Boards will submit in their Estimates financial report to the Ministry their projected SEA funding for the next school year.

November 30

- Boards will submit to their Regional Office an interim SEA Claims form (Appendix 1, Tabs A and B) for equipment that has been purchased for students enrolled in the current school year.
- Boards will submit in their Revised Estimates financial report to the Ministry their revised SEA funding projection for the current school year.

April 30

- Boards will submit to their Regional Office their final composite list of SEA Claims form (Appendix 1, Tabs A and B) for equipment that has been purchased for students enrolled in the current school year.

June 30

- Regional Office will inform boards of SEA claims approvals, and where necessary, any additional information required for approval

Required Documentation

Each SEA claim must be documented by:

- an assessment or assessments on file from an appropriately qualified professional:

The appropriately qualified professional will vary depending upon the nature of the student's need and the purpose and function of the equipment. Assessments must include a diagnosis of the condition the equipment is meant to address and a recommendation regarding the specific types of equipment the student requires to address his or her needs. In some cases more than one type of professional will need to be consulted in order to provide a complete picture of the student's needs and recommended equipment.

- evidence of proof of purchase such as a copy of a paid invoice;
- a current copy of the student's IEP that provides evidence of the intended use of the equipment in the student's program. Note that students must have an IEP when equipment is required to support classroom instruction and educational assessment.

Qualified Professionals

Boards are not required to obtain additional assessments for the purposes of SEA funding where existing assessments already document a student's need that continues.

Boards develop their own policies and procedures to address issues such as accepting private assessments and will need to build local capacity in order to have access to appropriate professionals.

The following list of qualified professionals who are members of their relevant governing colleges are recognized to conduct assessments to determine a student's needs and to identify appropriate equipment supports:

- psychologist or psychological associate
- physician
- social worker
- audiologist
- speech-language pathologist
- augmentative communication therapist
- optometrist / ophthalmologist
- occupational therapist
- physiotherapist
- orthopédagogue (Quebec registered)

Recommendations from a Provincial School are also acceptable for equipment required to support blind, deaf and deaf-blind students.

Specialist Teacher Recognition

In addition, the Ministry will recognize recommendations from specialist teachers of the blind, deaf or deaf-blind who work for a school board where their qualifications and expertise are recognized by the Provincial Schools Branch of the Ministry of Education.

Recommendations from recognized specialist teachers must be accompanied by a diagnosis of the related condition from an appropriate qualified professional (e.g., ophthalmologist or audiologist).

The Ministry has established an application process for recognition of specialist teachers. Request for Recognition applications are available through local Ministry Regional Offices.

Eligibility Criteria

Recognition of specialist teachers for the purposes of conducting equipment-related assessments for blind, deaf or deaf-blind will be assessed using criteria which include:

- Specialist Teacher Qualifications
- 5 years teaching experience in the area of exceptionality
- Recognition as a Certified Vision Aids Technologist
- Recognition as an ADP (Assistive Devices Program - MOHLTC) Authorizer for the Blind
- evidence of a variety of courses on adaptive technology
- evidence of experience working with a variety of visually impaired students
- evidence of experience working with a variety of adaptive technology/equipment
- evidence of knowledge of the latest adaptive technology
- evidence of extensive experience conducting functional vision assessments

The decision of the Director of the Provincial Schools Branch is final.

Recognition of Specialist Teachers will be granted for a period of 5 years.

Appendix 1: Special Equipment Amount (SEA) Claims Form, Tab B for Technicians

Note: The Special Equipment Amount (SEA) Claims form will be available to boards in Excel format with two tabs - Tab A for equipment and Tab B for technicians.

Regional Office / Bureau régional :
 Board Number / Numéro du conseil scolaire :
 Board Name / Nom du conseil scolaire :
 Contact Person (name, phone, job title) /
 Personne-ressource (nom, téléphone, titre) :

1	2	3	4	5	6	7
Technicians // Techniciens						
Enrollment / Effectif	FTE Eligibility / Droit ETP	Actual SEA Technicians Hired (FTE) / Nombre réel de techniciens embauchés pour la SEP (ETP)	FTE Eligibility (FTE) / Niveau d'admissibilité au financement des techniciens (ETP)	Average Full Time Salary & Benefits for IT Technicians / Moyenne du salaire à temps plein et des avantages sociaux des techniciens TI	Total Eligible Expenditure Prior to Reimbursement / Dépense admissible totale avant remboursement	Tab B - Allocation / Onglet B - Allocation
0	Enrollment Divided by 30,000 / Effectif divisé par 30,000	0.00	0.000	\$0	\$0	Reimbursement / Remboursement
0	0.00	0.00	0.000	\$0	\$0	\$0

Use board enrollment (ADE) as of October 31. Technician to Enrollment ratio: No more than 1 technician per 30,000 students. If technician(s) hired, form will show the lesser of col 2 (enrollment divided by 30,000) or col 3 (actual hires) to a minimum of 0.2. Board is entitled to minimum of 0.2 FTE.

The form will multiply the average salary and benefit figure (col 5) by the boards FTE Entitlement (col 4).

This shows the allocation boards can expect, based on 80% of their allowable costs.

Utiliser l'effectif (ECM) du conseil scolaire en date du 31 octobre. Ratio de techniciens par rapport à l'effectif: pas plus d'un technicien par tranche de 30,000 élèves. Si des techniciens ont été embauchés, le formulaire montrera le moindre de la colonne 2 (effectif divisé par 30,000) ou de la colonne 3 (embauches réelles), jusqu'au minimum de 0.2 ETP auquel le conseil scolaire a droit.

Entrer, pour votre conseil scolaire, le coût moyen du salaire et des avantages sociaux d'un technicien en TI, basé sur les classifications actuelles des emplois.

Le formulaire multipliera la moyenne du salaire et des avantages sociaux (col. 5) par l'ETP auquel le conseil scolaire a droit (col. 4).

Affiche l'allocation, basée sur 80% des coûts permis, à laquelle les conseils scolaires peuvent s'attendre.

Certification / Attestation :
 I certify that the information contained in this document is a true reflection of the program provided to the student at the time of application / J'atteste que les renseignements contenus dans ce document sont conformes au programme accordé à l'élève au moment de la demande.

SUPERVISORY OFFICER / AGENTE / AGENT DE SUPERVISION
 DATE
 SIGNATURE OF SUPERVISORY OFFICER / SIGNATURE DE L'AGENTE / AGENT DE SUPERVISION

Special Incidence Portion (SIP)

Special Incidence Portion (SIP)

Continuing in 2007–08, school boards may apply for Special Incidence Portion (SIP) funding for staff support to ensure the health and safety both of students who have extraordinarily high needs related to their disabilities and/or exceptionalities and of others at school.

Where approved, the Ministry will grant up to a maximum of \$27,000 per student per year. The Ministry's Regional Offices manage the SIP application and approval process.

For all SIP claims, the Ministry expects that the identified additional supports are already in place to respond to the student's needs **prior to** submitting an application for additional funding for staff support.

Eligibility Criteria for SIP

Health and Safety

School boards may apply for SIP funding on behalf of students who require more than two full-time equivalent board-paid staff for the health and safety of the applicant student, other students and/or staff. This additional support may be provided by behavioural assistants, teachers' assistants, education assistants, child and youth workers, health/personal care assistants or any other equivalent assistants.

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

Staff Support Level Timetable

SIP is intended to offset the additional staff costs for a student who needs more than two full-time staff providing intensive support according to the formula in the Staff Support Level Timetable (Appendix B). Funding approval will be based on the current school year timetable.

Eligible Board-Paid Staff Support

Time spent by behavioural assistants, teachers' assistants, child and youth workers, health/personal care assistants or any other equivalent assistants may be included on the timetable, provided that these staff are spending regularly scheduled time with the applicant student.

Staff counted in the Staff Support Level Timetable must be spending at least 10% of the student's hours during a week on a regularly scheduled basis, for the entire school year.

The time that the student spends with other students can be counted as part of the claimed

level of support as long as the assigned support person is in attendance and small group interaction is part of the student's plan.

Classroom teacher time can be counted as intensive support where the teacher is a special education teacher in a special education class. A special education teacher providing support to the applicant student enrolled in a regular class can also be counted.

Teacher time in a regular classroom is not included in the calculation of intensive support. These teachers' salaries are funded through the Foundation Grant. Special Education Grant funding, including SIP, is provided for the incremental costs of serving students with special education needs.

The Staff Support Level Timetable should **not** include time spent by board-paid professional staff (e.g. psychologist, social worker, etc.) except in exceptional circumstances where the board can document that a student's program includes a significant level of regular interactions **with the student** by board-paid professional staff. This support must exceed a total of 10% of the student's hours during a week and continue over the school year.

Staff Support Calculation

It should be noted that "two full-time staff" does not necessarily mean that the same two people are assigned exclusively to one student. Rather, the total of all board staff interacting with the student will be added up to arrive at the number of full-time staff supporting the student. A Staff Support Level Timetable template is provided in Appendix B.

The Staff Support Level Timetable will be used to report all staff supporting the student (an electronic copy will be available through the Ministry's Regional Offices).

For all applications the calculation formula uses a 300 minute student day to determine the amount of SIP funding to be provided for an eligible student up to a maximum of \$27,000 per student.

Calculation of Staff Support Level per Activity (refer to Appendix B)		
# of staff _____	x	# of minutes (activity) _____
# of students		300 minutes (day)
or, Staff Support Level = # staff divided by # students, multiplied by # minutes divided by 300.		

<p>Total Staff Support Level _____</p> <p>(as determined at time of application found in Appendix B: Staff Support Level Timetable Box “D”)</p> <p>(_____ total staff support - 2.0) x \$27,000 = _____ *</p> <p>* Note: Approved SIP claims will be funded to a maximum of \$27,000.</p>
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Documentation Required for SIP Claims

The following documentation is required as evidence of the applicant student’s need for staff support. The documents must reflect the student’s programs and services for the current school year. A SIP Application Form (Appendix A), will accompany the submitted claim. An electronic copy will be available through the Ministry’s Regional Offices.

Checklists of required documents have been provided in Appendix C for new claims and in Appendix D for renewal/renewal adjusted claims. These checklists are to assist staff in claim preparation.

New Claims

Each new SIP claim will contain **two copies** of the following relevant documents:

- 1) Application Form (Appendix A);
- 2) SIP Staff Support Level Timetable (Appendix B);
- 3) Checklist of Documentation New Claims (Appendix C);
- 4) IPRC document of decision, where applicable;
- 5) Individual Education Plan (IEP) as required in the Ministry document: *Individual Education Plan Standards for Development, Program Planning and Implementation 2000* **signed by the principal;**

- 6) Most recent report card **signed by the principal**;
- 7) Documents that describe the student's current behaviour and safety issues and/or the student's health/medical needs and safety issues that have led the board to submit a SIP claim will include:
 - a Behaviour Management Plan that is implemented under the supervision of a psychiatrist, psychologist, social worker or behaviour specialist where there is a significant behaviour component;

and/or

 - a Health/Medical Management Plan that is implemented under the supervision of a physician, nurse or other qualified health professionals where there is a health/medical component;

Note: if appropriate, these plans may be combined.
- 8) Sample of the intervention log that highlights behavioural and/or health/medical component;
- 9) Safety Plan, where applicable;
- 10) Transition Plan, where applicable;
- 11) Relevant assessments conducted for an IPRC and/or for the development of an IEP;
- 12) Current documentation that lists and describes inter-agency involvement with the student e.g. children's mental health services, hospitals, provincial schools, CCAC, etc.;
- 13) Other relevant information.

Renewal/Renewal Adjusted Claims

For renewal claims (for the same funding as the previous year) or for renewal adjusted claims (for different funding than the previous year), where the applicant student's needs have increased or decreased, the amount of funding will be determined by the level of staff support in place in the current year.

Each application for a SIP renewal/renewal adjusted claim will contain **one copy** of each of the following documents:

- 1) Application Form (Appendix A);
- 2) SIP Staff Support Level Timetable (Appendix B);
- 3) Checklist of Documentation Renewal/Renewal Adjusted Claims (Appendix D);

- 4) Individual Education Plan (IEP) as required in the Ministry document: *Individual Education Plan Standards for Development, Program Planning and Implementation 2000* **signed by the principal**;
- 5) Most recent report card **signed by the principal**;
- 6) Revised Behaviour Management Plan and/or Health/Medical Management Plan;
(Note: if appropriate, these plans may be combined.)
- 7) Sample of the current intervention log that highlights behavioural and/or health/medical component;
- 8) Revised Safety Plan, where applicable;
- 9) Updated assessment, where applicable;
- 10) Other relevant information.

Business Cycle/Application Process

Business Cycle

The application process for SIP 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 to the Ministry.

In June of each year, boards should include estimated funding for SIP renewal claims and "known" new claims expected for the following school year (e.g. entry from pre-school, day treatment, etc.) in their Estimates submission for education funding. In November of each year, boards need to include estimated funding for both renewals and new 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 (new and renewal/renewal adjusted).

The business cycle for the SIP application process will be the following:

SIP Application Process for School Boards

SIP Claim Renewal/Renewal Adjusted	New SIP Claims
<p>June 30</p> <ul style="list-style-type: none"> Boards will submit to their Regional Office a SIP Approval Summary (see Appendix E) of their SIP claim renewals and completed individual application form - Appendix A. Boards will submit in their Estimates financial report to the Ministry their projected SIP funding for the next school year. <p>November 30</p> <ul style="list-style-type: none"> Boards will submit to their Regional Office an updated SIP Approval Summary (see Appendix E) of their SIP claim renewals. Boards will submit in their Revised Estimates financial report to the Ministry their revised SIP funding projection, new and renewed claims, for the current school year. Boards will submit to their Regional Office all documentation required for renewals as per checklist (Appendix D). <p>July 30</p> <ul style="list-style-type: none"> Regional Office will have reviewed, approved and finalized all SIP claim renewals. Boards will be notified of the decisions made. 	<p>November 30</p> <ul style="list-style-type: none"> Boards will submit to their Regional Office a SIP Approval Summary (see Appendix E) of their new SIP claims. Boards will submit in their Revised Estimates financial report to the Ministry their revised SIP funding projection, new and renewed claims, for the current school year. Boards will submit to their Regional Office all documentation required for new SIP claims as per checklist (Appendix C). <p>January 31</p> <ul style="list-style-type: none"> Regional Office will have reviewed, approved and finalized all new SIP claims. Boards will be notified of the decisions made.

Appendix C: Special Incidence Portion (SIP) Checklist of Documentation for New Claims

	Student Name: School: School Board:	
1.	Application Form (Appendix A)	
2.	SIP Staff Support Level Timetable (Appendix B)	
3.	Checklist of Documentation New Claims (Appendix C)	
4.	IPRC document of decision, where applicable	
5.	Individual Education Plan (IEP)	
6.	Report Card	
7.	Behaviour Management Plan and/or Health/Medical Management Plan	
8.	Intervention Log (sample)	
9.	Safety Plan, where applicable	
10.	Transition Plan, where applicable	
11.	Relevant Assessments	
12.	Documentation of Inter-Agency Involvement	
13.	Other Relevant Information	

Appendix D: Special Incidence Portion (SIP) Checklist of Documentation for Renewal/Renewal Adjusted Claims

	Student Name: School: School Board:	
1.	Application Form (Appendix A)	
2.	SIP Staff Support Level Timetable (Appendix B)	
3.	Checklist of Documentation for SIP Renewal/Renewal Adjusted Claims (Appendix D)	
4.	Individual Education Plan (IEP)	
5.	Report Card	
6.	Revised Behaviour Management Plan and/or Health/Medical Management Plan	
7.	Intervention Log (sample)	
8.	Revised Safety Plan, where applicable	
9.	Updated Assessments, where applicable	
10.	Other Relevant Information	

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Toronto and Area Regional Office

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Abbreviations

ADE	Average Daily Enrolment
ADP	Assistive Devices Program
CCAC	Community Care Access Centre
EA	Education Assistant
FTE	Full-Time Equivalent
GSN	Grants for Student Needs – Legislative Grants for the 2007-2008 School Board Fiscal Year
IEP	Individual Education Plans
IPRC	Identification, Placement and Review Committee
IT	Information Technology
MOHLTC	Ministry of Health and Long-Term Care
OEN	Ontario Education Number
OHIP	Ontario Health Insurance Plan
SEA	Special Equipment Amount
SIP	Special Incidence Portion
TA	Teacher Assistant