

Education Funding

Special Education Funding Guidelines

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

2008–09

Spring 2008
Ministry of Education

This publication supersedes the *Special Education Funding Guidelines: Special Equipment Amount (SEA) and Special Incidence Portion (SIP) 2007-08*

Une publication équivalente est disponible en français sous le titre suivant : *Lignes directrices sur le financement de l'éducation de l'enfance en difficulté : la somme liée à l'équipement personnalisé (SEP) et la somme liée à l'incidence spéciale (SIS), 2008-09.*

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Special Equipment Amount (SEA)

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

Special Equipment Amount (SEA): Funding for Equipment for Students with Special Education 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 education needs where the need for specific equipment is recommended 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

SEA Asset Management

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 education 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 (where appropriate), teachers and board staff who work with the student have received training in order to make the best use of the equipment.

Board 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 Individual Education Plan (IEP).

Board Internal Allocation of Funding to Support Other Equipment Costs

Boards will allocate internally an adequate amount of funding to support the other costs associated with ensuring that all students with special education 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 (including hospital school authorities)

Students

SEA funding can be used to purchase equipment for any student with a special education 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 regular day school, school-based textbook, supply and/or computer purchasing arrangements.

All 2008-09 SEA claims must be supported by an IEP for the student in the current school year, signed by the principal. The student's IEP must demonstrate the use of equipment such that it:

- connects to program and report card,
- reflects a logical thread from assessment data to the student's areas of strength and need, accommodation and program section, and
- the program section provides measurable learning expectations related to Ontario curriculum for modified subjects/courses, and/or includes alternative skill areas as appropriate

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 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
- Brailers
- 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 for staff who work with the student 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, to better meet the students' strengths and needs as documented in the IEPs for the current school year. 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.

Boards are expected to review the Ontario Software Acquisition Program Advisory Committee (OSAPAC) website prior to ordering software. Software available through the Ontario Educational Software Service (OESS) is not eligible for SEA funding (see Ineligible Expenses below).

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 allocate 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 (including hospital school authorities) are not eligible to claim this expense.

Boards may also claim expenses related to service contracts and training 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 (including hospital 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.

g) Any Software that is already licenced for distribution through the Ontario Educational Software Service (OESS)

Software acquisitions that have been licensed by the Ministry of Education for publicly funded schools in Ontario are available through the Ontario Educational Software Service (OESS). OESS is the distribution mechanism whereby the software is sent to School Boards, Faculties of Education and First Nations schools. Software available through OESS has been recommended by the Ontario Software Acquisition Program Advisory Committee (OSAPAC).

OSAPAC is composed of English and French representatives from across the province who advise the Ministry of Education. The OSAPAC website:

- Maintains a list of software with provincial licenses for publicly funded schools in Ontario,
- Maintains a learning materials repository related to licensed software, and
- Provides links to help Ontario Educators with ideas and suggestions for how OSAPAC Ministry licensed software can be used to support the implementation of the Ontario Curriculum.

Note: most software available through OESS features teacher take-home rights for educators in publicly funded Ontario educational institutes to use for lesson preparation.

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.

The Ministry will 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.

The Ministry will 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/or with the student for whom the equipment was transferred under the board's asset management plan; 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 2008 to April 30th,2009)

June 30, 2008

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

November 28 , 2008

- 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, 2009

- 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, 2009

- 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 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.

A Supervisory Officer is required to sign off on the November 28, 2008 and April 30, 2009 Special Equipment Amount (SEA) Claims form (Appendix 1) certifying that the SEA claims submitted are in compliance with the SEA portion of these 2008-09 SEA and SIP Guidelines - a paper copy with the signature is to be forwarded to the Regional Office.

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 recommend 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 recognized by the Ontario College of Teachers
- 5 years teaching experience in the area of exceptionality
- Recognition as a Certified Vision Aids Technologist or 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.

Qualified Professional Assessment

Ontario Regulation 181/98, made pursuant to the *Education Act*, requires the principal to develop an IEP when special education programs and services are to be received by the student. The principal shall consider Identification, Placement and Review Committee (IPRC) recommendations and/or recommendations from qualified professional assessors when identifying specialized equipment that is appropriate for the student.

Qualified professionals recommending equipment and/or software, are encouraged to write the assessment in “functional language” (e.g. student

requires text-to-speech software to address student's strengths and needs), rather than specifying a brand name).

The board shall consider the qualified professional recommendation when deciding what specific program, service, equipment and/or software to provide. For example, the board will decide: which software version to purchase, whether to purchase a desk top/ laptop/ or a Key to Access, etc. based on the student's computer abilities, strengths, needs, and the school/board context.

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

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. Tab A is presented in two pages for printing purposes only.

APPENDIX 1: SPECIAL EQUIPMENT AMOUNT (SEA) CLAIMS - TAB A / ANNEE 1: DEMANDES POUR LA SOMME LIEE A L'EQUIPEMENT PERSONNALISE (SEP) - ONGLET A

Note: Claims can include materials, maintenance and training / Les demandes peuvent inclure matériels, entretien et formation.

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): _____

Labels that we are in compliance with the SEA portion within 2005-03 SEA and SEP Guidelines / Labels que nous sommes en conformité avec la partie SEA au sein des lignes directrices SEP de 2005-03.

Name / Nom: _____
 Signature of Supervisory Officer / Signature de l'agent de supervision: _____
 Date: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Student Information / Renseignements sur l'élève												Purchase Order Information / Renseignements sur la commande				Purchase / Achet	
QRN / NSD (No. du dossier de l'élève / No. du dossier de l'élève)	Date Claim Initiated (TTT) / Date de la demande (TTT)	School Number / Numéro de l'école	Prad / Prad (Prad 1, Prad 2)	Last Name / Nom de famille	First Name / Prénom	Sex / Sexe (M, F)	Date of Birth / Date de naissance (AAAA-MM-JJ)	Type of Placement / Type de placement	Exceptionality / Anomalie	Additional Details Pertaining to Disability / Détails supplémentaires concernant le handicap	SEA Equipment / Matériel SEP (comp. matériel, entretien et formation)	Project Cost / Coût du projet (par année / par année)	Total Project Cost / Coût total du projet (par année / par année)	Invoice / Invoice (incl. tous les articles / incl. tous les articles)	Invoice / Invoice (incl. tous les articles / incl. tous les articles)	SEP / SEP (par année / par année)	
12345678	2005-06-16	123	2	Weber	John	M	1987-06-01	Reg. Class with Resource Assistance / Classe ordinaire avec aide des ressources	Learning Disability / défic. d'apprentissage		Item 1 article 1	\$3,250.00	\$3,250.00	04-0203	\$3,200.00	\$234.00	
12345678	2005-06-17	123	2	Weber	John	M	1987-06-01	Reg. Class with Resource Assistance / Classe ordinaire avec aide des ressources	Learning Disability / défic. d'apprentissage		Item 2 article 2	\$900.00	\$900.00	04-0404LK	\$900.00	\$45.00	
12345678	2005-06-18	123	2	Weber	John	M	1987-06-01	Reg. Class with Resource Assistance / Classe ordinaire avec aide des ressources	Learning Disability / défic. d'apprentissage		Item 3 article 3	\$5,000.00	\$10,550.00	30224	\$5,650.00	\$1.00	
9876543	2005-12-15	123	2	Smith	Mary	F	1990-05-20	Reg. Class with Resource Assistance / Classe ordinaire avec aide des ressources	Learning Disability / défic. d'apprentissage	Learning Disability / défic. d'apprentissage	Item 1 article 1	\$5,500.00	\$5,500.00	123	\$5,000.00	\$420.00	
11122233	2005-12-16	456	1	Troupe	Gracie	F	1995-08-01	Item 6 of Fine / Item 6 des activités	Gifted / talentueux (sup. 10%)	Autism, Developmental / autisme/développement	Item 1 article 1	\$700.00	\$700.00	554-0203	\$12,957.00	\$240.00	
00099888	2005-01-06	99	2	Weber	John	M	1987-06-01	Reg. Class with Resource Assistance / Classe ordinaire avec aide des ressources	Learning Disability / défic. d'apprentissage	Gifted / talentueux (sup. 10%)	Item 4 article 4	\$600.00	\$600.00	4222-04S	\$650.00	\$1.00	
99998811	2005-01-06	99	2	Lee	Henry	M	1995-05-05	Other (insert) / Autre (insérer)	Language impairment / trouble du langage	Gifted and/or Gifted / Élève doué/s et/ou	Tablet Contract for group of 6 students / Contrat de formation pour groupe de 6 élèves	\$13,000.00	\$13,000.00	111211A	\$12,500.00	\$1.00	

Appendix 1: Special Equipment Amount (SEA) Claims Form, Tab A for Equipment, con't

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. Tab A is presented in two pages for printing purposes only.

Tab A / Onglet A

Elementary Total / Total de l'élémentaire: \$0.00

Secondary Total / Total du secondaire: \$0.00

Reimbursement Total / Total du remboursement: \$0.00

Total amount invoiced must
Total des factures individuelles soit
être égal au total des demandes

\$0.00 \$0.00

18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
Purchase / Achat		Total Amount of Claim / Montant total de la facture		Existing claim / Demande existante		Request Receipts / Documentation reçue		Adjustment / Réajustement		Equipment Types Included in the Claim / Types d'équipement inclus dans la demande									
GST Adjustment (99% of GST) / Ajustement de la TPS (99 % de TPS)	Revised Invoice Amounts after Adjustment / Montant révisé de la facture	Total Amount of Claim (less student) / Montant total de la facture (sans étudiant)	Existing claim / Demande existante	Assess-ment / Appel à rapport	IEP supports / PEI à l'appui	Proof of Cost / Preuve de coût	Deductible / Déductible	Reimbursement / Remboursement	Comments / Commentaires	Shared SEA (unit) / Partage d'équipement (unité)	if Yes, shared equipment, list all equipment claim / Si oui pour équipement partagé, énumérer qui partagent la demande d'équipement de la SEP	Compens. Sutures, Accidents / perimiques	Sensory equipment / Equipement multisensoriel	Hearing Support / Equipement de soutien au besoin auditif	de soutien au besoin visuel / Vision Support / Equipement de soutien au besoin visuel	Personel Care Support / Aides aux activités quotidiennes	Physical Assists Support / Aides à la mobilité	Other / Autre	Medical Aids / Vérification du ministère (particule de TAE)
\$152.32	\$3,047.68									N		X							
\$30.00	\$969.40									N								X	
\$0.00	\$5,900.00	\$9,817.08		Y	Y	Y	\$900.00	\$9,017.08		N		X							
\$205.00	\$5,714.40	\$5,714.40		Y	Y	Y	\$900.00	\$4,914.40		Y10	Moore-Jones	X	X		X				
\$103.20	\$12,493.80	\$12,493.80		Y	Y	Y	\$900.00	\$11,693.80		N		X							
\$0.00	\$950.00	\$950.00	Y	Y	Y	Y	\$0.00	\$950.00		N							X		
\$0.00	\$12,500.00	\$12,500.00		Y	Y	Y	\$900.00	\$11,700.00		Y10	Jason Roberts, Leah Smith, John Smith, Adam Jones	X							
\$0.00	\$0.00																		
\$0.00	\$0.00																		
\$0.00	\$0.00																		
\$0.00	\$0.00																		

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.

APPENDIX 1: SPECIAL EQUIPMENT AMOUNT (SEA) CLAIMS - TAB B / ANNEXE 1: DEMANDES POUR LA SOMME LIÉE À L'ÉQUIPEMENT PERSONNALISÉ (SEP) - ONGLET B

Note: An electronic version will be available through the Ministry's Regional Offices / A note: Une copie électronique sera disponible aux bureaux régionaux du ministère.

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 // Techniciennes / 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)	Salary & Benefits / Salaire et avantages sociaux	Total Eligible Expenditure Prior to Reimbursement / Dépense admissible totale avant remboursement	Tab B - Allocation / Onglet B - Allocation
Enrollment / Effectif	Enrollment Divided by 30,000 / Effectif divisé par 30,000	0.00	0.000	Average Full Time Salary & Benefits for IT Technicians / Moyenne du salaire à temps plein et des avantages sociaux des techniciens TI	\$0	Reimbursement / Remboursement
Board Enrollment / Effectif du conseil scolaire						\$0

Use board enrollment (ADE) as of October 31. Technician to Enrollment ratio: No more than 1 technician per 30,000 students. Show the number of FTE technician positions hired to work with SEA equipment. 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.

Utiliser l'effectif (EQM) 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. Indiquer le nombre de techniciens ETP embauchés pour travailler avec le matériel de la SEP. 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.

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 l'application.

Signature of Supervisor / Signature de l'agent de supervision : _____

Signature of Supervisory Officer / Signature de l'agent de supervision : _____

Special Incidence Portion (SIP)

Special Incidence Portion (SIP)

Continuing in 2008–09, 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 will manage the SIP application and approval process.

For all SIP claims, the Ministry requires that the identified additional supports be in place to respond to the student's needs **prior to** submitting an application for additional funding for staff support. Submissions for 2008-09 SIP funding are due on November 28, 2008.

The special incidence claim for a board for the 2008-09 fiscal year is the sum of all approved special incidence claims for pupils of the board, after any adjustment required under section 24(5) and (6) of the Grants for Student Needs Regulation.

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 SIP Staff Support Level Timetable (Appendix B). Funding approval will be based on the current school year timetable.

The SIP Staff Support Level Timetable (Appendix B) submitted on or before November 28, 2008 in support of a claim for 2008-09 SIP funding (new, renewal or renewal adjusted) must demonstrate staff support in place in the 2008-09

school year

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 program.

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 total at least 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 SIP 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 (2008-09). A SIP Application Form (Appendix A), will accompany the submitted claim. An electronic copy will be available through the Ministry’s Regional Offices.

The June 30, 2008 submission of the SIP Approval Summary form (Appendix E) which includes approved SIP claims of students for whom renewal/renewal adjusted claims will be submitted for funding in the 2008-09 school year.

The November 28, 2008 submission of the SIP Approval Summary form (Appendix E) which includes all *new* and renewal/renewal adjusted claims, now includes a Compliance Sign Off line. A Supervisory Officer is required to sign off on the November 28, 2008 SIP Approval Summary form (Appendix E) certifying that the new and renewal/renewal adjusted claims submitted are in compliance with the SIP portion of these 2008-09 SEA and SIP Guidelines - a paper copy with the signature is to be forwarded to the Regional Office..

Only claims received on or before the November 28, 2008 submission deadline will be considered for funding in the 2008-09 school year.

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.

All SIP claims for the 2008-09 school year require an IEP for the student for the current school year signed by the principal documenting the student's need for staff support such that the IEP:

- connects to program and report card,
- reflects a logical thread from assessment data to the student's areas of strength and need, accommodation and program section, and
- the program section provides measurable learning expectations related to Ontario curriculum for modified subjects/courses, and/or includes alternative skill areas as appropriate

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) for the current school year, **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) for the current school year, **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 / renewal adjusted 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 renewal/renewal adjusted 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 for the 2008-09 school year

SIP Claim Renewal/Renewal Adjusted	New SIP Claims
<p>June 30, 2008</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 renewal/ renewal adjusted claims 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 28, 2008</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 renewal/ renewal adjusted claims. • Boards will submit in their Revised Estimates financial report to the Ministry their revised SIP funding projection for new, renewal/ renewal adjusted claims, for the current school year. • Boards will submit to their Regional Office all documentation required for renewal/ renewal adjusted claims as per checklist (Appendix D). <p>June 30, 2009</p> <ul style="list-style-type: none"> • The Ministry will have reviewed, approved and finalized all SIP claim renewals/ renewal adjusted . Boards will be notified of the decisions made. 	<p>November 28, 2008</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>February 27, 2009</p> <ul style="list-style-type: none"> • The Ministry will have reviewed, approved and finalized all new SIP claims. <p>June 30, 2009</p> <ul style="list-style-type: none"> • 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	

Ministry of Education Regional Offices

Barrie Regional Office

Manager
20 Bell Farm Rd., Unit # 9,
Barrie ON L4M 6E4
Tel: (705) 725-7627
1-800-471-0713

London Regional Office

Manager
Suite 207
217 York Street
London ON N6A 5P9
Tel: (519) 667-1440
1-800-265-4221

Sudbury-North Bay Regional Office

Manager
Sudbury Site
Suite 1103
199 Larch Street
Sudbury ON P3E 5P9
Toll free: 1-800-461-9570
Fax: (705) 564-4233

Ottawa Regional Office

Manager
Suite 504
1580 Merivale Road
Nepean ON K2G 4B5
Tel: (613) 225-9210
1-800-267-1067

North Bay Site
Suite 211
447 McKeown Avenue
North Bay ON P1B 9S9
Tel: (705) 474-7210
Toll free: 1-800-461-9570

Thunder Bay Regional Office

Manager
Suite 100
615 James Street South
Thunder Bay ON P7E 6S9
Tel: (807) 474-2980
1-800-465-5020 (IN WATS)

Toronto and Area Regional Office

Manager
Suite 1610
3300 Bloor Street West, 16th Floor
Toronto ON M8X 2X3
Tel: (416) 325-6870
1-800-268-5755

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 2008-2009 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
OESS	Ontario Educational Software Service
OHIP	Ontario Health Insurance Plan
OSAPAC	Ontario Software Acquisition Program Advisory Committee
SEA	Special Equipment Amount
SIP	Special Incidence Portion
TA	Teacher Assistant