

Education Funding

Special Education Funding Guidelines
Special Equipment Amount (SEA)

2012-13

Spring 2012
Ministry of Education

This publication supersedes the *Special Education Funding Guidelines: Special Equipment Amount (SEA) 2011-12*.

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), 2012-13*.

ISBN: (PDF) 978-1-4435-9033-4

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Special Equipment Amount (SEA)

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. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school.

For 2012-13 there are two components to SEA funding:

a) SEA Per Pupil Amount is for purchases of all computers, software, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment (includes equipment purchased through the claims-based process). This amount is intended to provide boards with increased flexibility with regards to SEA purchases for the items identified above. In 2012-13 each school board will receive a SEA Per Pupil Amount allocation, which includes a base amount of \$10,000 for each school board plus an amount based on average daily enrolment.

The SEA Per Pupil Amount component will be calculated using the following formula:

$$\begin{array}{l} \text{Base Amount} \\ \$10,000 \end{array} + (\text{School board specific per pupil amount} \times \text{ADE})$$

b) SEA Claims-Based funding for other non-computer based equipment to be utilized by students with special education needs including sensory support, hearing support, vision support (including vision support equipment that has a computer interface and is required by a student when the primary function of the equipment is to address the vision support needs of the student), personal care support and physical assists support equipment which will cover the cost of an individual student's equipment needs in excess of \$800 in the year of purchase. Boards are responsible for the first \$800 in cost for any student per year.

Board Responsibilities for SEA Per Pupil and Claims-Based Funding

Boards will ensure that, in addition to any other obligations to give notice under the Municipal Freedom of Information and Privacy Act (MFIPPA), the board has informed the

parent that a SEA claim had been submitted to the Ministry, in accordance with this guideline, to partially offset the cost of support and services provided by the board for their child.

Boards have a responsibility to meet the special education needs of their students. SEA funding assists with the equipment and training costs associated with meeting these needs. Boards will develop an internal process that equitably allocates the per-pupil amount, claims amount and an internal board contribution to support student needs in an equitable and timely fashion. Boards must internally allocate sufficient funding (in addition to SEA funding) to meet these needs and ensure that all students with special education needs who require equipment have access to appropriate equipment.

Costs associated with SEA also include:

- the \$800 per pupil deductible (for claims)
- insurance costs;
- staff costs for managing and purchasing equipment, set-up and repairs.

Boards are encouraged to seek efficiencies for all SEA equipment purchases. The Per Pupil Amount enables boards to seek bulk purchases and board licenses to decrease costs, including the establishment of consortia across boards to decrease unit costs.

Unused SEA Per Pupil funding must remain as a SEA Per Pupil Amount and be treated as deferred revenue to support future spending on purchases of all computers, software, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment.

While the SEA Per Pupil Amount may be used for technicians and training, including release time for educators, this amount cannot be used to increase full-time staff complements.

Documentation Required for SEA Per Pupil and Claims-Based Funding

Boards must continue to maintain documentation for both claims-based and SEA Per Pupil Amount purchases that correlate equipment to the students for whom it has been purchased. All documentation maintained by boards may be requested for review by Ministry staff.

All SEA equipment must be documented by:

- an assessment or assessments from an appropriately qualified professional;

- evidence of proof of purchase, such as a copy of a paid invoice;
- a copy of the student's current Individual Education Plan (IEP) that provides evidence of the intended use of the equipment in the student's program signed by the principal.

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 functional recommendation regarding the specific types of equipment the student requires to address his or her strengths and 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.

The student's IEP must demonstrate the use of equipment such that it:

- aligns with program and report card,
- reflects a logical thread from assessment data to the student's areas of strength and need, accommodation and/or program section,
- provides, in the program section, measurable learning expectations related to Ontario curriculum for modified subjects/courses, and/or includes alternative skill areas as appropriate; and
- demonstrates the student is using the equipment, and, where appropriate, that the student is using the equipment for provincial testing.

A Supervisory Officer is required to sign off on the April 30, 2013 Special Equipment Amount (SEA) Claims form (Appendix 1) certifying that the SEA claims submitted are in compliance with this Guideline - a paper copy with the signature is to be forwarded to the Regional Office.

A Supervisory Officer is also required to sign off on the May 31, 2013 Special Equipment Amount (SEA) Per Pupil Amount form (Appendix 2) certifying that funds allocated to the board in the per pupil amount have been spent in accordance with this guideline or been treated as deferred revenue- a paper copy with the signature is to be forwarded to the Regional Office.

Eligibility for Per Pupil and Claims-Based Funding

The SEA guideline is applicable to the following:

Boards

- district school boards
- school authorities (including hospital school authorities)

Students

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 qualified professional.

Eligible Expenses for Per Pupil and Claims-Based Funding

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 can 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.

It is expected that equipment will be replaced or upgraded as needed to accommodate changes in students' needs, due to changing technology, and/or to better meet the students' strengths and needs as documented in the current IEP. The expected number of years of use for different types of equipment varies according to the equipment.

When claims-based equipment, such as a Braille, can be shared by several students, a purchase 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. In such case, when the student for whom the equipment was purchased moves, the equipment should move with the student as per the Portability section of these guidelines, where appropriate.

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.

School authorities (including hospital school authorities) may, as part of their financial reporting to the Ministry Regional Offices, claim external service contract costs related to equipment maintenance and repairs.

Deductible For Claims-Based Process

District school boards are responsible for the first \$800 in costs for any student claim per year for other non-computer based equipment to be utilized by students with special education needs including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment and physical assists support equipment. In processing a board's SEA claim the Ministry will deduct \$800 from the total amount of SEA funding claimed for a student in a school year. It is expected that the 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 the Ministry Regional Offices.

Ineligible Expenses for Per Pupil and Claims-Based Funding

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 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 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, 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 regular day school supply and/or computer purchasing as are other textbooks and audio-visual materials.

c) *GST/HST*

Since SEA funding provides reimbursement based on actual costs, the amount equivalent to GST/HST 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) *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.

f) *Any Software that is already licensed for distribution through the Ontario Educational Software Service (OESS)*

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

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.

ADP will not fund equipment required only for school purposes. For further information regarding ADP please access the following webpage:

http://www.health.gov.on.ca/english/public/program/adp/adp_mn.html

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.

SEA Asset Management/ Long Term Planning

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.

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 and procedures 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,
- secure storage of equipment,

- timely acquisition and use of equipment; and
- inventory records.

Portability / Transferring Equipment

When a student who uses SEA purchased equipment moves from school to school or board to board, the equipment should move with the student unless, in the opinion of a receiving board, it is not practical or efficient to move the equipment. The student's sending board will not be reimbursed by the Ministry. The receiving board will be responsible for any shipping or handling costs associated with the timely and effective transfer of equipment.

It is expected that a board will transfer a student's equipment within six weeks of receiving a request for the student's equipment from the receiving board.

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.

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 and 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 and procedures 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

Similar to previous years the SEA Business Cycle/Application Process, for both the SEA Per Pupil Amount and the SEA Claims-Based Amount, will run 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. It is also expected that appropriate teachers/staff are oriented and/or trained to support the student for the beginning of the school year. 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 and associated staff training 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 SEA allocation amount in each board's financial statements.

Boards are required to complete and submit the SEA Claims form for purchases of other non-computer based equipment to be utilized by students with special education needs including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment and physical assists support equipment which shows the required information for each claim (see Appendix 1 due April 30, 2013 and May 31, 2013). An electronic copy will be available from the Ministry's Regional Offices.

Boards will also be required to complete and submit the Special Equipment Amount (SEA) Per Pupil Amount form (Appendix 2 due Dec 14, 2012 and May 31, 2013). 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 to ensure compliance with this guideline. Files related to the sampled claims are reviewed to ensure the appropriate documentation (as described below) for each has been maintained, that the claimed expenses are eligible for funding and that where applicable ADP funding has been applied, and that board responsibilities have been complied with.

Ministry Review

For both the claims amount and the per pupil amount, the Ministry may review all required documentation in support of SEA claims and may conduct classroom, school and/or board visits which may include the following:

- 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 to under the board's asset management plan;
- that the equipment be found in good repair;
- that 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, Education Finance Information System (EFIS), to the Ministry.

SEA Per Pupil Amount funding is enveloped for purchases of all computers, software, computing related devices and supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment. Unused SEA Per Pupil Amount funding must remain as SEA Per Pupil Amount funding and be treated as deferred revenue to support future spending on computers, software, computing related devices and supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment. Expenditures related to the SEA Per Pupil Amount will be reported separately from all other special education expenditures on EFIS.

**SEA Per Pupil Amount Reporting Process and Claims-Based Application Process
(May 1st 2012 to April 30th, 2013)**

June 29, 2012

- Boards will submit in their Estimates financial report to the Ministry their projected SEA claims-based amount and 100% of their SEA per pupil funding for the 2012-13 school year.

December 14, 2012

- Boards will submit in their Revised Estimates financial report to the Ministry their revised SEA claims-based funding projection and their revised SEA Per Pupil amount projection for the 2012-13 school year.
- Boards will submit their draft SEA Per Pupil Amount form (Appendix 2) to the Ministry for the 2012-13 school year.

April 30, 2013

- Boards will submit to their Regional Office their final composite list of SEA purchases (Appendix 1) for equipment that has been purchased through the claims-based process for students enrolled in the 2012-13 school year.
- Appendix 1 shall clearly indicate:
 - All claims-based purchases for which invoices have been received
 - All claims-based purchases for which invoices are outstanding shall include purchase order price. Note: Outstanding invoices must be included in the final May 31, 2013 re-submission to the Regional Office.

May 31, 2013

- Boards will re-submit to their Regional Office their final composite list of SEA claims-based purchases with invoiced amounts for all eligible SEA purchases (Appendix 1).
- Boards will submit to their Regional Office their final SEA Per Pupil Amount form (Appendix 2) for the 2012-13 school year.

June 30, 2013

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

Fall/Winter 2013

- In financial statements, boards will submit final SEA claims-based and per pupil funding allocation including any reconciliation/adjustments approved by the Ministry after June 29, 2013
- Any unspent SEA Per Pupil Amount funds to be reported and treated as deferred revenue.

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.

Functional 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/or services are to be received by the student. The principal shall consider 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 other portable device, etc. based on the student’s computer abilities, strengths, needs, and the school/board context.

Example: An assessment written in functional language for the recommendation of Professional (instead of Preferred) edition of Dragon Naturally Speaking could include that:

- the student's course work is at sufficient academic level to need to save a recording of their dictation along with the word processor document so that a teacher, educational assistant or parent can be involved in proofreading
- the school's Local Area Network enables the student to benefit from Roaming User capacity and keep voice files in a shared folder on the network to be able to access those voice files from any of the school’s PCs running the Professional edition

- the student's mobility and/or dexterity issues limit the use of keyboards and mice to control their computers such that the Macro Recorder, Step-by-Step Command tool and/or Advanced Scripting features make it possible for students to automate complex or repetitive computing tasks in ways that minimize the need for mouse and keyboard activity and/or
- the student's curriculum requires use of Microsoft Office 2007 applications such as Excel, Outlook and Powerpoint

Reminder: assessments and all other documentation used in support of SEA equipment purchases, and the effective use of that equipment by the student and/or staff, are subject to review, approval and audit by the Ministry.

Appendix 1: Special Equipment Amount (SEA) Claims Form

Note: An electronic version will be available through the Ministry's Regional Offices

I certify that we are in compliance with the Special Education Funding Guidelines: Special Equipment Amount (SEA) 2012-13, Spring 2012, / avec les Lignes directrices de l'équipement spécial (SEA) 2012-13, printemps 2012, sur le financement de l'éducation de l'enfance en anglais. La somme liée à l'équipement personnalisé (SEP) 2012-2013, Printemps 2012.

Name / Nom: _____ Date: _____

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

		1			2			3			4			5			6			7			8			9			10			11			12			13			14			15					
		Regional Office / Bureau régional:			Board Number / Numéro de conseil scolaire:			Board Name / Nom de conseil scolaire:			Contact Person / Personne à contacter (job title, phone) / Personne à contacter (poste, titre, téléphone):			Last Name / Nom de famille:			First Name / Prénom:			Job Title / Titre:			Phone / Téléphone:			Additional Details Pertaining to Disability and/or Multiple Support Needs of non-identified Students / Renseignements supplémentaires concernant les handicaps et/ou les anomalies multiples et/ou les élèves non identifiés			Early Learning Program (Y/N) / Programme d'apprentissage des jeunes enfants (O/N)			Extended Day Program / Programme de journées prolongées (AM, PM or AM and after-noon, après-midi, après-midi et après-midi)			SEA Equipment (includes warranty) / Matériel SEP (comprend les garanties)			Projected Cost per Item (Estimate) / Coût projeté par article (estimation des commandes) (\$)			Total Projected Cost (per student) / Coût total prévu (par élève)								
		OEN / INSO			School Number / Numéro de l'école			Panel/ Pannel (Item = 1, Sec = 2)			Sex / Sexe			Date of Birth / Date de naissance (YY/ MM / AAAA / DD / JJ)			Type of Placement / Type de placement			Exceptionality / Anomalie			Learning Disability, ADHD / Troubles de l'apprentissage, déficit d'attention			Autism, Developmental / Autisme, handicap de développement			Blind and Gifted / Cécité et douance			Learning Disability, ADHD / Troubles de l'apprentissage, déficit d'attention			Blind and Gifted / Cécité et douance			Other (specify) / Autre (préciser)											
		012345678			123456			2			M			1997 6 1			Reg. Class with Resource Assistance / Classe ordinaire avec l'aide de ressources			Physical Disability / handicap physique						N			Student Lab / laboratoire			\$3,250.00																	
		012345678			123456			2			M			1997 6 1			Reg. Class with Resource Assistance / Classe ordinaire avec l'aide de ressources			Physical Disability / handicap physique						N			Electric Change Table / table de change			\$500.00																	
		012345678			123456			2			M			1997 6 1			Reg. Class with Resource Assistance / Classe ordinaire avec l'aide de ressources			Physical Disability / handicap physique						N			Lift Chair / fauteuil basculeur			\$5,900.00			\$3,650.00														
		987654321			123456			2			F			1990 6 20			Reg. Class with Insect Support / Classe ordinaire avec services insectes			Blind and Low Vision / Cécité et basse vision						N			Optator / Optacon			\$6,560.00			\$6,560.00														
		111222333			456789			1			F			1995 6 1			Spec Ed Class Full Time / Classe spécialisée à plein temps			Multiple Disabilities / Anomalies multiples (Please specify under col. 10, 11, 12, 13 & col. 15)						N			Sensibills / Sensa Mail			\$900.00			\$900.00														
		012345678			123456			2			M			1997 6 1			Reg. Class with Resource Assistance / Classe ordinaire avec l'aide de ressources			Multiple Disabilities / Anomalies multiples (Please specify under col. 10, 11, 12, 13 & col. 15)						N			Braille Master / Lecteur braille			\$1,200.00			\$1,200.00														
		999888111			987654			2			M			2005 5 5			Other (specify) / Autre (préciser)			Language Impairment / Troubles de langage						Y/O			AMI and PMI / avertis mis et après-midi			\$7,000.00			\$7,000.00														

Appendix 2: Special Equipment Amount (SEA) Per Pupil Amount Form

Note: An electronic version will be available through the Ministry's Regional Offices

PURPOSE: The reporting process will focus on the following four areas:

1. Students with special education needs access to computers, software, accessible computing related devices and supporting furniture.
2. Cost effectiveness and efficiencies in the purchasing of computers, software, accessible computing related devices and supporting furniture.
3. Training effectiveness for teachers and students with special education needs.
4. Effective maintenance, technical support and asset management.

REPORTING QUESTIONS:

1. How has the new per pupil amount allocation method assisted in improving students with special education needs' **access** to computers, software, accessible computing related devices and supporting furniture, and supported **improved student achievement**?

--

2 a. Please list some examples of how the new per pupil allocation now permits you to be more **cost efficient** in your purchasing of computers, software, accessible computing related devices and supporting furniture.

Item Purchased	Number of students supported	Number purchased	Unit cost	Total purchased	Other Comments

Appendix 2: Special Equipment Amount (SEA) Per Pupil Amount Form, con't

Note: An electronic version will be available through the Ministry's Regional Offices

2 b. How will your school board prepare to seek **efficiencies**, in future years, regarding the purchasing of computers, software, accessible computing related devices and supporting furniture to support improved student achievement? Efficiencies may include: time savings in the purchasing department, getting assistive technology to students faster, deployment of software and hardware, streamlining purchases, and others.

3. Please identify examples of how the new SEA PPA permits you to be more **effective in training** staff and students (start-up and ongoing).

4. Please identify examples of how the new SEA PPA permits you to be more **effective** in equipment maintenance, providing technical support and asset management.

Certification:

I certify that we are in compliance with the Special Education Funding Guidelines:
Special Equipment Amount (SEA) 2012-13, Spring 2012

**SUPERINTENDENT OF
SPECIAL EDUCATION**
(Please Print)

DATE
(YYYY/MM/DD)

SIGNATURE

Ministry of Education Regional Offices

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

London Regional Office (as of April 2009)
Regional Manager
217 York St., Suite 207
London, Ontario N6A 5P9
Tel: (519) 667-1440
1-800-265-4221

Sudbury-North Bay Regional Office
Regional 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
Regional 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
Regional Manager
Suite 100
615 James Street South
Thunder Bay ON P7E 6P9
Tel: (807) 474-2980
1-800-465-5020 (IN WATS)

Toronto and Area Regional Office
Regional Manager
Suite 3610
Centre Tower
3300 Bloor Street West, 16th Floor
Toronto ON M8X 2X3
Tel: (416) 325-6870
1-800-268-5755

Acronyms

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 2012-13 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
PPA	Per Pupil Amount
SEA	Special Equipment Amount
SIP	Special Incidence Portion
TA	Teacher Assistant