

Education Funding

Special Education Funding Guidelines

Special Incidence Portion (SIP)

2012-13

Spring 2012
Ministry of Education

This publication supersedes the *Special Education Funding Guidelines: Special Incidence Portion (SIP) 2011-2012*

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Table of Contents

Special Incident Portion (SIP)	1
Eligibility Criteria for SIP	1
Staff Support Level Timetable	2
Staff Support Calculation	3
Documentation Required for SIP Claims	4
Business Cycle/Application Process	5
Ministry Review	6
Appendix A: Special Incident Portion (SIP) Checklist of Documentation for All Claims	8
Appendix B: Summary of Student’s Needs	9
Appendix C: Special Incident Portion (SIP) Application Form	10
Appendix D: Special Incident Portion (SIP) Staff Support Level Timetable	11
Appendix E: Characteristics Checklist for Health Claims	12
Appendix F: Characteristics Checklist for Safety Claims	13
Appendix G: SIP Approval Summary	14
Ministry of Education Regional Offices	15
Acronyms	16

Special Incidence Portion (SIP)

Special Incidence Portion (SIP)

Continuing in 2012-13, 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 full time (1.0 ADE) student per year. In the case of junior and senior Kindergarten students funded by the Ministry for the Full Day Early Learning Kindergarten Program, where approved, the Ministry will grant up to a maximum \$27,000. All other junior and senior Kindergarten claims will be funded to a maximum of \$13,500.

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 2012-13 SIP funding are due on December 14, 2012.

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 SIP 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.

The SIP allocation for the 2012-13 fiscal year is the sum of all approved special incidence claims for pupils of the board, after any adjustment required under section 25 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 providing intensive support 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.

A health claim may be submitted on behalf of a student who has a diagnosed medical condition that requires more than two full-time board paid staff to provide intensive support to maintain the health of the student.

Applications for Health Claims must be accompanied by the Health Claims Checklist (Appendix E). If the claim meets the criteria for the Health Claim Checklist it may be considered for approval in 2012-13 for a three-year period. For year 2 and year 3 the amount of funding will be determined by the re-submission of the timetable (Appendix D).

A safety claim may be submitted on behalf of a student who requires more than two full-time board paid staff to provide intensive support for the safety of the student and/or others from behaviour that is injurious to self and/or others. In 2012-13 boards will be asked to submit the Characteristics Form for Safety Claims (Appendix F) for all safety claims.

Health and safety claims are those combining aspects of both health and safety claims.

Staff Support Level Timetable

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

The SIP Staff Support Level Timetable submitted on or before December 14, 2012 in support of a claim for 2012-13 SIP funding (new, renewal or renewal adjusted) must demonstrate staff support in place in the 2012-13 school year.

Eligible Board-Paid Staff Support

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

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 and the support is documented in the current Individual Education Plan (IEP).

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. The total number of students in the class must be shown in the appropriate column(s) in the timetable.

Only staff with a special education assignment can be included in the calculation of intensive support. Teacher time in a regular classroom is not included in the calculation of intensive support. These teachers' salaries are funded through the Foundation Grant.

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(s) are in attendance and small group interaction is part of the student's program.

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 documents that a student's program includes a significant level of regularly scheduled interactions with the student by board-paid professional staff. This support must total at least 10% of the student's hours during a week on a regularly scheduled basis and continue over the school year. The scheduled time must be shown on the timetable in column C and must be documented in the current IEP. (Column C)

Start/Finish Times	Column A	Column B	Column C
	Educational Assistants	Teachers	Other Staff

Staff Support Calculation

It should be noted that "more than two full-time equivalent board-paid staff" does not necessarily mean that the same two or more people are assigned exclusively to one student. Rather, the total of all eligible board staff interacting with the student will be added up to arrive at the number of full-time staff supporting the student.

The Staff Support Level timetable will be used to report all staff supporting the student.

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 for full-time students (1.0 ADE) including junior and senior Kindergarten students funded by the Ministry for the Full Day Early Learning Kindergarten Program. All other junior and senior Kindergarten claims will be funded to a maximum of \$13,500.

Calculation of Staff Support Level per Activity (refer to Appendix D)	
# of staff _____	# 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 D: Staff Support Level Timetable Box "D")</p> <p>(_____ total staff support - 2.0) x \$27,000 = _____</p>

Documentation Required for SIP Claims

All documents submitted to support SIP claims must reflect the student’s programs and services for the current school year (2012-13).

December 14, 2012 is the submission deadline for the documentation in support of SIP applications. Only claims received on or before the December 14, 2012 submission deadline will be considered for funding in the 2012-13 school year.

A checklist of required documents has been provided for all claims (Appendix A). This checklist is to assist staff in claim preparation. Please note:

All SIP claims for the 2012-13 school year require **a current IEP** for the student, signed by the principal, documenting the student’s need for staff support such that the IEP:

1. connects to program and report card,
2. reflects a logical thread from assessment data to the student's areas of strength and need, accommodation and program section,
3. provides, in the program section, measurable learning expectations related to Ontario curriculum for modified subjects/courses, and/or alternative skills areas as appropriate,
4. when the student has SEA equipment, documents the student is using the equipment and, where appropriate, that the student is using the SEA equipment for provincial testing, and
5. **documents, in the human resource section, the board-paid staff and support that are identified and shown in the staff support timetable.**

When determining if the SIP claim is a health, a safety or a health and safety claim, please determine the primary need for the staff support the student requires.

For SIP claims on behalf of students with a health claim or a health and safety claim, the Characteristics Checklist for Health Claims (Appendix E) must be completed (with all applicable boxes checked). The form must be signed by the Supervisory Officer of Special Education.

For previously approved health claims and health and safety claims that are on a three-year renewal cycle, boards are to submit the application form (Appendix C) and a revised timetable for the current academic year (Appendix D). No further documentation will be required.

For SIP claims on behalf of students with a safety claim, the Characteristics Form for Safety Claims (Appendix F) must be completed. This form should be completed for all students having a safety claim. The form must be signed by the Supervisory Officer of Special Education.

Where a claim is for both health and safety, the Characteristics Checklist for Health Claims (Appendix E) and the Characteristics Checklist for Safety Claims (Appendix F) must be completed.

Claims Process

For each SIP claim the Board will submit to the Ministry by December 14, 2012:

- **one paper copy** of the relevant documents listed in Appendix A (signed, where appropriate);
- electronic submissions of Appendices B, C and D, and as appropriate, Appendix E; and

SIP Approval Summary for All Claims

The board will submit by December 14, 2012, to the Ministry the following SIP Approval Summary (Appendix G):

- a paper copy that shows all new, renewal/renewal adjusted claims, signed by the Supervisory Officer certifying that the claims submitted are in compliance with this Guideline; and,
- an electronic copy of the same.

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 all SIP claims for the following school year in their Estimates submission for education funding.

In December of each year, boards need to include estimated funding for all 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.

In the winter of the next year, boards need to include in financial statements their final SIP funding allocation.

Ministry Review

During the school year, the Ministry will conduct a review of SIP claim documentation which may include classroom, school and/or board visits. It is expected, at a minimum, that school boards will retain a copy of all documentation to support the claim.

At any time, the Ministry may review any documentation in support of the SIP claim and may conduct classroom, school and/or board visits which may include reviewing:

- safety and/or behaviour logs (updated where appropriate after application has been submitted).
- other relevant documentation maintained by the board documenting the student's academic program and progress; and
- board training and/or professional development to ensure staff are aware of and trained in appropriate health and/or safety intervention approaches.

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

SIP Application Process for School Boards for the 2012-13 school year

June 29, 2012

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

December 14, 2012

- Boards will submit to the Regional Office:
 - the SIP Approval Summary (see Appendix E) of their SIP new, renewal/renewal adjusted claims; and
 - all documentation required for each individual claim as per checklist (Appendix A).
- 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.

June 30, 2013

- The Ministry will have reviewed, approved and finalized all new and renewal/renewal adjusted SIP claims.
- The Ministry will notify boards of the decisions made.

Fall/Winter 2013

- Financial statements of boards will identify the final SIP funding allocation.

Appendix A: Special Incidence Portion (SIP) Checklist of Documentation for All Claims

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

<i>Please fill out the Student's Information on the Application Form (Appendix C) First.</i>		
	Student Name : School Number : School Name : School Board : Application Type : Claim Type :	Previously Approved For a 3 Year Renewal
1.	Checklist of Documentation (Appendix A)	
2.	Summary of student's need for intensive staff support or other relevant information (Appendix B) - <i>signed by the Principal</i>	
3.	SIP Application Form (Appendix C) - <i>signed by the Supervisory Officer</i>	
4.	SIP Staff Support Level Timetable (Appendix D) - <i>signed by the Principal</i>	
5.	Characteristics for Health Claims Checklist (Appendix E), for Health or Health & Safety needs - <i>signed by the Supervisory Officer</i>	
6.	Characteristics for Safety Claims Form (Appendix F), for Safety or Health & Safety needs - <i>signed by the Supervisory Officer</i>	
7.	Individual Education Plan (IEP) (<i>Current Year</i>)	
8.	Behaviour Support Plan (<i>Updated for Renewals</i>) and/or Health/Medical Management Plan (<i>Updated for Renewals</i>)	
9.	Safety Plan, where applicable (<i>Updated for Renewals</i>)	
10.	Assessments (<i>Updated for Renewals</i>) if available	
11.	Documentation of Inter-Agency Involvement (<i>Updated for Renewals</i>)	

Please Note:

Behaviour Support Plan (BSP)

A behaviour support plan is a written plan that is designed to target the underlying reason for behaviour, replace the inappropriate behaviour with an appropriate behaviour that serves the same function, and reduce or eliminate the challenging behaviour. In school boards, behaviour support plans are sometimes referred to as behaviour management plans.

Safety Plan

A safety plan is a plan developed for a student whose behaviour is known to pose an ongoing risk to him or herself, other students, staff, or other people in general. It can serve as a crisis-response plan that outlines the roles and responsibilities of the staff in dealing with specific problem behaviours. The development of a safety plan involves all staff who work on an ongoing basis with a student, as well as parents and the representatives from any community agencies working with the student/family.

Appendix B: Summary of Student's Needs

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

Student Name:

School Name:

DSB No.:

DSB Name:

Please provide a brief description of the health and/or safety needs of the student.

How does the assigned staff work with this student to support the student's health and/or safety needs during a typical school day?

Certification

I certify that the information contained in this document is to the best of my knowledge a reflection of the students needs for intensive staff support.

SCHOOL PRINCIPAL
(Please Print)

DATE
(YYYY/MM/DD)

SIGNATURE OF SCHOOL PRINCIPAL

Appendix C: Special Incidence Portion (SIP) Application Form

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

DSB INFORMATION				
Board Number :	<input type="text"/>			
Board Name :	<input type="text"/>			
Contact Person (name, job title, phone) :	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<small>Last Name</small>	<small>First Name</small>	<small>Job Title</small>	<small>Phone</small>

STUDENT INFORMATION				
Last Name :	<input type="text"/>		Panel (Elem = 1, Sec = 2) :	<input type="text"/>
First Name :	<input type="text"/>		School Number :	<input type="text"/>
Middle Name :	<input type="text"/>		School Name :	<input type="text"/>
Birth Date :	<input type="text"/>	<input type="text"/>	Teacher Name :	<input type="text"/>
	<small>Year</small>	<small>Month</small>	<small>Day</small>	
Sex (M/F) :	<input type="text"/>			
OEN : (No dashes or spaces)	<input type="text"/>		Placement :	<input type="text"/>
IPRC (Y/N) :	<input type="text"/>			
Exceptionalities : <small>If multiple or non-identified, provide additional details</small>	<input type="text"/>		Year of 1st SIP Claim :	<input type="text"/>
Application Type : <small>(New, Renewal, Renewal Adjusted)</small>	<input type="text"/>		Claim Type : <small>(Health, Safety, Health & Safety)</small>	<input type="text"/>
JK & K Day Structure :	<input type="text"/>		Additional Details Pertaining to Multiple Exceptionality or Non-Identified Students	
Extended Day Program :	<input type="text"/>	1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>		

SIP funding calculation based on Staff Support Level Timetable (Appendix D)	\$	<input type="text"/>
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OTHER SUPPORTS IN PLACE FOR THE STUDENT				
Equipment :	<input type="text"/>			
SEA Equipment current year (Y/N)	<input type="text"/>			
School Allocation of Educational Assistants :	<input type="text"/>	Classroom Allocation of Educational Assistants :	<input type="text"/>	<input type="text"/>
Board-Paid Professionals/Paraprofessionals providing support (including contracted staff) :	<input type="text"/>			
Services provided by other Ministries/ other Agencies (specify) :	<input type="text"/>			
Transportation Arrangements (dedicated to the applicant student) :	To School	# Board-paid staff	# SIP Students	Minutes
	From School	# Board-paid staff	# SIP Students	Minutes
Building/Classroom Accommodations (provide details and date completed, if new since last claim) :	<input type="text"/>			

Certification:
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.

_____ SUPERVISORY OFFICER <small>(Please Print)</small>	<input type="text"/> DATE <small>(Year, Month, Day)</small>	_____ SIGNATURE OF SUPERVISORY OFFICER
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Appendix E: Characteristics Checklist for Health Claims

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

Board Number :
Board Name :
Placement :
Claim Type :
(Health, Safety, or Health & Safety)

Birth Date :
Year Month Day
Sex (M/F) :
OEN :
No Dashes or Spaces

Last Name :
First Name :

Adapted from the Report of the Paediatric Complex Care Coordination Expert Panel May 2008
CHECK all characteristics that apply:

<p>1. Technology dependent and/or users of high intensity care during the school day</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child is dependent at least part of each school day on mechanical ventilators. <input type="checkbox"/> Child requires prolonged intravenous administration of nutritional substances, or drugs. <input type="checkbox"/> Child has prolonged (≥1 month) dependence on other device-based support, including: <ul style="list-style-type: none"> • tracheostomy tube care, • suctioning, • oxygen support, or • tube feeding. <input type="checkbox"/> Child has prolonged (≥1 month) dependence on any other medical devices to compensate for vital bodily functions, and requires daily or near daily nursing care, e.g., <ul style="list-style-type: none"> • apnea (cardiorespiratory) monitors • renal dialysis due to kidney failure • urinary catheters or colostomy bags plus substantial nursing care. <input type="checkbox"/> Child is not technologically dependent but has any chronic condition that requires as great a level of care as the above group, such as: <ul style="list-style-type: none"> • children who, as a consequence of their illness, are completely dependent on others for activities of daily living at an age when they would not otherwise be so dependent • children who require constant medical or nursing supervision or monitoring resulting from the complexity of their condition and/or the quantity of oral drugs and therapy they receive. 	<p style="text-align: center;">AND</p> <p>2. Fragility</p> <ul style="list-style-type: none"> <input type="checkbox"/> The child has severe and/or life-threatening disease. <input type="checkbox"/> Failure of equipment or treatment places the child at immediate risk. <input type="checkbox"/> Short-term changes in the child's health status (e.g., an intercurrent illness) puts them at immediate serious health risk. <input type="checkbox"/> As a consequence of the child's illness, the child remains at significant risk of unpredictable life-threatening deterioration, necessitating round-the-clock monitoring by a knowledgeable caregiver. <input type="checkbox"/> The child has had 2 or more admissions to hospital lasting 10 or more days in the past year. <input type="checkbox"/> The child has had 10 or more outpatient clinic visits in the past year. 	<p style="text-align: center;">AND</p> <p>3. Chronicity</p> <ul style="list-style-type: none"> <input type="checkbox"/> The child's condition is expected to last at least 6 more months. 	<p style="text-align: center;">AND</p> <p>4. Complexity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involvement of multiple health care practitioners. <input type="checkbox"/> Health care services delivered in at least 3 of the following locations: <ul style="list-style-type: none"> • Home • School • Hospital • Children's Treatment Centre • Community-based clinic (e.g. doctor's office) • Other (at clinician's discretion).
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Certification:
 I certify that the information contained in this document is to the best of my knowledge a reflection of the student's health at the time of application.

SUPERVISORY OFFICER **SIGNATURE OF SUPERVISORY OFFICER**
(Please Print)

DATE
(Year, Month, Day)

Appendix F: Characteristics Checklist for Safety Claims

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

Last Name :		Year : Month : Day :		Board Number :	
First Name :		Birth Date :		Board Name :	
		Sex (M/F) :		Placement :	
		OEN :		Claim Type :	
		No Dashes or Spaces		(Health, Safety, or Health & Safety)	

For SIP claims on behalf of students with a safety claim, the Characteristics Form for Safety Claims (Appendix F) must be completed. This form should be completed for all students.

- In general, incidents do not result in injury to student or others.
- In general, incidents result in minor injury or trauma not requiring medical treatment.
- In general, incidents result in injury or trauma requiring medical treatment at the school level for either the student or others.
- Incidents have resulted in injury or trauma requiring medical treatment at a hospital for either the student or others.

COMPLETE the table below. Note space available for text is limited.

Types of Observable Behaviour of particular concern. (Provide a brief description in the space below)	Context Description of the environment where the behaviour generally occurs.	Is the behaviour injurious to self?	Is the behaviour injurious to others?	Are there factors unique to the student that increase risk? (e.g., size and/or strength, medical fragility)	Antecedents Can the triggers of the behaviour be identified? (e.g., environmental, transitions, generalized anxiety)	Is the function of the behaviour known? (e.g., sensory, escape, attention)	Severity (Frequency) Daily Weekly Monthly Please specify how many incidents per day, week or month	Severity What are the outcomes of the behaviour using the severity scale above? Drop down include Levels 1 to 4 from the severity scale above	Is there a review of planning or program after an incident? If so, briefly describe.
Repetitive/Obsessive Behaviour Resulting in Injury									
Oppositional/Non-compliant Behaviour Resulting in Injury									
Aggression including Threatened and/or Actual Behaviours									
Destructive Behaviours Resulting in Injury									
Other Behaviours Resulting in Injury (include a description)									

Certification:
I certify that the information contained in this document is to the best of my knowledge a reflection of the student's behavioural characteristics and safety needs at the time of application.

SUPERVISORY OFFICER (Please Print) _____ DATE (Year, Month, Day) _____

SUPERVISORY OFFICER SIGNATURE OF SUPERVISORY OFFICER _____

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

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

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)

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

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

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
SEA	Special Equipment Amount
SIP	Special Incidence Portion
TA	Teacher Assistant