

Education Funding

Special Education Funding Guidelines
Special Equipment Amount (SEA)

2014-15

Spring 2014
Ministry of Education

This publication supersedes the *Special Education Funding Guidelines: Special Equipment Amount (SEA) 2013-14*

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), 2014-15.*

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Special Equipment Amount (SEA) – New For 2014-15

1. There are no changes to the SEA Guidelines for 2014-15

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 2014-15 there are two components to SEA funding:

- a) SEA Per Pupil Amount for purchases of all computers, software, computing related devices, including routers 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 2014-15 each school board will receive a SEA Per Pupil Amount allocation, which includes a base amount of \$10,000 for each school board plus the amount of \$36.101 multiplied by the school board's average daily enrolment.

The SEA Per Pupil Amount component will be calculated using the following formula: **Base Amount (\$10,000) + (\$36.101 x 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 description 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, 2015 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 30, 2015 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 supply and/or computer purchasing budget.

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.

Receiving boards are encouraged however to consider the economy and efficiency of a request for an equipment transfer. In some cases it may be more efficient for the student's new board to purchase equipment to meet the needs of the student while the sending board repurposes the existing equipment to another student with a recommendation for equipment that is compliant with these guidelines.

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 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 or other formats, 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 budget 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 regular day school supply and/or computer purchasing budget.

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/cms/>) 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 visit the [Ministry of Health and Long-Term Care webpage](#).

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.			

Please note that as equipment is loaned to Provincial and Demonstration Schools the sending District School Board is responsible for the cost of any repairs as the equipment remains an asset of the sending board.

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 Special Equipment Amount (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, 2015 and May 30, 2015). 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 13, 2013 and May 30, 2014). 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 2014 to April 30th, 2015)

June 30, 2014

- 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 2014-15 school year.

December 15, 2014

- 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 2014-15 school year.
- Boards will submit their draft SEA Per Pupil Amount form (Appendix 2) to the Ministry for the 2014-15 school year.

April 30, 2015

- 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 2014-15 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 30, 2015 re-submission to the Regional Office.

May 30, 2015

- 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 2014-15 school year.

June 30, 2015

- 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 2015

- 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 30, 2015

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
- 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.

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 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 2010 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

APPENDIX 1: SPECIAL EQUIPMENT AMOUNT (SEA) CLAIMS / ANNEXE 1: DEMANDES POUR LA SOMME LIÉE À L'ÉQUIPEMENT PERSONNALISÉ (SEP)
 Note: An electronic version will be available through the Ministry's Regional Offices / Une copie électronique sera disponible au bureau régional de ministère.
 Claims can include warranties / Les demandes peuvent inclure les garanties.

Regional Office / Bureau régional: _____
 Board Number / Numéro du conseil scolaire: _____
 Board Name / Nom du conseil scolaire: _____
 Contact Person (name, job title, phone) / Personne ressource (nom, titre, téléphone): _____
 Last Name / Nom de famille: _____
 First Name / Prénom: _____
 Job Title / Titre: _____
 Phone / Téléphone: _____

I certify that we are in compliance with the Special Education Funding Guidelines: Special Equipment Amount (SEA) 2014-15, Spring 2014 / Je certifie que nous sommes en conformité avec les Lignes directrices de financement de l'éducation spéciale: Somme liée à l'équipement personnalisé (SEP) 2014-2015, Printemps 2014

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

1	2	3	4	5	6	7	8		9	10	11		12	13			14	15	16	17
							YY / MM / AAAA	DD / JJ			Exceptionality / Anomalie	Additional Disability Prevalence to Exceptionality and/or Multiple Disabilities and/or Non-Identified Students / Renseignements supplémentaires concernant le handicap et/ou les anomalies multiples et/ou les élèves non identifiés		Early Learning Program / Programme des jeunes enfants (EN)	Extended Day Program / Programme de journées prolongées (AM, PM or AM and PM)	SEA Equipment (include warranties) / Matériel SEP (comprend les garanties)				
012345678	123456	2	M	1997	6	1	Reg. Class with Resource Assistance / Classe ordinaire avec aide-ressource	Physical Disability / handicap physique	Physical Disability / handicap physique	Learning Disability / ADHD / trouble d'apprentissage / déficit d'attention	None / Aucun	None / Aucun	Student L.R. / file élève	\$3,250.00	\$3,250.00	04-0203	\$3,200.00			
012345678	123456	2	M	1997	6	1	Reg. Class with Resource Assistance / Classe ordinaire avec aide-ressource	Physical Disability / handicap physique	Physical Disability / handicap physique	Learning Disability / ADHD / trouble d'apprentissage / déficit d'attention	None / Aucun	None / Aucun	Electric Change Table / table de charge	\$500.00	\$500.00	04-044LK	\$500.00			
012345678	123456	2	M	1997	6	1	Reg. Class with Resource Assistance / Classe ordinaire avec aide-ressource	Physical Disability / handicap physique	Physical Disability / handicap physique	Learning Disability / ADHD / trouble d'apprentissage / déficit d'attention	None / Aucun	None / Aucun	Lit Chair / fauteuil basculeur	\$5,900.00	\$9,650.00	30204	\$5,900.00			
987654321	123456	2	F	1999	6	20	Reg. Class with Injured Support / Classe ordinaire avec services infirmiers	Blind and Low Vision / Cécité et basse vision	Blind and Low Vision / Cécité et basse vision	Learning Disability / ADHD / trouble d'apprentissage / déficit d'attention	None / Aucun	None / Aucun	Options / Options	\$6,560.00	\$6,560.00	123	\$6,000.00			
11222333	456789	1	F	1995	6	1	Spec Ed Class / Other / Classe dédiée à jeûne temps	Multiple Exceptionalities / Anomalies multiples (Please specify under or include in the details in col. 9)	Multiple Exceptionalities / Anomalies multiples (Please specify under or include in the details in col. 9)	Autism, Developmental / développement	None / Aucun	None / Aucun	Sensibility / Sensibilité	\$900.00	\$900.00	554-0903	\$950.00			
012345678	123456	2	M	1997	6	1	Reg. Class with Resource Assistance / Classe ordinaire avec aide-ressource	Multiple Exceptionalities / Anomalies multiples (Please specify under or include in the details in col. 9)	Multiple Exceptionalities / Anomalies multiples (Please specify under or include in the details in col. 9)	Blind and Gifted / Cécité et douance	None / Aucun	None / Aucun	Braille Master / Lecteur braille	\$1,200.00	\$1,200.00	4222-545	\$650.00			
999888111	987654	2	M	2006	5	5	Other (specify) / Autre (préciser)	Language Impairment / Troubles du langage	Language Impairment / Troubles du langage	Blind and Gifted / Cécité et douance	None / Aucun	None / Aucun	FM System	\$7,000.00	\$7,000.00	11211A	\$7,500.00			

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

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

18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
HST (form / formulaire) TVH (partie / partie) (en dollars / en dollars) (\$)	Adjustment (8% of federal provincial portion) / (8% of la part fédérale / provinciale) Ajustement (8% de la part fédérale / provinciale) (\$)	Revised Invoice Amounts after HST Adjustment / Montant révisé de la facture après ajustement de TVH de remboursement (\$)	Total Amount of Claims per student / Montant total des réclamations (un chèque par élève) (\$)	Existing Claims (already included) / Demande existante (incluse au formulaire)	Assessment supports / Évaluation à l'appui	Proof of Cost / Preuve du coût	Deductible / Déductible	Reimbursement / Remboursement	Comments / Commentaires	Is SEA equipment shared? (Y/N) / Est-ce que l'équipement est partagé? (O/N)	Indicate the number of additional SEA equipment shared with this SEA / Indiquez le nombre d'équipements supplémentaires partagés avec ce SEA	Is the equipment shared with the other SEA cases? (Y/N) / Est-ce que l'équipement est partagé avec les autres cas? (O/N)	Sensory Equipment / Équipement sensoriel	Hearing Support / Équipement de soutien au besoin auditif	Vision Support / Équipement de soutien au besoin visuel	Personal Care Support / Aides aux activités quotidiennes	Physical Assistive Support / Aides à la mobilité	Ministry Audit (E.O. initials) / Vérification ministérielle (initiales du paragraphe de l'AE)	
\$160.00	\$139.42	\$3,096.58								N									
\$25.00	\$20.85	\$479.15								N									
\$787.00	\$639.56	\$5,280.44	\$8,006.17		Y/O	Y/O	\$800.00	\$8,006.17		N									
\$300.00	\$250.15	\$5,749.85	\$5,749.85		Y/O	Y/O	\$800.00	\$4,949.85		Y/O	3	Y/O							
\$123.50	\$102.98	\$847.02	\$847.02		Y/O	Y/O	\$800.00	\$47.02		N			X						
\$84.50	\$70.46	\$579.54	\$579.54	Y/O	Y/O	Y/O	\$0.00	\$579.54		N				X					
\$975.00	\$813.00	\$6,687.00	\$6,687.00		Y/O	Y/O	\$800.00	\$5,887.00		Y/O				X					
\$0.00	\$0.00	\$0.00																	
\$0.00	\$0.00	\$0.00																	
\$0.00	\$0.00	\$0.00																	
\$0.00	\$0.00	\$0.00																	
\$0.00	\$0.00	\$0.00																	
\$0.00	\$0.00	\$0.00																	
\$0.00	\$0.00	\$0.00																	

Tab. A / Complet A
Elementary Total / Total de l'élémentaire: \$0.00
Secondary Total / Total du secondaire: \$0.00
Reimbursement Total / Total du remboursement: \$0.00

Total of individual invoices must balance with total of claims
Total des factures individuelles doit être égal au total des réclamations
\$0.00 \$0.00

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

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

REPORTING QUESTIONS:

1. How has the 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. How will your school board continue 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 SEA PPA permits you to be more **effective in training** staff and students (start-up and ongoing).

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

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

Certification:

I certify that we are in compliance with the Special Education Funding Guidelines:
Special Equipment Amount (SEA) 2014-15, Spring 2014

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

DATE
(YYYY/MM/DD)

SIGNATURE

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Barrie ON L4M 6E4
Tel: (705) 725-7627
Toll free: 1-800-471-0713

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Toll free: 1-800-268-5755

Thunder Bay Regional Office

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

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 2014-15 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