

Education Funding

Special Education Funding Guidelines
Special Equipment Amount (SEA)

2023-24

Spring 2023
Ministry of Education
ISBN 978-1-4868-6893-3

This publication supersedes the *Special Education Funding Guidelines: Special Equipment Amount (SEA) 2022-23, March 2022*

NOTICE:

Some of the elements and proposals set out in this Guideline can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act*. Such regulations have not yet been made. Therefore, the content of this Guideline should be considered subject to such regulations, if and when made.

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), 2023-24, printemps 2023.

ISBN 978-1-4868-6894-0

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Special Equipment Amount (SEA) – Clarifications For 2023-24

School boards may purchase software that is required to access the Ontario curriculum to support students with special education needs, through the SEA Per-Pupil Amount. This can include reading and math intervention software.

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. This equipment is to provide students with accommodations that are directly required and essential for one or more of the following: attending school, accessing the Ontario curriculum, supporting or augmenting a board determined alternative program and/or course.

For 2023-24, there are two components to SEA funding:

a) Special Equipment Amount Per-Pupil Amount (SEA PPA) Funding:

Each school board will receive a SEA PPA allocation, which includes a base amount of \$20,000 for each school board, plus an amount based on the board's day school average daily enrolment (ADE). The SEA PPA component is calculated using the following formula:

$$\$20,000 \text{ per school board} + (\$39.46 \times \text{ADE})$$

The SEA PPA is allocated for the purchase by school boards of all computers, software, robotics, computing-related devices, including routers and required supporting furniture identified for use by students with special education needs.

In addition, the SEA PPA can support school boards for the training of staff and students on the effective use of assistive technology necessary for students to access the curriculum and instructional program. Other eligible use of SEA PPA may include equipment set-up, maintenance, and repair as determined by the board for all SEA equipment, including SEA equipment funded through the SEA Claims-Based process. The SEA PPA funding can also support the costs of SEA technicians and/or trainers by school boards, provided that new full time equivalent (FTE) positions are not created.

b) SEA Claims-Based Funding:

This funding is allocated to school boards for the purchase of non-computer-based, portable equipment to be utilized by students with special education needs. Fixed and/or hard-wired equipment remains a capital expenditure and thus ineligible. Non-computer-based portable equipment includes, but is not limited to sensory support, hearing support, vision support (equipment not covered under computers and peripherals under SEA PPA), personal care support equipment and physical assists support equipment. SEA Claims-Based Funding 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 PPA and SEA Claims-Based Funding

Boards will ensure that, in addition to any other obligations to give notice under the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), they have informed the parent that a SEA claim has 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 SEA PPA and SEA Claims-Based funding and any internal board contribution to support student needs in an equitable and timely fashion. Boards must internally allocate sufficient funding (which may include but is not limited to SEA funding) to meet these needs and to ensure that all students with special education needs who require equipment have access to appropriate equipment.

Boards will internally allocate funding for:

- The \$800 per pupil deductible (for SEA Claims-Based funding); and
- Insurance costs not included in service contracts. Insurance costs that are part of service contracts are eligible for SEA PPA funding.

Boards are encouraged to **seek efficiencies for all equipment purchases** made with SEA funding. This includes considerations about selecting the most cost-effective equipment type (e.g., personal FM units versus portable Soundfield units) including decisions to purchase the unit or units required to effectively address student needs. The SEA PPA 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 PPA funding must remain as such and be treated as deferred revenue by school boards to support future spending on purchases of computers, software, robotics, 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 maintenance and repair of any equipment purchased with SEA funding.

The SEA PPA funding can also support the costs of SEA technicians and/or trainers by school boards, provided that new full time equivalent (FTE) positions are not created.

Documentation Required for SEA PPA and Claims-Based Funding

Boards must continue to maintain documentation for both purchases made with SEA PPA and SEA Claims-Based funding that correlate equipment to the students for whom it has been purchased.

School boards are required to submit a list of all SEA Claims (Appendix 1), and of all purchases made, by category, with SEA PPA funds by May 24, 2024. Boards must submit an electronic copy of the completed SEA PPA Form (Appendix 2), which includes a list of expenditures and additional reporting questions. All documentation maintained by boards may be requested for review by Ministry staff.

All equipment purchased with SEA funding (Claims-based and PPA), where applicable, must be documented by:

- 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 (SEA PPA and SEA Claims-Based);
- An assessment or assessments from an appropriately qualified professional (SEA Claims-Based only); and
- Evidence of proof of purchase such as a copy of a paid invoice, for the equipment and the cost of any maintenance and repairs (SEA PPA and SEA Claims-Based).

Documentation	Requirements / Description	SEA Claims-Based	SEA PPA
Individual Education Plan (IEP)	- A copy of the student’s current IEP that provides evidence of the intended use of the equipment in the student’s program signed by the principal.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Assessment for Required Equipment	- An assessment or assessments from an appropriately qualified professional.	<input checked="" type="checkbox"/>	
Proof of Purchase	- Evidence of proof of purchase such as a copy of a paid invoice, including for equipment and the cost of maintenance and repairs of SEA equipment.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Additional Information About Requirements

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

- Aligns with the student’s program;
- 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 of the IEP, measurable learning expectations related to the 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.

Professional assessment for required equipment:

- The appropriately qualified professional will vary depending upon the nature of the student's need and the purpose and function of the equipment. A list of qualified professionals is available on page 14 of these Guidelines;
- 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 to provide a complete picture of the student's needs and recommended equipment.

Certification of SEA forms:

- A Supervisory Officer from the board is required to sign off on the May 24, 2024 Special Equipment Amount (SEA) Claims form (Appendix 1) certifying that the SEA claims submitted are in compliance with this Guideline – an electronic copy, with e-signature and/or attestation email, is to be forwarded to the Regional Office.
- A Supervisory Officer is also required to sign off on the May 24, 2024 SEA PPA form (Appendix 2) certifying that funds allocated to the board in the SEA PPA have been spent in accordance with this Guideline, or have been treated as deferred revenue - an electronic copy, with e-signature and/or attestation email, is to be forwarded by board staff to their respective Regional Office.

Eligibility for SEA PPA and Claims-Based Funding

The SEA Guideline is applicable to the following:

Boards

- District school boards;
- School authorities (including hospital school authorities established under section 68 of the *Education Act*).

Students

Students do not have to be identified as exceptional pupils through the Identification, Placement, and Review Committee (IPRC) process to be eligible for equipment funded through SEA funding. However, students must be receiving special education programs and services and the use of SEA-funded equipment must be demonstrated in the student's IEP.

For boards to apply for SEA Claims-Based funding, the equipment needs must be documented by an assessment or assessments from an appropriately qualified professional.

Eligible Expenses for SEA PPA 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 peripheral devices, 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 not available through the board's regular day school supply and/or computer purchasing budget, provided they meet criteria set out in this Guideline.

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 equipment purchased through SEA Claims-Based funding, 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 SEA Claims form (Appendix 1) 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 SEA Claims-Based equipment was purchased moves to a new board, the equipment must move with the student as per the Portability section of this Guideline (p.9-12), unless in the opinion of the receiving board it is not practical to move the equipment.

When SEA PPA purchases are not being used by the student whose name is associated with the equipment, school boards have discretion to assign SEA PPA purchases to other students receiving special education programs and services.

Eligible expenses related to the internal costs of SEA technicians and/or trainers, to support the appropriate use of the equipment, are permitted through the SEA PPA provided they do not create new full time equivalent (FTE) positions.

When leasing arrangements are made, the entire cost of the lease should be recorded in the first year (not as a pro-rated cost over the life of the lease). For example, a three-year lease at \$1,000 per year would be recorded as \$3,000 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, include external service contract costs related to equipment maintenance and repairs.

Deductible for Equipment Purchased Through the SEA Claims-Based Process

District school boards are responsible for the first \$800 in costs for any student claim per year for non-computer-based equipment to be utilized by students with special education needs. This includes 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 school 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's Regional Offices.

Ineligible Expenses for SEA PPA and Claims-Based Funding

The following expenses are not eligible for SEA funding:

a) Capital Expenditures

SEA PPA and Claims-Based funding is intended to help cover the costs of portable equipment to be utilized by students with special education needs. Fixed and/or hard-wired equipment remains a capital expenditure and thus ineligible.

Building modifications such as physical accessibility modifications or features that are built into classrooms such as sound systems or noise reducing surface treatments (e.g., 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 eligible for funding 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

Software or digital programs used solely as an alternative curriculum program or course are not eligible. 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.

For students who require textbook transcription into accessible formats such as but not limited to Braille, DAISY digital and navigable and accessible e-text, school boards should consider the [Alternative Educational Resources Ontario \(AERO\)](#). AERO is a bilingual alternate format digital repository operated by The Ministry of Education in partnership with the Ministry of Colleges and Universities. AERO provides alternate format materials for

students with perceptual disabilities across Ontario, from JK to 12 for educational purposes. AERO provides accessible material to a student, when the original is in a format they cannot use due to a perceptual disability.

c) Goods and Services Tax/ Harmonized Sales Tax (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 the Ontario Health Insurance Plan (OHIP).

e) Classroom Computer Hardware

Equipment purchases 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. Note: Equipment purchases (including computer hardware) for students requiring assistive technology remain eligible under SEA PPA, provided they are essential to facilitate access to the curriculum, are linked to the IEP.

Coordination with Ministry of Health (MOH) Assistive Devices Program (ADP)

ADP provides partial funding to individuals for some equipment required for daily living. For further information regarding ADP visit the [Ministry of Health webpage](#).

Where it is feasible, the equipment can be used both at home and at school. ADP will not fund equipment required only for school purposes.

Where a family has purchased a piece of equipment with ADP funding and it is not portable or feasible to transfer 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 are considered tangible 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 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; and
- Reasonable efforts are made to acquire a fair market value when disposing of used equipment.

Boards should create policies and procedures on disposing of used equipment that has outlived its effectiveness and/or safe usage. Procedures can allow for disposal, recycling and or sales at a depreciated price. In situations where SEA assets are no longer in use by students but are still in good working order, boards should consider provisioning this equipment for use in a lending library. Lending libraries of commonly used SEA equipment provide opportunities for students to trial assistive technology prior to purchase. Boards should also have policies covering the loan of SEA funded equipment for home instruction.

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 – SEA PPA

Where appropriate, students' SEA PPA equipment should be made available in any setting where it may be used to access learning (e.g., student's laptop). This could include the immediate school environment, home, or before/after school programming.

When a student for whom equipment purchased with SEA PPA funding moves to a new district school board, school authority or hospital school authority, the equipment must move with the student unless, in the opinion of the new district school board, school authority or hospital school authority, it is not practical to move the equipment. When making a decision about transferring such equipment, both parties should consider factors such as a student's best interests, software compatibility and the efficiency of completing a transfer.

The final decision as to whether it is practical to transfer such equipment will be made by the new district school board, school authority or hospital school authority. The student's sending district school board, school authority or hospital school authority will not be reimbursed by the ministry. The receiving district school board, school authority or hospital school authority will be responsible for any shipping or handling costs associated with the timely and effective transfer of equipment.

If a decision is made to transfer equipment between the two parties, it is expected that the sending party will transfer a student's equipment within six weeks of receiving a request for the student's equipment from the receiving party.

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

To/Receiving	From/Sending		
	District School Board	School Authority	Hospital School Authority
District School Board	Yes	Yes	Yes
School Authority	Yes	Yes	Yes
Hospital School Authority	Yes	Yes	Yes
Education and Community Partnership Program (ECP)	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

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

Portability / Transferring Equipment – SEA Claims-Based

When a student for whom equipment was purchased using SEA Claims-Based funding moves to a new district school board, school authority or hospital school

authority, the equipment must move with the student, unless in the opinion of the new district school board, school authority or hospital school authority, it is not practical to move the equipment.

If a decision to transfer the equipment is made, the student’s sending district school board, school authority or hospital school authority will not be reimbursed by the Ministry. The receiving district school board, school authority or hospital school authority will be responsible for any shipping or handling costs associated with the timely and effective transfer of equipment.

If a decision is made to transfer equipment between the two parties, it is expected that sending party will transfer a student’s equipment within six weeks of receiving a request for the student’s equipment from the receiving party.

The following table provides a summary of the Ministry of Education’s expectations of transfer situations where equipment purchased with SEA Claims-Based funding is to move with the student.

To / Receiving	From/Sending		
	District School Board	School Authority	Hospital School Authority
District School Board	Yes	Yes	Yes
School Authority	Yes	Yes	Yes
Hospital School Authority	Yes	Yes	Yes
Education and Community Partnership Program (ECP)	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

Please note that when 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

The SEA Business Cycle/Application Process, for both the SEA PPA and the SEA Claims-Based Amount, will run from May 1st of one year to April 30th 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 (Appendix 1) for eligible purchases of SEA Claims-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 by May 24, 2024. An electronic copy of the form will be available from the Ministry's Regional Offices.

Boards will also be required to complete and submit the SEA PPA Form (Appendix 2) by May 24, 2024. As part of this form, boards are required to report on the purchases made with SEA PPA funds. An electronic copy of the form will be available from the Ministry's Regional Offices.

The ministry may select a sample of SEA purchases as part of the school year audit process to ensure compliance with this Guideline. Files related to the sampled SEA purchases may be reviewed to ensure the appropriate documentation (as described below) for each purchase has been maintained, to ensure 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. This review may include the provision of invoice details.

Ministry Review

The ministry may review all required documentation in support of purchases made with SEA Claims-Based Funding and SEA PPA Funding. The ministry may also 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; and
- That the student and/or staff be able to operate the equipment.

During the school year, Regional Office staff are available to provide direction 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 PPA funding is enveloped for purchases of all computers, software, robotics, 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 PPA funding must remain as SEA PPA funding and be treated as deferred revenue to support future spending on computers, software, robotics 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 PPA will be reported separately from all other special education expenditures on EFIS.

SEA PPA Reporting Process and Claims-Based Application Process (May 1, 2023 to April 30, 2024)

June 30, 2023

- Boards will submit their Estimates financial report in EFIS, which will include their projected SEA Claims-Based and SEA PPA funding for the 2023-24 school year.

December 15, 2023

- Boards will submit their Revised Estimates report in EFIS, which will include their revised SEA Claims-Based funding projection and their revised SEA PPA projection for the 2023-24 school year.

May 24, 2024

- Boards will submit to their Regional Office their final composite list of purchases made with SEA Claims-Based funding with invoiced amounts for all eligible purchases (Appendix 1) for equipment that has been purchased using SEA Claims-Based funding for students enrolled in the 2023-24 school year.
 - Appendix 1 shall clearly indicate all purchases made with SEA Claims-Based funding for which invoices have been received.

- Boards will submit to their Regional Office their final SEA PPA Form (Appendix 2) for the 2023-24 school year.
- School boards may submit an electronic copy of the certified SEA forms listed above, with e-signature and/or attestation email, to their respective Regional Office.

August 30, 2024

- The ministry will have reviewed, approved and finalized all SEA Claims.
- The ministry will notify boards of their final SEA Claims-Based funding approved amounts.

Fall/Winter 2024

- Boards' final 2023-24 SEA Claims-Based funding allocation will be loaded, and their SEA PPA will be calculated based on their final average daily enrolment on their Financials Statements report in EFIS.

Reminder: Any unspent SEA PPA funds are 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 Demonstration School consultant 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. The decision to recognize an individual as a Specialist Teacher for the purpose of recommending specialized equipment for students who are blind, deaf, or deaf-blind is the responsibility of school boards.

Recommended Eligibility Criteria

Recognition of Specialist Teachers for the purposes of recommending specialized equipment for blind, deaf or deaf-blind students could include the following criteria:

- Specialist Teacher Qualifications recognized by the Ontario College of Teachers;
 - Specialist Teacher - [Teaching Students Who are Blind/Low Vision](#)
 - Specialist Teacher - [Teaching Students Who Are Deafblind](#)
 - Specialist Teacher - [Teaching Students Who Are Deaf or Hard of Hearing](#)
- 5 years teaching experience in the area of exceptionality;
- Recognition as a Certified Vision Aids Technologist or Recognition as an ADP (Assistive Devices Program - MOH) 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.

Qualified Professional Assessment

The principal shall consider Identification, Placement and Review Committee (IPRC) recommendations (and may consider other matters such as recommendations from qualified professional assessors) when identifying specialized equipment that is both essential and 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 desktop/ laptop/ or other portable device, etc. based on the student's computer abilities, strengths, needs, and the school/board context.

Reminder: Assessments and all other documentation used in support of SEA Claims-Based funding purchases, and the effective use of that equipment by the student and/or staff, may be reviewed for audit purposes by the ministry.

Appendix 2: Special Equipment Amount (SEA) PPA Form

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

APPENDIX 2: SPECIAL EQUIPMENT AMOUNT (SEA) PER PUPIL AMOUNT		2023-2024		
ANNEXE 2: SOMME LIÉE A L'ÉQUIPEMENT PERSONNALISÉ (SEP) FONDÉE SUR L'EFFECTIF				
<p><i>Note: An electronic version will be available through the Ministry's Regional Offices</i> <i>À noter: Une copie électronique sera disponible aux bureaux régionaux du ministère.</i></p>				
Regional Office	<input type="text"/>			
Bureau régional	<input type="text"/>			
School Board Number	<input type="text"/>			
Numéro du conseil scolaire	<input type="text"/>			
School Board Name	<input type="text"/>			
Nom du conseil scolaire	<input type="text"/>			
<p>LIST OF EXPENDITURES - for the period between May 1st, 2023 and April 30th, 2024 LISTE DES DEPENSES - engagées entre le 1e mai 2023 et le 30 avril 2024</p>				
Items/Itèmes	Total Cost / coût total	No. of items / nombre d'articles	Comments/commentaires	
Select/sélectionnez				
Select/sélectionnez				
Select/sélectionnez				
Select/sélectionnez				
Select/sélectionnez				
Select/sélectionnez				
Select/sélectionnez				
Select/sélectionnez				
Select/sélectionnez				
Select/sélectionnez				
Select/sélectionnez				
Select/sélectionnez				
Select/sélectionnez				
Select/sélectionnez				
Select/sélectionnez				
Total Expenditures / Dépenses totales		\$0.00		
<p>Certification: I certify that this report accurately reflects expenditures that were incurred between May 1st 2023 and April 30th 2024 with funds received for the SEA Per Pupil Amount* <input type="text"/> J'atteste que cet état de comptes reflète d'une manière précise des dépenses engagées entre le 1e mai 2023 et le 30 avril 2024 avec des fonds reçus pour la SEP selon l'effectif*</p>				
<p>*Please note that this report should align with EFIS reporting. Veuillez noter que ce rapport doit être conforme à la soumission SIFE.</p>				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Name of Supervisory Officer	Signature of Supervisory Officer	Year	Month	Day
Nom de l'agente ou agent de Supervision	Signature de l'agente ou agent de Supervision	Année	Mois	Jour

Ministry of Education Regional Offices

Central Region Office

20 Bell Farm Rd., Unit 9
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Toronto Region Office

3300 Bloor St. West,
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Toll free: 1-800-265-4221

North Region Office – North West

615 James St. South, 1st Flr
Thunder Bay, ON P7E 6P6
Tel: 807-474-2980
Toll free: 1-800-465-5020

Acronyms

ADE	Average Daily Enrolment
ADP	Assistive Devices Program
AERO	Alternative Educational Resources Ontario
EFIS	Education Finance Information System
IEP	Individual Education Plans
IPRC	Identification, Placement and Review Committee
IT	Information Technology
MFIPPA	Municipal Freedom of Information and Protection of Privacy Act
MOH	Ministry of Health
OEN	Ontario Education Number
OHIP	Ontario Health Insurance Plan
PPA	Per Pupil Amount
SEA	Special Equipment Amount
SIP	Special Incidence Portion