

Education Funding

Special Education Funding Guidelines
Special Incidence Portion (SIP)

2018-19

Revised Summer 2019
Ministry of Education
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This publication supersedes the *Special Education Funding Guidelines: Special Incidence Portion (SIP) 2018-19, Summer 2018*

NOTICE:

This Guideline will only take effect if the Lieutenant Governor in Council makes certain regulations under the *Education Act*. The content of this Guideline is subject to such regulations, if and when made.

Une publication équivalente est disponible en français sous le titre suivant :
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Special Incidence Portion (SIP) Amendments for Summer 2019

Special incidence Portion (SIP) - Extended Deadline for SIP Claims - Students Transitioning from the Ontario Autism Program (OAP)

As a result of the recently announced changes to the Ontario Autism Program (OAP), some children and youth with Autism Spectrum Disorder (ASD) entered school or transitioned from part time to full time beginning in April 2019.

To support school boards in responding to the needs of these students for the remainder of the 2018-19 school year, the SIP claims submission deadline for these students is extended to September 30, 2019. Please refer to the section on Business Cycle/Application Process for further details.

Three Year Renewals for Students with Diagnosed Medical Conditions

Special Incidence Portion (SIP) Health Claims or Health and Safety Claims may be eligible for three year renewals. SIP Safety Claims are not eligible for three year renewals.

A Health Claim or a Health and Safety Claim may be submitted on behalf of a student who, as a consequence of their diagnosed medical condition, is dependent on more than two full-time board-paid staff to provide intensive support for activities of daily living including health and safety at an age when they would not otherwise be so dependent.

Appendix E should be filled out for all Health Claims or Health and Safety Claims. A claim should be considered a Health and Safety Claim where the required level of support is due, or partially due, to a condition diagnosed by a medical practitioner.

Applications for Health Claims or Health and Safety Claims must be accompanied by the Characteristics Checklist for Health Claims for Health or Health & Safety Needs (Appendix E). If the claim meets the criteria for the Health and Health and Safety Claim Checklist it may be considered for approval in 2018-19 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).

Boards received a summary from the Ministry through their Regional Office in the fall of 2018 outlining the students that have been approved for three year renewals and where in the three year renewal process they currently stand.

For students who have completed one three year cycle and are beginning another, boards will be asked to resubmit all applicable documentation as per these guidelines.

Boards must record the status of a student's three year renewal on Appendix C: Special Incidence Portion (SIP) Application Form as well as Appendix G: SIP Approval Summary in the 3 Year Renewal column while ensuring that this is aligned with the Board summary provided by the Ministry.

In the event a student moves during the three year renewal cycle to another Ontario school board, and qualifies for SIP funding as per these guidelines, the claim will be considered a new claim, and all applicable documentation should be submitted to the Ministry with the board's other SIP claims.

Special Incidence Portion (SIP)

Continuing in 2018-19, school boards may apply for Special Incidence Portion (SIP) funding for staff support to ensure the health and/or safety of students who have extraordinarily high needs and of others at school.

Where approved, the Ministry will grant up to a maximum of \$27,405 per full time (1.0 ADE) eligible student per year. A student in a modified day/half day program is eligible for a maximum of \$13,703 in funding.

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 2018-19 SIP funding were due on December 14, 2018; and on September 30, 2019 for those students with Autism Spectrum Disorder (ASD) who entered school and/or transitioned from part time to full time beginning in April 2019 as a result of the recently announced changes to the Ontario Autism Program (OAP).

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), it has informed the parent that a SIP claim has been submitted to the Ministry, in accordance with these guidelines, to partially offset the cost of support and services provided by the board for their child.

The SIP allocation for the 2018-19 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 GSN Regulation.

Eligibility Criteria for SIP

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/or safety of the applicant student, other students and/or staff. This additional support may be provided by behavioural assistants, teachers' assistants, educational assistants, child and youth workers, health/personal care assistants or any other equivalent assistants.

The student may be enrolled in a regular class with special education support or a special education class.

Safety Claims

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. SIP Safety Claims are not eligible for three year renewals.

Health Claims

A health claim may be submitted on behalf of a student who, as a consequence of their diagnosed medical condition, is dependent on more than two full-time board paid staff to provide intensive support for activities of daily living including health and/or safety at an age when they would not otherwise be so dependent.

Applications for Health Claims must be accompanied by the Characteristics Checklist for Health Claims for Health or Health & Safety Needs (Appendix E). If the application meets these criteria it may be considered for approval in 2018-19 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).

Health and Safety

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

Applications for Health and Safety Claims must be accompanied by the Characteristics Checklist for Health Claims for Health or Health & Safety Needs (Appendix E). If the application meets these criteria it may be considered for approval in 2018-19 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).

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, 2018 in support of a claim for 2018-19 SIP funding (new or renewal) must demonstrate staff support in place in the 2018-19 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 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 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 Pupil 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.

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 \$27,405 per student for full-time students (1.0 ADE), where approved. A student in a modified day/half day program is eligible for a maximum of \$13,703 in funding.

Calculation of Staff Support Level per Activity (refer to Appendix D)	
# of staff _____	# of minutes (activity) _____
x	
# of students	300 minutes (day)
or, Staff Support Level = #staff divided by # students, multiplied by #minutes divided by 300	
Total Staff Support Level _____	
(as determined at time of application found in Appendix D: SIP Staff Support Level Timetable Box "D")	
(_____ total staff support - 2.0) x \$27,405 = _____	

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 (2018-19).

December 14, 2018 is the submission deadline for the documentation in support of SIP applications. Only claims received on or before the December 14, 2018 submission deadline will be considered for funding in the 2018-19 school year.

A checklist of required documents for all claims, Special Incidence Portion (SIP) Checklist of Documentation for All Claims (Appendix A), has been provided. This checklist is to assist staff in claim preparation. Please note:

All SIP claims for the 2018-19 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 for Health or Health & Safety Needs (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 or 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.

Claims Process

For each SIP claim the Board will submit to the Ministry by December 14, 2018:

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

SIP Approval Summary for All Claims

The board will submit by December 14, 2018, to the Ministry the following SIP Approval Summary (Appendix G):

- a paper copy that shows all new and renewal 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.

Extended Deadline for SIP Claims – Students Transitioning from the OAP

In the 2018-19 school year, the December 14, 2018 deadline for submitting documentation in support of SIP claims is extended to September 30, 2019 where the application is on behalf of a student of the board who, due to changes to the OAP, entered school or transitioned from part time to full time school, beginning in April 2019.

The approval process and eligibility requirements for SIP claims otherwise remains unchanged. The SIP Staff Support Level Timetable will be required to demonstrate that staff support was in place for the 2018-19 school year. The SIP claims must also meet all the criteria as outlined in the 2018-19 SIP Guidelines.

Additional information can be found in [2019:SB04, “Supporting Students with Autism Spectrum Disorder – Eligibility, Funding and Financial Reporting Requirements.”](#)

Ministry Review

During the school year, the Ministry will conduct a review of a sample 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.

SIP Application Process for School Boards for the 2018-19 school year

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

June 29, 2018

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

December 14, 2018

- Boards will submit to the Regional Office:
 - the SIP Approval Summary (see Appendix G) of their SIP new and renewal 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 and renewal claims, for the current school year.

September 30, 2019 – Extended Deadline for SIP Claims – Students Transitioning from the OAP

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

October 31, 2019

- Regional Office will inform boards of SIP claims, and where necessary, any additional information required for approval.

Fall 2019

- 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.	SIP Checklist of Documentation For All Claims (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 Checklist for Health Claims (Appendix E), for Health or Health & Safety needs - <i>signed by the Supervisory Officer</i>	
6.	Individual Education Plan (IEP) (<i>Current Year</i>)	
7.	Behaviour Support Plan (<i>Updated for Renewals</i>) and/or Health/Medical Management Plan (<i>Updated for Renewals</i>)	
8.	Safety Plan, where applicable (<i>Updated for Renewals</i>)	
9.	Assessments (<i>Updated for Renewals</i>) if available	
10.	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 for intensive staff supports or other relevant information

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 student's 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"/>
	<small>Last Name</small>	<small>First Name</small>	<small>Job Title</small>
	<input type="text"/>	<input type="text"/>	<input type="text"/>

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"/>	Teacher Name :	<input type="text"/>
	<small>Year Month Day</small>	Placement :	<input type="text"/>
Sex (M/F) :	<input type="text"/>	Starting Year of Renewal : <small>(for 3 year renewals only)</small>	<input type="text"/>
OEN : <small>(No dashes or spaces)</small>	<input type="text"/>	Claim Type : <small>(Health, Safety, Health & Safety)</small>	<input type="text"/>
IPRC (Y/N) :	<input type="text"/>	<small>Additional Details Pertaining to Multiple Exceptionality or Non-Identified Students</small>	
Exceptionalities : <small>If multiple or non-identified, provide additional details</small>	<input type="text"/>	1. <input type="text"/>	2. <input type="text"/>
Application Type : <small>(New, Renewal)</small>	<input type="text"/>	3. <input type="text"/>	
Modified Schedule (Full-Day) : <small>(If Applicable, Enter the Number Days in Attendance / Week)</small>	<input type="text"/>		
Modified Schedule (Part-Day) : <small>(If Applicable, Enter the Number of Minutes / Days in Attendance)</small>	<input type="text"/>		

SIP funding calculation based on Staff Support Level Timetable (Appendix D)	\$ 0
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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

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>
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SIGNATURE OF SUPERVISORY OFFICER

Appendix E: Characteristics Checklist for Health Claims for Health or Health & Safety Needs

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

Last Name : _____
 First Name : _____

Birth Date : _____
 Sex (M/F) : _____
 OEN : _____
No Dashes or Spaces

Year Month Day
 Board Number : _____
 Board Name : _____
 Placement : _____
 Claim Type : _____
(Health, Safety, or Health & Safety)

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> <p><input type="checkbox"/> Child is dependent at least part of each school day on mechanical ventilators.</p> <p><input type="checkbox"/> Child requires prolonged intravenous administration of nutritional substances, or drugs.</p> <p><input type="checkbox"/> Child has prolonged (≥1 month) dependence on other device-based support, including:</p> <ul style="list-style-type: none"> • tracheostomy tube care, • suctioning, • oxygen support, or • tube feeding. <p><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.,</p> <ul style="list-style-type: none"> • apnea (cardiorespiratory) monitors • renal dialysis due to kidney failure • urinary catheters or colostomy bags plus substantial nursing care. <p><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:</p> <ul style="list-style-type: none"> • children who, as a consequence of their diagnosed medical condition, are dependent on others to provide intensive support for activities of daily living including health and/or safety 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. 	AND	<p>2. Fragility</p> <p><input type="checkbox"/> The child has severe and/or life-threatening disease.</p> <p><input type="checkbox"/> Failure of equipment or treatment places the child at immediate risk.</p> <p><input type="checkbox"/> Short-term changes in the child's health status (e.g., an intercurrent illness) puts them at immediate serious health risk.</p> <p><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.</p> <p><input type="checkbox"/> The child has had 2 or more admissions to hospital lasting 10 or more days in the past year.</p> <p><input type="checkbox"/> The child has had 10 or more outpatient clinic visits in the past year.</p>	AND	<p>3. Chronicity</p> <p><input type="checkbox"/> The child's condition is expected to last at least 6 more months.</p>	AND	<p>4. Complexity</p> <p><input type="checkbox"/> Involvement of multiple health and/or community care services.</p> <p><input type="checkbox"/> Health care services delivered in at least 3 of the following locations:</p> <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
(Please Print)

 DATE
(Year, Month, Day)

 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
Toll free: 1-800-471-0713

London Regional Office

Regional Manager
217 York St., Suite 207
London, ON N6A 5P9
Tel: 519-667-1440
Toll free: 1-800-265-4221

Sudbury-North Bay Regional Office

Sudbury Site

Regional Manager
199 Larch St., Suite 1103
Sudbury, ON P3E 5P9
Tel: 705-564-7165
Toll free: 1-800-461-9570

Ottawa Regional Office

Regional Manager
1580 Merivale Rd, Suite 504
Nepean, ON K2G 4B5
Tel: 613-225-9210
Toll free: 1-800-267-1067

North Bay Site

Regional Manager
447 McKeown Ave., Suite 211
North Bay, ON P1B 9S9
Tel: 705-474-7210
Toll free: 1-800-461-9570

Toronto and Area Regional Office

Regional Manager
3300 Bloor St. West,
8th Flr Suite 800
Toronto, ON M8X 2X2
Tel: 416-212-0954
Toll free: 1-800-268-5755

Thunder Bay Regional

Office Regional Manager
615 James St. South, 1st Flr
Thunder Bay, ON P7E 6P6
Tel: 807-474-2980
Toll free: 1-800-465-5020 (only
available for area code 807)

Acronyms

ADE	Average Daily Enrolment
ASD	Autism Spectrum Disorder
EA	Educational Assistant
FTE	Full-Time Equivalent
GSN	Grants for Student Needs - Legislative Grants for the 2018-19 School Board Fiscal Year
IEP	Individual Education Plans
MFIPPA	Municipal Freedom of Information and Protection of Privacy Act
OAP	Ontario Autism Program
OEN	Ontario Education Number
SEA	Special Equipment Amount
SIP	Special Incidence Portion
TA	Teacher Assistant