



A Guide for Parents, Guardians and Students

Specialized Equipment Amount (SEA)

2013

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. Assessments must include a diagnosis of the condition the equipment is meant to address and a functional recommendation regarding the specific types of equipment the student requires addressing his or her strengths and needs. The list of professionals that can conduct assessments and recommend appropriate equipment supports is as follows:

- psychologist or psychological associate (psycho-educational testing),
- audiologist (hearing test), speech language pathologist (speech assessment),
- physician (family doctor or specialist),
- social worker,
- augmentative communication therapist (for non-verbal),
- optometrist/ ophthalmologist (vision tests),
- occupational therapist (fine and gross motor testing),
- Specialist Teachers accompanied by a diagnosis of related condition
- physiotherapist (mobility tests).

Recommendations from a Provincial School are also acceptable for equipment required to support blind, deaf and deaf-blind students.

Not all student needs can be met through the purchase of a computer. The student that fits the profile of one that can benefit from a computer and it is essential to their learning is usually a student that has a learning disability in the moderate to severe range.

Guidelines for Special Equipment Amount (SEA) Applications for LD Students

In order to recommend that it is essential for special equipment to be provided to a student with a learning disability a comprehensive assessment and formal diagnosis of a (specific) learning disability by a registered psychologist, or psychological associate is required.

1. Specific learning disabilities must involve academic related language skills (i.e. reading and writing).

A written report must be available along with specific scores (see below).

2. Intellectual Ability

WISC-IV – The highest obtained Canadian-normed Index score should be at least average (i.e. at least 25thile) on one of the two following indices: Verbal Comprehension; Perceptual Reasoning.

3. Information Processing Factors

a. Cognitive information processing deficits are implicated in specific learning disabilities. Please refer to the LDAO package entitled Learning Disabilities: A New Definition (2001), Section 1.

b. The level of psychological processing deficit, if alone, should fall at least 1.5 Standard Deviation (i.e. 22 points or more) below the highest intellectual score.

c. The processing deficits must be logically related to the academic learning difficulties.

d. In some cases, processing deficits may act in combination to produce more pronounced academic learning difficulties. In such cases, the more problematic processing deficits should be specified.



The SEA Process

The Ministry of Education provides SEA funding for students with high level needs within the province of Ontario. SCDSB applies for SEA funds based on SEA guidelines and following the process below.

The equipment **must** be recommended by an appropriately qualified professional such as an occupational therapist, physiotherapist, audiologist, psychologist or psychological associate, physician, speech language pathologist, etc. The recommendation must include a diagnosis of the condition the equipment is meant to address and that the equipment recommended is essential in order for the student to benefit from instruction.

A copy of the letter recommending specialized equipment and all back up documentation to support the claim must be submitted to the Special Education Consultant. The original letter should be placed in the student's OSR.

The Special Education Consultant and/or the Assistive Technology Teacher, along with the Superintendent of Special Education, conducts a review of the recommendation to ensure it meets funding and SCDSB guidelines.

Review Results:
Equipment will not be provided at this time.

Review Results:
Student is provided with equipment.

IEP must be updated to provide evidence of the intended use of the equipment in the student's program.

The Assistive Technology Teacher places the order for the purchase of the equipment. The Superintendent of Special Education approves the purchase order. Wherever possible equipment is shared amongst students.

Once the equipment is received by Information Management Services, equipment is coded and recorded in a central data base in order to track equipment and then delivered to schools.

When the purchase order is complete a copy of the paid invoice, along with all back up documentation is collected, and the information is filed in the student's individual SEA file.



Ministry Required Documentation

Each SEA claim must include:

- 1. An assessment or assessments from an appropriately qualified professional** (see list on pg. 1). Assessments must have a diagnosis of the condition and a recommendation for equipment that is essential for the student to meet their learning goals. 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.
- 2. Evidence of proof of purchase such as a copy of a paid invoice**
- 3. A current copy of the student's IEP** that provides evidence of the use of the equipment in the student's program. Note that students must have an IEP when equipment is required to support classroom instruction and educational assessment

Board Responsibilities

School boards must ensure that students with special needs receive equipment necessary to attend school and learn. Equipment purchased by the school board is a resource that must be carefully managed.

Boards must make cost effective choices when buying equipment and ensure that students and teachers receive training. The board's responsibilities include:

- Equipment is functioning properly and that the equipment is meeting student's needs
- Maintaining and replacing equipment as required. Upgrades and repairs are considered as an option before replacement;
- Transferring equipment to other students when it is no longer required by the student for whom it was purchased;
- Sharing equipment among several students when appropriate and possible;
- Disposal of equipment
- Development of policies and procedures for SEA equipment.



Components of SEA Funding

There are two components to SEA funding:

1.

1. **SEA Per Pupil Amount** – for purchases of all **computers, software, computing related devices and required supporting furniture identified** for use by students with special education needs, **training and technician costs**. Funding is based on a SEA Per Pupil Amount allocation plus an amount based on average daily enrolment.

2.

2. **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, personal care support and physical assists support equipment**. Boards are responsible for the first \$800.00 in cost for any student per year.

Student IEPs

1. 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.

The student's IEP should include the following information:

- under *Individualized Equipment* – list the current SEA equipment the student has;
- under *General Accommodations* - include the following statement
 - · “*use of assistive technology*” (i.e., list all software the student accesses on a regular basis as an instructional and/or an assessment accommodation).

SEA EQUIPMENT IN MAPLEWOOD

SEA information is input and maintained in Maplewood (Spec Ed Tab), for students who are in receipt of equipment.

For SEA funding, students don't have to go through the Identification, Placement, and Review Committee (IPRC) process. Equipment must be recommended by a qualified professional and the student's Individual Education Plan (IEP) must describe how the equipment is used to meet their needs.

Eligible Expenses

Eligible expenses include the cost of purchasing and/ or leasing equipment, costs of software, service contracts and training required. The equipment must help students overcome barriers related to learning as a result of physical needs, vision, hearing, learning disabilities, and communication.

Ineligible expenses:

Repairs/replacement due to malicious damage, building modifications, curriculum materials, HST rebate amount, cost of assessments, computer hardware when the student would have normal access with classmates to computers or software that is already licenced through the Ontario Educational Software Service.

Transferring Equipment



SEA purchased equipment may be transferred with the student, from school-to-school or board-to board in Ontario.

Equipment from another board needs to be inventoried and made compatible with SCDSB's network before it is deployed within the board.

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

STUDENT TRANSFERS Within Board

Students moving from school to school, within SCDSB

When a student is moving from one school to another within SCDSB, after reviewing the OSR, the SERT/LST or administrator of the receiving school will contact the IMS department in order to make arrangements for the transfer of equipment.

HOME USE OF SEA EQUIPMENT (SEPTEMBER TO JUNE ONLY - Secondary)

SEA equipment is provided to assist the student in accessing the Ontario curriculum. In circumstances in secondary school when administrators deem it appropriate, SCDSB has created a policy that a personalized SEA laptop may go home under the following conditions:

- 1) An **Assumption of Responsibility Form** is reviewed with the parent/guardian/student and executed by all parties. *Assumption of Responsibility Forms* are valid only for the school year noted on the form, and must be initiated and signed for each school year. The original is to be placed in the Ontario Student Record (OSR) and a signed copy forwarded to the Assistive Technology Teacher.
- 2) The parties agree to take full responsibility for the safe keeping of the laptop while in their possession, and agree to indemnify and hold harmless SCDSB for any claims and/or loss and/or damage arising out of the use of the equipment.
- 3) Home use applies to laptops only, and does not include printers or scanners.
- 4) The student accepts responsibility for ensuring that his/her equipment is available during instructional time. A pattern of not having equipment available during instructional time can result in cancellation of this agreement.
- 5) **Laptops are intended for the sole use of the student identified and are not to be loaned or used by anyone else.** Modification or re-configuration of computer systems is not permitted, nor is the installation of illegal software. Any modifications made to the system will be tracked and recorded. All software licensing regulations must be followed.
- 6) All SEA equipment must be returned to the school each June, for storage and upgrades over the summer months.
- 7) Failure to comply with rules and regulations can result in the removal of the laptop. The board reserves the rights to withdraw the student's privilege of home use at any time.



What Does the SEA Process Look Like For My Child?

The Process in a Nutshell

It becomes apparent that the child needs special support to access school or the curriculum and there is an assessment by a qualified professional in board or out of board.

The assessment is reviewed by the Special Education Team. This assessment may include recommendations for equipment already in the school, in which case, it may not need to be ordered. Typically, it is for equipment not available in the school.

The review could include teachers of special education, hearing, vision, autism/DD or speech language pathologists. They decide which recommendations are realistic in the school setting. When technology is recommended, the student must show that they are willing and able to use the equipment that is in the school before the SEA application can be processed.

The SEA claim is created. This includes the assessment, the list of necessary equipment and order information including quotes, and an updated IEP that notes the need for the equipment. It may take a few weeks to complete the package. It is then reviewed and equipment is ordered. Depending on the availability of the equipment, it may take several weeks to come in. Once it arrives, it is a multi-step process to prepare the equipment for delivery to the school and student.

Equipment is shipped to the school for the student and set up. Training occurs at the school and is ongoing between the Assistive technology Teacher, Resource teacher, Learning Strategies Teacher, Classroom teacher and all other professionals involved.

In secondary school, the school principal can make the SEA equipment available to the child to take home for homework completion. Parents will be asked to sign an Assumption of Responsibility Form to accept responsibility for equipment when it is not at school.

The SEA Claim process is documented and the IEP provides evidence that the student is using the equipment. An inventory of SEA equipment is placed in the student's Ontario Student Record (OSR) and a report including the student's name, school, identification (if any), equipment ordered and invoice information is sent to the Ministry.

Note: The time it takes to complete a SEA package varies, but once the completed SEA claim is received, the average wait time is 4-8 weeks. In some incidents, the wait time is 6 months to a year depending on manufacturers.

FAQs

My child just had an assessment but didn't qualify for special equipment, why?

Assessments must include a diagnosis of the condition the equipment is meant to address and a functional recommendation regarding the specific types of equipment the student requires to address his or her strengths and needs.

Technology is not appropriate for all learning disabilities; the assessment itself will demonstrate that the equipment is essential for learning and/or attending school.

In the assessment why aren't there particular names of software used?

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.

To be financially responsible, whenever possible, Ontario Ministry licensed software is used.

On the assessment it mentions a desktop computer but a laptop was purchased, how come?

When purchasing equipment the board considers the students and their learning environment along with 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.

At Sudbury Catholic the computer of choice is a desktop for the portability but it also depends on the student's needs and classroom environment.

Who pays for consumables such as toner and paper for printers?

Funding to support consumable costs such as toner and paper for printers, is allocated by the board to individual schools. Therefore, consumables are ordered and paid by individual school budgets.

As a parent I would like to come to training, can I?

Parents are always welcome, we ask that you make arrangements through your school. Training occurs with the Assistive Technology teacher and the Resource/LST teacher.

Overview of Hardware

When choosing the appropriate technology for students we take into account student's needs, classroom setup and the board network capabilities and any other pertinent information.

The following technology purchases has been established as the frequent types purchased through SEA funding. These are subject to change with new versions, student's needs and even newer technology developed that is more appropriate. Whenever possible we buy in bulk in order to be more fiscally responsible.

Equipment	Description and Functionality
<p>Computer</p> 	<p>Due to portability the computer of choice is the MacBook. Otherwise we do purchase the iMac as a desktop.</p> <p>The computer itself lends itself to being used for assistive technology with the accessibility features and the easy of use.</p> <p>In some of our specialized Classrooms a PC touch screen computer is essential to the learning.</p>
<p>Printer</p> 	<p>Printers are purchased when an appropriate printer is not in the vicinity of the student's classroom.</p> <p>Many of our schools have shared printers accessible for all students to use.</p>
<p>Scanner</p> 	<p>Scanners purchased all have OCR (Optical Character Recognition) capabilities. Meaning they can scan a document as recognize the characters as text.</p> <p>Software that comes with the scanner is used to scan and it is used with software like WordQ or Kurzweil.</p>
<p>USB storage Device</p> 	<p>Students use the memory key to copy, store or transfer data from school laptop to home computer or another school computer and vice versa. It is also used for teacher-to-student transfer of documents.</p>
<p>Power Bar and extension</p> 	<p>These peripherals are purchased if printers and scanners are purchased. These help those devices be accessible in classrooms.</p>

Overview of Hardware

Equipment	Description and Functionality
<p>Switches</p> 	<p>These are common solutions for users with mobility disabilities who need to use computers or other electronic devices but have difficulty with the usual keyboard or mouse.</p>
<p>Headphones</p> 	<p>Headphones allow students to listen to any audio output without disturbing others and it helps them focus on the task at hand. It is usual for the board to purchase the type that includes a microphone to enable voice recording.</p>
<p>Software*</p> <p>Ministry Licensed Software www.osapac.org</p> <p>* This by no means is meant to be an exhaustible list. Instead it is a few of the software used frequently</p>	<p>Whenever possible, Ministry licensed software is used on computers when appropriate. Some of the title utilized are: WordQ – Word Prediction and allows text to read aloud when highlighted. SMART Ideas – Mind mapping software Dragon Dictate – When speaking through this software student’s spoken words are typed for them. (This software is also called Dragon Naturally Speaking) Clicker 5 – Visuals are used along with words Board Maker – used to create visual schedules</p> <p>Other Software used on the MacBooks are: GarageBand – used to record voice iMovie – used to video record Calculator – from a basic to scientific calculator that speaks results.</p> <p>Accessible features include: Voice Over, Zoom, Flash Alerts, Slow or Sticky Keys</p>
<p>iPad and iPod Touch Devices</p> 	<p>This newer technology is being requested more. These devices can record audio and video. Have built in accessible features and a variety of apps can be purchased to assist in learning. Peripherals can also be purchased such as an external keyboard.</p>
<p>FM Systems</p>	<p>An audio enhancing system. One part of the system the speaker speaks into and the other consists of the output (either to entire class or to a hearing aid)</p>

Forms

SUDBURY CATHOLIC DISTRICT SCHOOL BOARD

165A D'YOUVILLE STREET, SUDBURY, ONTARIO P3C 5E7 tel. (705) 673-5620 fax (705) 673-8899 www.sudburycatholicschools.ca

Notification of SEA Computer

Date		Student Name	
Student OEN		School	

Dear Parent/Guardian

Through the Special Equipment Amount (SEA) Ministry of Education funding your son/daughter has received specialized equipment to facilitate his/her learning as a Sudbury Catholic District School Board student.

The equipment consists of:

- Laptop
- FM System
- Specialized Software _____
- _____
- _____

School staff has discussed the expectations and the strategies necessary to effectively use the equipment with your son/daughter. School staff recognize the time and effort required to learn how to use the equipment effectively and know a collaboration with home is essential in order for the student to have a favourable attitude towards the use of the equipment

From time to time the use of the equipment will be reviewed for effective and appropriate use along with any maintenance.

Thank you very much for your continuing support of your child's learning.

Regards,

Signature of Principal

Copy to Parent
Copy to SEA Binder, Student File

SUDBURY CATHOLIC DISTRICT SCHOOL BOARD

165A D'YOUVILLE STREET, SUDBURY, ONTARIO P3C 5E7 tel. (705) 673-5620 fax (705) 673-8899 www.sudburycatholicsschools.ca

Transfer Form For Students with Special Equipment Within the Board

Date: _____

Current Student Information

Student Name: _____ OEN Number: _____

School: _____

Transferring Information

_____ Transfer to New School _____ Date

School: _____

_____ Transfer to Another Student _____ Date

Student Name: _____ OEN Number: _____

School: _____

Special Equipment Information

Special Equipment	Serial No.

Name of individual requesting transfer: _____

Contact Information: _____

SUDBURY CATHOLIC DISTRICT SCHOOL BOARD

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<http://www.sudburycatholicschools.ca>

Date:

To: Special Education SEA Equipment Contact

RE: _____ OEN: _____

This is a formal letter requesting to have equipment transferred from _____ to the Sudbury Catholic District School Board.

Student, _____, is enrolled in one of our schools. It is our understanding that this student has access to specialized equipment provided through SEA funding.

We would appreciate your assistance in having the equipment ready for transfer.

Could you please contact Jennifer Connelly and we will make arrangements for pickup.

Thank you for your assistance.

Jennifer Connelly
Learning Support Services
Assistive Technology Teacher
(705) 673-5620 ext 230
jennifer.connelly@sudburycatholicschools.ca

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Home Use of Special Education Equipment – Secondary

Date:

Student:

OEN#

School:

Grade:

Dear Parent/Guardian:

As you are aware, a laptop has been purchased for your child _____.
Sudbury Catholic District School Board would like to offer the extension of school use to include home evening use with regulations.

The equipment being borrowed is to be used solely for educational purposes. Extra software will not be able to be installed on the laptop.

Description	Serial Number	Approximate Value

As per the Ministry of Education guidelines, the equipment must be with your son/daughter while he or she is at school. It is important that you discuss with your child the safe handling and transportation of this equipment between home and school.

Failure to comply with the guidelines will result in take home privileges being revoked immediately.

- I fully understand and accept responsibility for the security and safekeeping of the listed equipment while in my possession off Board premises.
- I agree that should damage occur I share in the responsibility for any loss or damage arising out of the home use of the equipment listed above. The shared responsibility will be 50%.
- I agree to not hold the Sudbury Catholic District School Board responsible for any claims, loss or damage arising out of the use of the equipment.
- I agree that the equipment will return to school everyday, fully charged, in the same condition as it was received.
- The equipment will not be going home during school holidays.
- I am aware that there is a curfew in place on the laptops. School Nights 11pm-7am and Non-School Nights 12am-7am laptops can not be used.
- I understand that while many printers are supported by the computer mine may not be and if that is the case my child will only be able to print while at school.

Parent Name:

Signature:

Signature of Student (if 16 years of age or older):

Dated:

Principal Name:

Principal Signature:

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Home Use of Special Education Equipment – Secondary

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Steps Followed for Home Use

1. Meeting between principal and teachers to discuss the benefits of home use.
2. Meeting between principal and parents to discuss the benefits of home use and to sign the form.
3. Meeting between school and student to understand the rules of home use.
 - a. curfew of laptop
 - b. proper handling
 - c. proper take home procedure for school
 - d. fully charged laptop returning to school
4. Principals to forward a copy of form to Assistive Technology Teacher (fax, email or through board mail) and to keep a copy on file at school.
5. Principals to fill in a service call (intranet, email, phone) for the laptop to be imaged for home use. Include laptop serial number, student name, school, homeroom room.
6. IMS to re-image laptop and principals to be informed when complete.
7. Student to follow take home procedure according to school.

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Parental Notification of Release of SEA Equipment

Date		Student Name	
Student OEN		School	
SEA Equipment	Computer	FM Equipment	Adaptive Equipment

Dear Parent/Guardian,

As you are aware, through SEA Ministry of Education funding, _____ received the specialized to support his/her learning. The school team has emphasized the importance of using the equipment effectively and on a regular basis. We have set goals and objectives to encourage your child to take full advantage of using his/her equipment to access the curriculum.

We have recognized the following concerns and have discussed them with your child and you, as the parent/guardian:

- Equipment is not being used in the classroom
- When encouraged to access the equipment, he/she indicates that it is not needed
- Equipment is not being used for the intended purpose
- Equipment no longer meets your child's needs

After consultation with you and your child, it is recommended that the SEA equipment be removed and reassigned to another student within the Sudbury Catholic District School Board (SCDSB). Support will continue to be offered through the Special Education Department as outlined in the Individual Education Plan.

Student's Signature		Date	
Principal's Signature		Date	
Classroom Teacher's Signature		Date	
SERT/LST Signature		Date	

For more information please contact:

Sudbury Catholic District School Board

165 A D'Youville St
Sudbury, Ontario
P3C 5E7
705 673 5620

Rossella Bagnato

Superintendent of School Effectiveness
Special Education

Christina Raso

Special Education Consultant
705 673 5620 ext 204

Jennifer Connelly

Assistive Technology Teacher
705 673 5620 ext 230

Tanya Marcotte

Special Education Support Teacher
705 673 5620 ext 372