

ADMINISTRATIVE PROCEDURES

SUBJECT: SPECIAL EDUCATION ALLOCATION (SEA)

Background Information:

Specialized equipment provides students with special education needs with accommodations that are directly required and essential for attending school, accessing the Ontario curriculum, supporting or augmenting a board-determined alternative program and/or course, and supporting seamless transitions. As such, Specialized Equipment Allocation purchases must be made for students with documented special education needs (e.g., current Individual Education Plan (IEP) and other supporting documentation as outlined in the requirements and documentation sections below).

It's important to note that 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. However, they must be receiving special education programs and services, and the use of SEA-funded equipment must be clearly outlined and described in the student's IEP.

<https://www.ontario.ca/files/2024-06/edu-sea-directives-2024-25-en-2024-06-17.pdf>

Steps to Provide Students with Special Equipment:

Our goal is to ensure that every student with special education needs has the necessary equipment to thrive in our school environment.

1. The school will receive documentation and/or a prescription from a registered Physical Therapist, Occupational Therapist, Speech-Language Pathologist, physician and/or professional with the authority to recommend essential equipment, outlining the equipment needed to provide accommodations that are directly required and essential for attending school, accessing the Ontario curriculum, supporting or augmenting a board-determined alternative program and/or course, and supporting seamless transitions.
 - Professional assessments must include, at minimum:
 - 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 their strengths and needs
2. The school team, comprising teachers, administrators, and support personnel, will engage in a collaborative review of the recommendations. This process, which values diverse perspectives, is crucial in determining which items are critical to support student accommodations.

Steps for Review:

- ✓ Does the school currently have any of the listed equipment that could be used by this child, including sharing this equipment or using abandoned equipment.
 - ✓ Review the list of suggested equipment and identify the most critical pieces of equipment that need to be ordered. It is not necessary to order all of the equipment listed initially if the school team feels that introducing the equipment in stages would be more beneficial.
 - ✓ Should you not order all items to start, you may revisit the report and order additional items as necessary and needed.
 - ✓ Should the school team have any wonderings or questions about items to order, they may connect directly with the SSS/WB Co-ordinator for guidance and support.
3. Within 10 days of receiving the report, the school team will complete the SEA Request Form indicating which equipment is to be purchased using the SEA allocation. The report will be sent to the SEA clerk at @lkdsb.net
 4. The SEA Clerk will forward the Request form to the applicable Student Support Services/Well-being Co-ordinator.
 5. Once received, the request will be processed, and an email will be sent to the Resource Teacher and Secretary confirming that the items have been purchased and indicating which company will supply the goods.
 6. Once the order is received, the Resource Teacher and/or Secretary shall respond to the initial email indicating that the items have been received by the school. Please note: **Should schools not confirm the delivery of the items, the costs will be reversed to the school budget.**
 7. If all items are not received within 30 days, please contact the SEA Clerk to indicate this so that they can do a parcel search with the company.
 8. The email confirming that the items have been received, including the item list, must be printed and filed in the student's OSR in the documentation section.
 9. The student's IEP must be updated to include the equipment purchased and the goals and accommodations for the student must be adjusted to reflect the accommodations that are directly required and essential for attending school, accessing the Ontario curriculum, supporting or augmenting a board-determined alternative program and/or course, and supporting seamless transitions.

Schools must demonstrate the intended use of the specialized equipment being purchased for an individual student in that student's current IEP such that it:

- 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.
- demonstrates the student is using the equipment, and, where appropriate, that the student is using the equipment for provincial testing.

Eligible Expenses for SEA Funding:

1. Equipment expenses: Any type of specialized equipment for use by an individual student with special education needs that may include technological or nontechnological specialized equipment.
2. Leasing and Service Contract Expenses: All costs associated with leasing equipment and service contract expenses to meet students' special education needs.
3. Implementation Expenses: The cost associated with proper implementation of equipment including related costs for peripheral devices that are required to make equipment operational. This includes training and trainers for students with special education needs and staff directly supporting the student to ensure the proper use of specialized equipment and integration into the learning environment.
4. Operational Expenses: The costs of technicians for maintenance and repairs of Specialized Equipment Allocation equipment to support the appropriate use of the equipment.

Ineligible Expenses for SEA Funding:

1. Capital Expenditures: For example, fixed and/or hard-wired equipment remain capital expenditures and thus are ineligible for the purposes of SEA funding. Building modifications, such as physical accessibility modifications or features 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 Specialized Equipment Allocation funding.
2. Curriculum materials: Software or digital programs used solely as an alternative curriculum program or course are not eligible. The cost of transcribing textbooks into Braille is also not eligible.
3. Goods and Services Tax/ Harmonized Sales Tax (GST/HST)
4. Assessments: The Costs of assessments required to support Specialized Equipment Allocation funding are not eligible regardless of whether the assessments are covered by the Ontario Health Insurance Plan (OHIP).
5. Regular Day School Expenses Budget: Regular day school expenses incurred for all students in a classroom should include students with special education needs. Consumables must be purchased using the school's budget.

Purchasing Consumables:

School teams will be required to purchase all consumables and classroom supplies using the Special Education budget allocated to each school.

Some examples of consumables and classroom items include:

- Timers
- Fidgets
- Chewlery
- Diapering supplies not provided by the family
- Pencils
- Dry-erase markers and boards

School teams will use the LKDSB Consumable Catalogue and/or any approved LKDSB vendor to order materials. The items in the catalogue meet the requirements for:

- Ontario Healthy and Safety Standards
- Doing Business with the Government of Ontario Directive and the Broader Public Sector Procurement Directive

Pre-School Intake

Clinicians making recommendations for SEA equipment for students entering school through the Pre-School Intake process will submit their recommendation letters to schools the first week of June. These students will not be entered into ASPEN in June and have not guaranteed attendance until the first day of school. All items for these students are purchased by LKDSB on good faith that they will attend. In this case, school teams are required to review pre-school intake SEA recommendations prior to the last day of school and submit paper copies to the SEA clerk ensuring the following;

- The items are not already available in the building
- The items are **essential** for starting the school year (e.g. toileting, seating, some mobility items such as a stander)

If the recommended equipment is already available within the school, it can be shared between students (if this is feasible). Once attendance is confirmed in September, the remaining essential items can be ordered (e.g. sensory, mobility such as a trike). Refer to “Steps to Review” for process.

Implementation Date: August 28, 2024

Reference: [Ministry of Education Specialized Equipment Allocation \(SEA\) 2024-25 DIRECTIVES](#)