



PROCEDURE 215	
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Last Revised	November 2018
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## SPECIAL EQUIPMENT AMOUNT (SEA)

### Funding for equipment for students with Special Education needs

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#### 1) PURPOSE

Hastings and Prince Edward District School Board provides programs and services to help each student achieve success. This procedure outlines the process to be followed regarding Special Equipment Amount (SEA) equipment.

#### 2) BACKGROUND

Funding from the Ministry of Education Special Education Funding Guidelines Special Equipment Amount (SEA) helps school boards with the cost of equipment to support students with special education needs. The equipment is to provide students with accommodations that are required to access the Ontario curriculum and/or a board determined alternative program and/or course and/or to attend school. Students do not have to be identified as exceptional pupils through the Identification, Placement, and Review Committee (IPRC) process to apply for SEA funding. There are two components of SEA funding, noted below.

#### 3) DEFINITIONS

**SEA:** Special Equipment Amount

**SEA Per Pupil Funding for Assistive Technology:** is for purchases of all computers, software, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment. In accordance with Ministry Guidelines, SEA Per Pupil equipment may be used by more than one student where applicable, but the equipment needs of students must be met.

**SEA Claims-Based Funding:** is 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 which will cover the cost of an individual student's equipment needs in excess of \$800.00 in the year of purchase. Boards are responsible for the first \$800.00 in cost for any student per year.

#### 4) SEA PER PUPIL ASSISTIVE TECHNOLOGY FUNDING, TRIAL AND APPROVAL PROCESS

Funding from the Ministry of Education Special Education Equipment Amount (SEA) helps school boards with the cost of equipment to support students with special education needs. This particular funding is for the purpose of purchasing computers, software, computing related devices and required supporting furniture identified for use by students with special education needs.

- a) Complete Form 215-1: Special Equipment Amount (SEA) Per Pupil Assistive Technology Trial Device Application, to request and choose a Student Services trial device.
  - i) In accordance with the Ministry of Education, Special Equipment Amount Guidelines 2018-2019, "students being considered for funding to partially offset the cost of

assistive technology must have an Individual Education Plan (IEP) that demonstrates the use of equipment such that it:

- (1) aligns with his/her program and report card;
  - (2) reflects a logical thread from assessment data to the student's areas of strength and need, accommodation and/or program section;
  - (3) 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
  - (4) demonstrates the student is using the equipment, and, where appropriate, that the student is using the equipment for provincial testing."
- ii) Parents/guardians also acknowledge that they have reviewed the information and understand that their child will have access to assistive technology to support their achievement in school. They acknowledge that Student Services Learning Support Coordinators may review their child's IEP to offer support for school teams in developing the programming goals and accommodations associated with their IEP as it relates to assistive technology. Parents/guardians are also aware that information about their child may be accessed by Ministry of Education personnel for auditing purposes.
- b) Send Form 215-2: Special Equipment Amount (SEA) Per Pupil Assistive Technology Sample Letter Home to Parent/Guardian.
- i) The form advises parents/guardians that their child has been approved to use assistive technology equipment for a four-month trial period (approximately), and also lists the indicators of success.
  - ii) At the end of a successful trial period, the assistive technology can be formally assigned to their child, as per SEA Guidelines once the learning support teachers/inter-departmental special education heads have notified the Student Services Secretary. This information is necessary to be entered into the database for reporting purposes to the Ministry of Education.
  - iii) If the trial is not successful, the school principal will consult with parent/guardians about next steps.
- c) Scan and email the SEA Per Pupil Assistive Technology application to the Student Services Learning Support Coordinator supporting your school.
- d) Form 215-3: Special Equipment Amount (SEA) Per Pupil Assistive Technology Assumption of Responsibility/Home Use Agreement Form (optional). SEA Guidelines permit the board to determine an internal process for the management of home use of SEA equipment at the school's discretion. The completed form is valid for the current school year and is to be stored in the Ontario Student Record (OSR).
- e) Ensure that the student has reviewed Procedure 147: Technology Use, which sets out rules of conduct for technology and Internet use in HPEDSB.

#### 5) SEA CLAIMS-BASED FUNDING PROCESS

- a) Complete Form 215-4: Special Equipment Amount (SEA) Claims-Based Funding Application Form and Checklist, which includes items noted below.
- b) Submit a report by an appropriately qualified professional.
  - i) The qualified professional will vary depending on the nature of the student's disability and the purpose and function of the equipment. The report should indicate:
    - (1) the equipment/device is essential in order for the student to access the curriculum;

- (2) the disability that the device will help to ameliorate.
- c) Submit the most recent IEP signed by the school principal. The IEP must demonstrate the use of the equipment such that it:
- i) connects to program and the report card;
  - ii) reflects a logical thread from assessment data to the student's areas of strengths and need, accommodation and/or program section;
  - iii) the program section provides measurable learning expectations related to the Ontario curriculum for modified subjects/course, and/or includes alternative skill areas as appropriate;
  - iv) demonstrates the student is using the equipment and, where appropriate, that the student is using the equipment for provincial testing.
- d) Complete Form 215-5: Special Equipment Amount (SEA) Claims-Based Funding Consent to the Release of Personal Student Information form.
- i) The form provides consent to the disclosure of information, reports, and/or consultations and consents to student information being viewed by Ministry of Education personnel, for auditing purposes.
- e) Scan and email the SEA Claims-Based Funding application to the attention of the Student Services Secretary.
- 6) **EQUIPMENT MANAGEMENT – SEA PER PUPIL ASSISTIVE TECHNOLOGY FUNDING**
- a) **Loan of Equipment (Home Instruction, Co-Op Placement, Provincial School, etc.)**  
**Home Instruction/Co-op Placement** - Form 215-3: SEA Per Pupil Assistive Technology Assumption of Responsibility Form is to be completed by the learning support teachers/inter-departmental special education head who are responsible for ensuring equipment is returned back to the school at the end of each school year.  
**Provincial Schools** – Learning support teachers/inter-departmental special education heads are to contact the learning support coordinator to discuss next steps.
- b) **Internal Transfers - Students moving from school to school (including Care and/or Treatment, Custody and Correctional (CTCC) Programs), within HPEDSB**  
The learning support teacher/inter-departmental special education head are to contact the student's previous school and request equipment.
- c) **Transfers In – Students moving into HPEDSB from a school within Ontario**  
Learning support teachers/inter-departmental special education heads are to discuss with the student/teacher/parent/guardian the student's current need for technology, including whether the current equipment suits the student's needs. Learning support teachers/inter-departmental special education heads are to contact the Student Services Secretary to provide the student's Ontario Education Number (OEN), date of birth, previous School Board name, name and address of previous school attended, and if the student requires a different device. The Student Services Secretary will verify information with the previous school board and once confirmed, will send a trial device to the school. In the interim, staff may procure a school-based device for the student to use until the trial device is received. The Student Services Learning Support Coordinator will arrange with you to meet with the student in order to determine whether the device meets the student's current learning needs.
- d) **Transfers Out - Students moving to another school outside HPEDSB, but within Ontario**  
Learning support teachers/inter-departmental special education heads are to contact the Student Services Secretary to provide the student's Ontario Education Number (OEN),

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- date of birth, and name and address of new school/school board that the student will be attending. Then, they will package the equipment and peripherals and forward in the board courier to the Education Centre, to the attention of the SEA Technician.
- e) **Devices with performance issues and/or broken/damaged devices**  
For devices that are broken, damaged or have performance issues (slow, malfunctioning etc.), learning support teachers/inter-departmental special education heads are to submit an eBase ticket. Please specify the **Class** as “SEA Equipment” and the **Worktype** as “Repair” followed by the issues the student is experiencing in the description.
  - f) **Request for exchange of device**  
If it is determined that a device is not supporting the student’s current learning needs, contact the Student Services Learning Support Coordinator for support and advice about an alternate device. If a device is to be exchanged, the current device must be sent to the Education Centre, to the attention of the SEA Technician with a notation that the device is being exchanged.
  - g) **Abandoned devices**  
School personnel are to discuss with the student/teacher/parent/guardian the reason why the student is not using the assistive technology equipment, and attempt to re-engage the student. The school team may want to consider requesting support from the Student Services Learning Support Coordinator. If it is determined that the student will no longer be using the device, modify the IEP to remove the assistive technology accommodation and send the equipment and all peripherals to the Education Centre, to the attention of the SEA Technician with a notation that the student has declined use of equipment.
  - h) **Students who are no longer enrolled/attending a HPEDSB school (graduated, transferred out of province/country, Private school)**  
Email the Student Services Secretary to advise the student’s name, OEN, date of birth and reason the student is no longer attending. Send the equipment and all peripherals to the Education Centre, to the attention of SEA Technician.
  - i) **Year-end moves of equipment**  
A communication will be sent from Student Services at the end of each school year, to provide direction on year-end moves of SEA equipment.
- 7) **EQUIPMENT MANAGEMENT – SEA CLAIMS-BASED FUNDING**
- a) **Loan of Equipment (Home Instruction, Co-Op Placement, Provincial School, etc.)**  
Learning support teachers/inter-departmental special education heads are to contact the learning support coordinator to discuss next steps.
  - b) **Internal Transfers – Students moving from school to school (including Care and/or Treatment, Custody and Correctional (CTCC) Programs), within HPEDSB**  
Contact the student’s previous school and request equipment from the learning support teacher or inter-departmental special education head. If there are a large quantity of SEA Claims-Based items, the learning support teacher/inter-departmental special education head will contact the board’s courier driver to make arrangements for pick-up of the items.
  - c) **Transfers In – Students moving into HPEDSB from a school within Ontario**  
Learning support teachers/inter-departmental special education heads are to discuss with the student/teacher/parent/guardian the student’s need of SEA Claims-Based equipment. Contact the Student Services Secretary to provide the student’s OEN, date of birth, previous School Board name, and name and address of previous school attended.

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The Student Services Secretary will verify information with the previous school board. Once confirmed, the Student Services Secretary will formally request the transfer of SEA Claims-Based equipment and make arrangements to pick up equipment from the previous school board. Large equipment may not always be transferred, rather it may be replaced with a similar surplus SEA Claims-Based equipment or repurchased depending on the cost associated with transferring the equipment.

d) **Transfers Out – Students moving to another school outside HPEDSB, but within Ontario**

Learning support teacher/inter-departmental special education head are to contact the Student Services Secretary to advise that a student is transferring out of board. Staff are to collect and label all of the SEA Claims-Based equipment. The Student Services Secretary will contact the new School Board to inform them of the student's SEA Claims-Based equipment. The new School Board may formally request the equipment to be transferred, if wanted. Once the formal request has been received, the learning support teacher or inter-departmental special education head will be directed by the Student Services Secretary to courier the equipment to the Education Centre. The Student Service Secretary will finalize the process.

e) **Outgrown/worn out SEA Claims-Based items**

If a SEA Claims-Based item no longer meets the student's need (e.g., student has outgrown equipment or the equipment wears out through use), the learning support teacher or inter-departmental special education head may contact the Student Services Secretary to request a replacement item, if required, of the exact same item as recommended by the qualified professional.

f) **Surplus Equipment**

Surplus equipment may be reused by/transferred to other students when no longer required by the student for whom it was purchased. Surplus equipment also applies in circumstances when the student is no longer attending a HPEDSB school (graduated, transferred out of province/country, attending Private School).

Surplus equipment can remain at your school and may be used by other students. It is important to note that some items cannot be used by others, such as weighted items, without the provision of a report from a qualified professional.

For surplus items not used by other students within your school (e.g., change tables, lifts, chairs), contact the Student Services Secretary to provide details and photos of the equipment in order to determine if the equipment will be sent to the SEA storage area, for future redeployment.

Schools may dispose of equipment that has outlived its effectiveness and/or safe usage, in accordance with Ministry Guidelines.

g) **Broken, damaged or lost SEA Claims-Based equipment**

It is the responsibility of the board to ensure that SEA Claims-Based equipment is in good repair. If an item is broken, damaged or lost, the learning support teacher/inter-departmental special education head are to contact the Student Services Secretary to advise the student's name and provide a description/photo of the broken or damaged item. The Student Service Secretary will order the same item as recommended by the qualified professional to replace it unless the item is no longer available.

**8) STAFF/STUDENT TRAINING**

In accordance with the Ministry SEA Guidelines, boards have a responsibility to meet the special education needs of students. SEA funding assists with the equipment and training costs associated with meeting these needs. Boards are expected to make cost effective choices about acquiring appropriate equipment and will ensure that students (where appropriate), teachers and board staff who work with the student have received training in order to make the best use of the equipment.

Student Services Learning Support Coordinator provide SEA training in schools upon request.

**9) SECURE STORAGE OF EQUIPMENT**

In accordance with the Ministry SEA Guidelines, staff are to ensure safe storage of SEA equipment at all times.

- a) Schools are responsible for appropriately storing equipment in a secure location at the end of each day.
- b) During the summer months, all SEA equipment must be stored in a safe, secure place in each school. Staff may wish to keep a complete list of student names and SEA equipment that each student has, as well as the location where the equipment is to be stored over the summer months, for reference if required.
- c) Approval is required from the Superintendent of Student Services for students needing to access SEA equipment during summer months.

**10) CONFIDENTIALITY, INFORMATION MANAGEMENT, AND INVENTORY RECORDS**

Equipment purchased with SEA funding is a set of physical assets which boards have a responsibility to protect, maintain and manage as a public resource.

- a) Information is collected in accordance with the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act* and is used for the purpose of determining eligibility of and/or supporting a SEA application. As such, SEA information and inventory is stored in confidential student files and in a secure Student Services database.

**District resources**

- Procedure 147: Technology Use
- Individual Education Plan (IEP) Development Support Document

**Resources**

- Ministry of Education Special Education Funding Guidelines
- Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide, 2017