



ADMINISTRATIVE PROCEDURE	
<i>Approval Date</i> 2016	<i>Replacing</i> All previous procedures
<i>Review Date</i> 2021	<i>Page</i> 1 of 8
<i>Contact Person/Department</i> Superintendent Responsible for Specialized Services	<i>Identification</i> ES-5501

SPECIALIZED EQUIPMENT FOR LEARNING

1.0 PURPOSE

Trillium Lakelands District School Board believes effective use of specialized equipment is a shared responsibility of staff, students and parents to support successful learning for all students.

The Board recognizes that assistive technology and/or adaptive equipment are essential for some students to access the Ontario curriculum or a board-determined program and is committed to providing such equipment.

2.0 REFERENCES/RELATED DOCUMENTS

- 2.1 Ministry of Education Special Education Funding Guidelines: *Special Equipment Amount (SEA)*.
- 2.2 Individual Education Plan (IEP) Resource Guide
- 2.3 BU-3056 TLDSB Appropriate Use of Information and Communication Technology Procedure

3.0 TERMS AND DEFINITIONS

- 3.1 SEA
Special Equipment Amount
- 3.2 IEP
Individual Education Plan
- 3.3 ICT
Information Communication Technology
- 3.4 SERT
Special Education Resource Teacher
- 3.5 Adaptive Equipment
Non computer-based equipment such as sensory, hearing support, vision support, personal care support and physical support equipment.
- 3.6 Assistive Technology
Computer-based equipment such as computers, mobile devices, software and accessories.

4.0 ADMINISTRATIVE PROCEDURE

4.1 INTRODUCTION

- 4.1.1 It is recognized that some students require specialized equipment to help them access the Ontario curriculum or a board-determined program to attend school and reach their full potential.
- 4.1.2 The Ministry of Education provides funding - *Special Equipment Amount (SEA)* - to support the purchase of specialized equipment. In order to access this funding, TLDSB must receive a written recommendation from an appropriate qualified professional.
- 4.1.3 The Department of Specialized Services is responsible for determining the appropriateness of all recommendations.
- 4.1.4 Classroom teachers are responsible for ensuring that students have access to and are using assigned specialized equipment for learning. Equipment use will be documented in the IEP.

4.2 RECOMMENDATIONS FOR EQUIPMENT

4.2.1 Qualified Professionals

Recommendations for specialized equipment by qualified professionals either from within or from outside TLDSB are required in order to access board and ministry funding. These recommendations need to state that the specialized equipment is *essential* in order for the student to access the Ontario curriculum and/or an alternative program.

4.2.2 Assessments are accepted from the following qualified professionals:

- a) Psychologist or Psychological Associate;
- b) Physician;
- c) Audiologist;
- d) Speech and Language Pathologist;
- e) Augmentative Communication Therapist;
- f) Optometrist / Ophthalmologist;
- g) Occupational Therapist;
- h) Physiotherapist;
- i) Provincial school consultant.

4.3 PROCESS FOR SUBMISSION

- 4.3.1 For purchases under \$50, where no further equipment recommendations are anticipated or have already been requested, the school budget would be required to cover the cost. Where schools are facing potential budgetary constraints, school staff should contact the Superintendent of Specialized Services (or designate).
- 4.3.2 All costs for recommended essential equipment over \$50 will be funded through the SEA process.

- 4.3.3 All requests for specialized equipment over \$50 must be submitted to the SEA Clerk using the appropriate TLDSB Specialized Equipment for Learning Request Form (see appendix 5.1)
- 4.3.4 Eligible equipment for accessing SEA funding includes (but is not limited to):
- a) personal FM systems;
 - b) print enlargers for students with low vision;
 - c) computer hardware (computers/mobile devices);
 - d) software that provides access to curriculum;
 - e) personal workstations including desks or computer tables;
 - f) braille;
 - g) communication aids;
 - h) positioning devices for sitting, standing, and lying;
 - i) personal care items;
 - j) lifts or harnesses for moving students;
 - k) sensory equipment;
 - l) warranties;
 - m) service contracts for technology;
 - n) training for students and staff on how to use computers, software or other equipment;
- 4.3.5 Submissions must include a copy of the Specialized Equipment for Learning Request Form (see appendix 5.1) a copy of relevant assessment(s) and recommendations by a qualified professional and a completed Specialized Equipment for Learning Permission Form (see appendix 5.2).
- 4.3.6 Prior to application submission the student and/or parents/guardians will be consulted regarding equipment preferences.
- 4.3.7 Specialized Equipment for Learning requests are submitted to the SEA Clerk. All submissions will be reviewed by specialized services staff for final approval.
- 4.3.8 Schools will be notified of all decisions regarding specialized equipment purchases. If a submission is denied, accompanying reasons and suggestions will be provided. A school may reapply if they have new supporting documentation.
- 4.4 ORDERING
- 4.4.1 Specialized equipment will be shipped directly to the appropriate school with the exception of computers/mobile devices which will be delivered by ICT technicians or specialized services staff following appropriate set up by the ICT department.
- 4.4.2 Ordering of computer related specialized equipment and software will be done in consultation with the ICT department to ensure compatibility.
- 4.4.3 For SEA tracking purposes, all relevant receipts will be gathered centrally. For any specialized equipment delivered directly to the school, schools must advise the SEA Clerk that delivery is complete and forward any receipts or paperwork.

4.5 TRACKING

- 4.5.1 All approved specialized equipment for learning will be assigned to the appropriate student and entered into the student information management database by the SEA Clerk.
- 4.5.2 Evidence of intended use by the student must be recorded in the IEP by the classroom teacher with support of the SERT/ head of special education.
- 4.5.3 The principal (or designate) will be responsible for monitoring the use of essential specialized equipment for learning per the IEP.
- 4.5.4 The principal (or designate) will establish the school's process to ensure SEA funded specialized equipment is tracked. At minimum an inventory of SEA equipment should occur every year; the inventory can be accessed through the electronic IEP database.
- 4.5.5 All SEA computer equipment, mobile devices and software requiring installation will be tracked by the ICT department.
- 4.5.6 In the event that the student moves schools, arrangements for their specialized equipment to be transferred must be made. This applies both when a student moves within the Board or to another board. Requests for specialized equipment to be transferred will be facilitated through communication between the SERT, head of special education or designate and the SEA Clerk; it is the responsibility of the outgoing principal to ensure this occurs.
- 4.5.7 In the event that equipment is no longer deemed essential, in consultation with school personnel and parents / guardians, the Discontinued Use Form (which can be accessed via the SEA Clerk) needs to be completed and sent to the SEA Clerk so the equipment can be reassigned.

4.6 TRAINING OF STAFF AND STUDENTS

- 4.6.1 The purpose of training is to build the capacity of school staff and students to promote the sustained use of the specialized equipment and facilitate student success in accessing Ontario curriculum and/or alternative programming.
- 4.6.2 Training opportunities will be made available for students who are receiving computers/mobile devices and computer software.

4.7 USE OF EQUIPMENT

- 4.7.1 It is the responsibility of the school to promote safe care and use of all specialized equipment for learning by all staff and students.
- 4.7.2 In the event of damaged, lost or stolen, or malfunctioning technology equipment, the SERT or head of special education is responsible for entering the information into the TLDSB ICT support desk platform (e.g. HelpSTAR).

- 4.7.3 For adaptive equipment that is damaged, lost or stolen, the SERT or head of special education is responsible for contacting the SEA Clerk.
- 4.7.4 Students are permitted to use their assistive technology equipment at home for educational purposes during the school year. As part of the Specialized Equipment for Learning Permission Form (Appendix 5.2) parents/guardians will be asked to acknowledge their responsibility for use and proper care at home. Home use permission may be revoked if equipment is damaged, lost or stolen.
- 4.7.5 In rare situations, it may be recommended for a student to have access to their specialized equipment at home during the summer to participate in structured educational/tutoring programs. The request should be made to the SEA Clerk who will provide the appropriate form with the list of equipment and replacement cost for the equipment. In those cases, the parent/guardian will sign the required form, upon approval of the Superintendent of Specialized Services.
- 4.7.6 Teachers and educational assistants working with students are expected to use specialized equipment for learning as outlined in a students' IEP.

5.0 APPENDICES

- 5.1 Specialized Equipment for Learning Request & Checklist
- 5.2 Specialized Equipment for Learning Permission Form

CHECKLIST FOR SPECIALIZED EQUIPMENT FOR LEARNING REQUEST

Student Name: _____ School: _____

The following must be included with the equipment request package:

- Specialized Equipment for Learning Request Form
- Specialized Equipment for Learning Permission Form
- Recommendation from Professional
- 'Essential' recommendation- must say that *the equipment is essential in order for the student to access the Ontario curriculum and/or an alternative program;*
- Full Assessment- must have diagnosis in assessment relating to the need for equipment;
- Related Assessment- if an assessment is referred to, please include this

FOR CENTRAL OFFICE USE ONLY:

- Return to school contact- missing elements (see above, please complete & return)
- Return to school contact- not approved
- Approved
- FM System: (consult Itinerant Teacher for Deaf & Hard of Hearing)

NOTES/ COMMENTS:

Date reviewed by Central Office Staff: _____

SPECIALIZED EQUIPMENT FOR LEARNING REQUEST

Date Submitted: _____

Recommendation must be included and **all** sections of the form must be completed before request is processed. Incomplete requests will be returned to the school.

Student: _____ School: _____

Age: _____ D.O.B. _____ (YY/MM/DD) Gender: ___ Grade: _____

Classroom Placement _____ OEN#: _____

Is the student identified? No Yes

ID: _____

Teacher: _____ (full name) School Contact : _____ (full name)

Parent(s)/Guardian(s): _____ Telephone: _____

Why is this equipment essential to the student's learning?

What alternate equipment or accommodations have been explored at the school level:

If this is a request for assistive technology, list any student preferences for consideration (e.g. notebook, full-size laptop, iPad, Chromebook)

Other Comments:

Signature of School Principal: _____ Date: _____

For Central Office Use:

APPROVED

NOT APPROVED

Signature of Superintendent
of Specialized Services (or designate) _____ Date: _____

SPECIALIZED EQUIPMENT FOR LEARNING PERMISSION

- **Release of Information**
- **Home Use of Assistive Technology**

I/we _____ hereby give my/our permission for the
Parent(s)/Guardians(s)

Trillium Lakelands District School Board Program staff to have access to the necessary documentation recommending specialized equipment for:

Name of Student:			
Date of Birth:	Year:	Month:	Day:
School:			

Please note:

A SEA (Special Equipment Amount) claim will be submitted to the Ministry of Education, in accordance with SEA guidelines, to partially offset the cost of specialized equipment for learning provided by the board for the use of the student.

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 mobile device, etc. based on the student’s computer abilities, strengths, needs, and the school/board context.

When a student who uses SEA (Specialized Equipment Amount) purchased equipment moves from school to school or board to board (in Ontario), the equipment may move with the student.

Students are permitted to bring assistive technology (laptop, iPad, Chromebook, mobile device etc.) home for educational use.

Use of Assistive technology is a shared responsibility. By signing this form, the parent/guardian acknowledges that:

- home use of the equipment for educational purposes only;
- equipment will be used solely by the student it is assigned to;
- the student and parent/ guardian assume responsibility for proper care and use of equipment at home;
- equipment is to remain in the school during the summer;
- permission for use at home may be revoked if equipment is damaged, lost or stolen.

Signatures

Parent(s)/Guardian(s): _____ Date: _____

Principal: _____ Date: _____

**Original: OSR
 Copy: Parent/Guardian
 Copy: SEA Clerk**