



Section B - Standard 6

Specialized Equipment

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Introduction

The Ministry of Education (MOE) provides funding to school boards to assist with the cost of equipment (including technology) essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is provided to students as part of their accommodations which are essential to accessing the Ontario curriculum and/or a board-determined alternative program and/or a course and/or attendance at school. This funding is provided through the Special Education Grants: Specialized Equipment Allocation (SEA).

School boards access SEA funding by filing documented claims according to specific requirements outlined in SEA.

The MOE requires a high degree of accountability from schools and teachers of students to whom specialized equipment has been assigned. MOE staff may request classroom visits for up to ten percent of students for whom SEA claims have been filed.

During the classroom visits it is expected that:

- the equipment would be found with the student for whom the cost was claimed and/or with the student for whom the equipment was transferred under the board's asset management plan,
- the equipment be found in good repair, and
- the student and/or staff would be able to operate the equipment.

All SEA claims must be supported by an Individual Education Plan (IEP) for the student in the current school year, signed by the principal. The student's IEP must demonstrate the use of equipment in supporting the student's program.

In order to better support schools and students, the Kawartha Pine Ridge District School Board (KPR) Specialized Equipment Guidelines have been developed. The purpose of the guidelines is to clearly outline the processes and procedures related to the acquisition, implementation, and management of specialized equipment assigned to students with special needs.

The guidelines have been developed in accordance with the requirements of the Special Education Funding Guidelines: Specialized Equipment Allocation (SEA) 2024-25 Directives.

How KPR determines whether a student requires individualized equipment?

School Boards are required to 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.

Initiation of a Specialized Equipment Claim

A student does not need to be formally identified through the identification, placement, review committee (IPRC) to be eligible for specialized equipment. Students must have an IEP when specialized equipment is required.

In applying for a specialized equipment claim for a student, schools must demonstrate why the student's needs cannot be met by equipment or technology currently available in the school.

Claims for specialized equipment for individual students, where total costs are less than \$250.00 will be the responsibility of individual school budgets. Where claims exceed \$250.00, the entire cost will be funded through the central SEA budget.

Specialized Equipment Claim Process

KPR uses recommendations from qualified, professional staff as the basis for making SEA claims for specialized equipment for students. All recommendations must comply with the requirements as described in the [Specialized Equipment Allocation \(SEA\), 2024-25 Directives](#).

Specialized equipment is to provide students with special education needs with accommodations that are directly required and essential for attending school, accessing the Ontario curriculum, and/or supporting or augmenting a board determined alternative program and/or course. As such, SEA purchases must be made for students with documented special education needs (e.g., current IEP and other supporting documentation).

The development and preparation of all claims for specialized equipment is the responsibility of each school, in consultation with the recommending professionals who have assessed the student and made the recommendation. It will indicate that the equipment is to provide students with accommodations that are essential to access the Ontario curriculum and/or a Board-determined alternative program and/or course and/or to attend school and will include functional recommendations regarding the specific types of equipment the student requires to address his or her strengths and needs.

The Specialized Equipment Claim file will include:

- a completed SEA Application form,
- signed parent consent form for SEA Claims,
- IEP has been updated to include Assessment related to this claim (where applicable),
- IEP program section has been updated to include measurable learning expectations related to the Ontario curriculum for modified subjects/courses,
- Device Recommendation Form (Technology Claims), or SEA claim details as summarized in the Professional recommendation, and
- the file will be submitted and maintained electronically.

Approval of Specialized Equipment Claim

Once a specialized equipment claim file has been developed and submitted to the SEA Team, it will be reviewed to ensure all components comply with MOE guidelines for specialized equipment funding, and it will be processed. The school will be notified by the SEA support team that the student's claim has been approved and that the claim will be processed. This information will be sent out by email to the school's contact teacher which is usually the special education resource teacher (SERT).

The allocation of equipment identified in a professional's recommendation will be done in a manner that will meet the needs of the student, as identified in the recommendation, in the most efficient means possible. Some equipment may be allocated through the ordering of new equipment. In others, existing equipment that meets the identified needs, that is no longer being used by students for whom specialized equipment claims have previously been made, may be assigned. SERTs will be notified via email when orders are to be shipped to the school.

Equipment Substitutions in Specialized Equipment Allocations

The KPR reserves the right to make equipment and/or software substitutions when allocating specialized equipment based on the student's computer abilities, strengths, needs, and Board equipment standards.

Ownership of Specialized Equipment Assigned Through SEA Funding

All specialized equipment purchased through SEA grants from the MOE become a set of physical assets to be protected, managed, and maintained by the KPR. While specialized equipment may be assigned to a specific student or students, it remains the property of the KPR.

Specialized equipment purchased through SEA grants remains with the student to whom it was assigned if the student changes schools. If a student who has been assigned specialized equipment moves to another publicly funded Ontario school board, the equipment assigned will be transferred to the receiving board when requested by the receiving board.

Specialized equipment must be returned to the KPR Board Education Centre for transfer or reassignment when a student moves, transfers out-of-province, graduates, or retires from KPR.

Approval of Specialized Equipment Claim

Once a specialized equipment claim file has been developed and submitted to the SEA trainer assigned to the school, it will be reviewed to ensure all components comply with MOE guidelines for SEA funding, and it will be processed. The school will be notified by the specialized equipment support team that the student's claim has been approved and that the claim will be processed. This information will be sent out in the format of a service request to the school's contact teacher, which is usually the SERT.

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