

## **SPECIALIZED EQUIPMENT**

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 essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school.

The purchasing of equipment reflects cost effective choices and appropriateness of equipment based on the individual needs of the student. The board strives to ensure that students (where appropriate), teachers and board staff who work with the student have received training in order to best use the equipment through: contracting for individual and group student training, continuous in-servicing and support by Assessment and Programming/Programming and Assessment Teachers and Academic Information Technology Teachers, cross-departmental initiatives, and forums for sharing of best practices.

Specific students who have supportive documentation are provided with the equipment. Supportive documentation involves a current, comprehensive, detailed assessment(s) completed by a relevant professional(s), who is qualified to make recommendations based on student's needs. The assessment report indicates significant, relevant deficit(s) that are clearly impacting learning and that can only be accommodated by the use of specialized equipment. A diagnosis of the condition the equipment is meant to address is clearly stated and functional recommendation(s) regarding the specific types of equipment clearly links student's needs to recommended equipment. Also, the student's IEP documents the use of the equipment and how it connects to program and report card.

Principals, with assistance from the Joint Team Members, are responsible for identifying students that may require specialized equipment, as identified in a report by a qualified professional, and determining whether the student's needs are beyond the current availability of equipment that the school is able to provide, whether the recommended equipment is for purposes of by-passing or compensating for student's learning difficulties, whether the recommended equipment is academically appropriate, and whether there is evidence that remediation/intervention and/or low/no tech device(s) were found to be insufficient to address the student's needs. The principal prepares a Special Equipment Amount package that complies with the ministry guidelines.

Equipment orders through Special Equipment Amount are based on a Ministry funding formula. The type of equipment purchased:

<b>Category</b>	<b>Examples</b>
Assistive Computer Technology	desktop computers, laptop computers, one-monitor touch computers, scanners, printers, USB headsets with microphones, zoom caps
Assistive Software	Kurzweil 3000, Draftbuilder, Boardmaker, Word Q, Speak Q, Writing with Symbols, Intellitools
Deaf and Hard of Hearing	FM systems, amplification systems, audio shoes
Blind and Low Vision	Braille, printer enlargers, video telescopes
Physical Disability	adjustable desks, safety straps, Tripp Trapp Chairs, hoist lifts, rockers, speech synthesizers, positioning devices, slant boards, standers, lap tray
Sensory Integration	weighted vests, vibrating mat, landing mat, Thera Gym belt weighted, foot harness, weighted blanket