

Procedure Title	Specialized Equipment – Technology		
Date of Issue	March 21, 2001	Related Policy	BP 6802-D
Revision Dates	September 12, 2007; April 6, 2011; November 14, 2012; March 9, 2016; May 4, 2016; September 27, 2017; December 12, 2018; November 17, 2021; November 15, 2023	Related Forms	AF 3406; AF 6927; AF 6975; AF 6976-I; AF 6976-III; AF 6979
Review Date		Originator	Administrative Council
References			
AP 6918-D “Specialized Equipment – Security, Safety, Maintenance and Responsibility”; Special Education Funding Guidelines - Special Equipment Amount (SEA) current school year			

1.0 RATIONALE

- 1.1 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. This equipment is to provide students with accommodations that are directly required and essential for one or more of the following: attending school, accessing the Ontario curriculum, supporting, or augmenting a board determined alternative program and/or course.
- 1.2 The SEA Per Pupil Amount is allocated for the purchase by school boards of all computers, software, robotics, computing-related devices, including routers and required supporting furniture identified for use by students with special education needs. <http://www.edu.gov.on.ca/eng/funding/2122/2021-22-sea-guidelines-en.pdf>

2.0 SPECIAL EQUIPMENT AMOUNT PER PUPIL (SEA PP) AMOUNT FUNDING

- 2.1 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 (p. 2 Special Education Funding Guidelines-Special Equipment Amount (SEA)).
- 2.2 Specialized software as determined by the board may be purchased and installed as part of the district computer image in order to support universal design and differentiated instruction for students (e.g., Read & Write).
- 2.3 **Student Specific Technology Claims (refer to Appendix A for process flow charts)**

In order to provide a more equitable process for access to limited technology, the System Specialized Technology Team (SSTT) will be providing SEA technology based on a tiered intervention model:
 - Tier 1** recognizes that most students benefit from access to technology. Technology tools in this tier can be accessed by all students and can be achieved using school-based technology.
 - Tier 2** recognizes that there are some students who benefit from technology tools that provide more assistive features. However, the student only needs these for some subject areas and can complete some reading or writing tasks without the use of technology. These students can generally be supported with school-based technology.

Tier 3 recognizes that there are a few students for whom access to technology and the assistive tools is essential. These students cannot access print material or produce written output without the aid of the technology to do the reading and writing for them. This student cannot be on an accommodated program without the use of technology.

2.3.1 For Students with Learning Needs/Physical Access

- i. School teams will discuss at an in-school needs team (ISNT) meeting students which they believe would benefit from the use of technology to access grade level curriculum. These MAY or may not be students with a confirmed diagnosis. School teams should introduce technology to the student within the classroom and/or small group settings to assess skills, determine needs and consider whether or not technology supports the student's access to curriculum. Student independence and attitude towards technology should also be considered.
- ii. Once schools have completed initial planning and training within their school team and determined that technology supports the student's needs in a Tier 2/3 way, a referral to the SSTT may be initiated. Only students Grade 4 and up will be considered for formal SSTT support. School teams may request one of two paths of support:
 - a. **Consultation (Grades 4 to 12)**-this path involves the school team working with the SSTT to review the student's strengths and needs, as well as their technology skills. If a student is determined to be in Tier 2, school teams will be provided with support in using technology as well as collecting evidence and assessing student skills. Students will be provided with one-on-one support to develop their independence and skills in using technology to support their own personal needs. The goal is to have students reach Tier 3 and be assigned a SEA-PP device.
 - b. **Intervention block (Grades 4-6)**-this path involves the SSTT working directly with the school team and one to two classrooms of targeted students. The Specialized Technology and Learning Teacher (STLT) or System Special Education Instructional Lead Teacher (SSEILT) will plan, support and co-teach directly with the classroom teacher to integrate technology into class lessons. The focus is on supporting all students, while further assisting targeted students with extra support from a Communicative Disorders Assistant (CDA). Loaner technology will be provided during the block. At the end of the block, targeted students deemed to have reached Tier 2 will have loaner devices assigned to them to continue to practice skills and independence with the goal of reaching Tier 3 Specialized Equipment Amount Per Pupil (SEA-PP) claim.

Process A: Consultation

- a) School team will complete AF 6976i and submit it to specialized_technology_team@bwdsb.on.ca by the 10th of each month. The SSTT will review the referral and determine next steps (i.e., planning meeting at the school).
- b) The SSTT and the school team will participate in a consultation meeting to review the student's profile and identify areas for support for both the staff and the student. The SSTT will support the school team in collecting evidence of student use of technology as well as providing support to refine and enhance skills in using technology to access curriculum through a variety of subject areas. Final evaluation of the technology use in four to six weeks will indicate if use should continue to be non-claims based (Tier 2) or if a claims-based recommendation will be completed (Tier 3).

Process B: Intervention Block

- a) Intervention Block- School team will email specialized_technology_team@bwdsb.on.ca to request a block. A Microsoft Forms link will be provided for schools to then provide more information about the class(es) requesting the support. The SSTT will review the referral and determine a date for the block to take place.
- b) The SSTT and the school team will participate in a planning meeting at the school to create plans for in-class support for both staff and students. The SSTT will support the school team

in collecting evidence of student use of technology as well as providing support to refine and enhance skills in using technology to access curriculum through a variety of subject areas. Co-teaching and in-class support will be key to this intervention. Final evaluation of the technology use after the intervention block will indicate if use should continue to be non-claims based (Tier 2) or if a claims-based recommendation will be completed (Tier 3) for some students.

- iii. The STLT/SSEILT will collaborate with the school team to ensure that the student's Individual Education Plan (IEP) reflects the use of technology as an accommodation throughout most subject areas. This updated IEP will be included in the specialized technology file along with the SSTT's statement of decision.
- iv. AF 6927 "Parent/Guardian Notification Letter for Special Equipment Amount (SEA) Technology" to be signed by student, parent, and principal to show they understand the use of the equipment, as well as responsibilities for borrowing the equipment.
- v. All information from the Microsoft Form and evidence for claim will be retained electronically and housed in a school technology notebook within Office 365. Permissions will be assigned to the CRT, LRT, Administrator(s) and appropriate Learning Services Staff. Once the file is closed all information and forms will be housed in the SSTT claims notebook.
- vi. When outside agencies deem equipment essential, the consultation process (tier 2) will be followed as outlined above to determine the essential need within the student's current school program.
- vii. The learning services administrator responsible for student support will be responsible for administering all portions of the SEA PP grant and reporting all information as required to the Ministry of Education.
- viii. For all students who have had a SEA/SEA PP technology claim completed, school staff will be responsible for reporting to the SSTT once per school year (April 1) to outline student use and how the technology continues to support student access to their curriculum/alternate programming. Schools will use AF 6979 "SEA Technology Audit-Learning Disability/Physical Access to Curriculum".

2.3.2 For Students with Severe Communication/Developmental Delays

- i. When a regulated health professional or supporting professional (e.g., teacher of blind/low vision; behaviour expertise professional; system special education lead teacher) determines, based on assessment, that additional technology support may be required, information will be shared on initial steps for school staff to review.
- ii. Once schools complete some initial planning and support with their school team, a referral to the SSTT may be initiated. School staff will complete AF 6976iii, along with all supporting information. Part A referrals will be made to provide software to support the creation of visuals only. Part B referrals will be made to support use of student specific activity software and/or physical access. AF 6975 "Parent/Guardian consent for System Specialized Technology Team involvement" will be completed and a copy will be retained in the OSR. Referrals should be submitted electronically to specialized_technology_team@bwdsb.on.ca by the 10th of the month during the school year.
- iii. The SSTT will meet to review the referrals and develop a technology plan.
- iv. The SSTT will then participate with the school team (and referring professional when appropriate) to review the student profile, and plan for student and staff support. Tracking of the use of the technology to access alternative programming to improve student learning will be collected. Final evaluation of the trial will indicate if use should continue to be non-claims based or if a claims-based recommendation will be completed.
- v. All information from the referral and evidence for claim will be retained electronically and housed in a school technology notebook within Office 365. Permissions will be assigned to the classroom teacher

(CRT), learning resource teacher (LRT), administrator(s) and appropriate Learning Services Department staff. Once the file is closed all information and forms will be housed in the SSTT claims notebook.

- vi. The learning services administrator responsible for student support will be responsible for administering all portions of the SEA PP grant and reporting all information as required to the Ministry of Education.
- vii. For all students who have had a SEA/SEA PP technology claim completed, school staff will be responsible for reporting to the SSTT once per school year (April 1) to outline student use and how the technology continues to support student access to their curriculum/alternate programming. Schools will use AF 6979 "SEA Technology Audit-Severe Communication/Developmental Learning".

APPENDIX A – PATH 1
STUDENT SPECIFIC TECHNOLOGY CLAIMS
Intervention Block

School team identifies classrooms for targeted technology intervention and emails specialized_technology_team@bwdsb.on.ca to receive Microsoft Form link to provide classroom referral information.

System Specialized Technology Team (SSTT) reviews the requests at their monthly meeting and determines scheduling.

SSTT works with school team to provide planning for initial steps including staff and student support.

Specialized Technology and Learning Teacher (STLT)/System Special Education Instructional Lead Teacher (SSEILT) works within the classroom with the classroom teacher. Loaner SEA computers and Read and Write licenses are provided during the block.

STLT/SSEILT debriefs with the school team to reflect on the process and determine next steps

- **Most** students will continue to use school-based technology as they continue to build skills.
- **Some** students may be assigned a loaner device to finish building skills in anticipation of Tier 3 identification. Communicative Disorders Assistant (CDA) support may be provided.
- A **few** students may be moved to Tier 3 based on their skills, usage and learning needs. CDA support will be provided.

APPENDIX A – PATH 2
STUDENT SPECIFIC TECHNOLOGY CLAIMS
Consultation Block

School team identifies students believed to be Tier 2 or 3 and completes AF 6976i.

System Specialized Technology Team (SSTT) reviews the requests at their monthly meeting and determines scheduling.

The SSTT will join with the school team to review student profile, identify strengths and barriers, baseline samples, and to discuss next steps.

Specialized Technology and Learning Teacher (STLT)/System Special Education Instructional Lead Teacher (SSEILT) will meet with classroom teacher (CRT) and student in the classroom environment to assess skills and determine where support may be needed.
Communicative Disorders Assistant (CDA) will visit with student to provide individual support as needed.

STLT/SSEILT will meet with CRT and student in the classroom environment to assess skills and determine where support may be needed.
CDAs will visit with student to provide individual support as needed.

STLT/SSEILT will meet with school team in 4-6 weeks (or sooner in some cases) to review progress and determine next steps

- **Some** students may be assigned a loaner device to finish building skills in anticipation of Tier 3 identification
- A **few** students may be moved to Tier 3 based on their skills, usage and learning needs