



York Catholic District School Board

SPECIAL EQUIPMENT AMOUNT CLAIM PROCESS

PREPARED BY: STUDENT SERVICES DEPARTMENT

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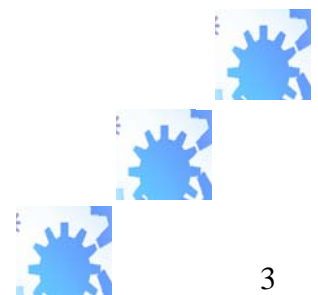
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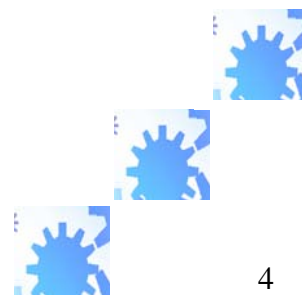
ACKNOWLEDGEMENT

I would like to acknowledge the following work group that developed the Special Equipment Amount Account Claim Handbook. Their input and collaboration were invaluable when coordinating the functions of the claim process and formulating policy direction.

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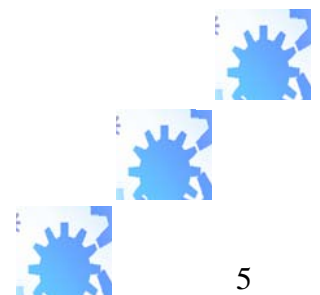
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INTRODUCTION

The Special Equipment Amount Claim Process was first introduced by the Ministry in 2001. It initially addressed the needs of a relatively small group of exceptional students within the York Catholic District School Board. Since that time, the amount of claims submitted and approved each year has dramatically increased. In order to sustain the volume of equipment being purchased by the Student Services Department, policies and procedures became necessary to coordinate the various functions and duties performed by central staff.

It is the intent of this handbook, to clearly outline and make transparent the infrastructure required to support the Special Equipment Amount claim processes. It attempts to coordinate and explain all the components and functions in the following areas: process for submitting claims, the roles and responsibilities of individuals submitting claims, meeting the claim requirements, processing the orders, inventorying and servicing the equipment, ensuring its maintenance, and maximizing its use by students in schools. Administrators and teachers are asked to reference the handbook when requiring specific information related to the claim process.



MINISTRY GUIDELINES (Special Equipment Amount Guidelines)

(*condensed from the Ministry Information)

Purpose of Special Equipment Amount Grant

The purpose of Special Equipment Amount funding is to provide funding to school boards to assist with the costs of equipment essential to support students with special needs to access the Ontario curriculum or a board determined program, to attend school including being transported to and from school, and where the need for specific equipment is recommended or determined by a qualified professional.

Board Responsibilities for Funded Special Equipment Amount

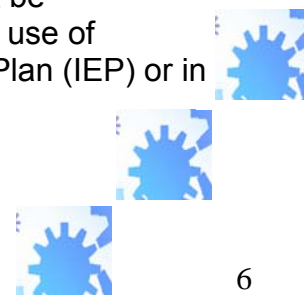
Special Equipment Amount purchased equipment should be considered as a set of physical assets, which boards' have a responsibility to protect, maintain, and manage as a public resource.

Boards' responsibility include ensuring that:

- equipment is functioning properly and is meeting students' needs;
- equipment is replaced as required, when students outgrow equipment or when equipment wears out through use;
- upgrades and refurbishment are considered before replacement is an option;
- equipment is reused by other students when no longer required by the student it was purchased for;
- efforts are made to share equipment among several students when appropriate and possible;
- policies are developed that provide board staff with direction on issues such as:
 - managing transfers between boards,
 - use of equipment in student's home, in co-op placements and in other program settings,
 - staff training on use of funded Special Equipment Amount,
 - inventory records,
 - documenting use of equipment in student's IEPs, where equipment is required to support the student;
- reasonable efforts are made to acquire a fair market value when disposing of used equipment.

Types of Students

Special Equipment Amount funding can be used to purchase equipment for any student with a special need, where the equipment is required to support the student's access to the Ontario curriculum and/or alternative program. Students need not be formally identified as an exceptional student, but their need for equipment must be recommended by a relevant qualified professional and evidence of the use of equipment must be documented in the student's Individual Education Plan (IEP) or in other program documentation.



Types of Equipment

Eligible expenses

Eligible expenses include all costs associated with purchasing and/or leasing equipment to meet students' special education needs, as well as the related costs for peripherals, service contracts and training that are required to make equipment operational.

The types of equipment that are eligible for Special Equipment Amount funding include any items that are recommended by a qualified professional. This allows for flexibility in purchasing to meet needs in innovative ways and to respond to new developments in technology and practice. As the purpose statement indicates, eligible equipment includes items required to meet students' personal care and safety needs, such as lifts or car seats for school-provided transportation. These items support students in order that they can get to school and have access to their program.

When leasing arrangements are made, the entire cost of the lease should be claimed in the first year – not as a pro-rated cost over the life of the lease. For example, a three-year lease at \$1000 per year would be claimed as \$3000 in the first year of the lease. Claims may not be made for computer hardware when all students in the class would ordinarily be provided with computers.

Deductible

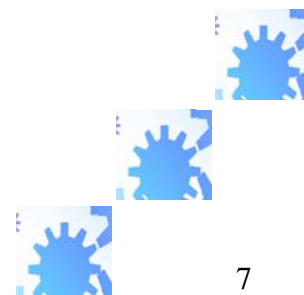
District school boards are responsible for the first \$800 in costs for any student per year. In processing a board's Special Equipment Amount claims, the ministry will deduct \$800 from the total amount of Special Equipment Amount funding claimed for a student in a school year. It is expected that boards will use other special education funding to cover the \$800 deducted from the Special Equipment Amount claim.

Portability / Transferring Equipment

Equipment purchased with Special Equipment Amount funding may be transferred with a student from school to school or from board to board. Boards must also transfer equipment to a section 23 program as well as receive equipment from a sections 23 program. Where feasible, equipment is expected to be transferred with a student. The ministry will not reimburse the student's sending board, since the equipment was purchased on behalf of the student, based on their needs. The receiving board will be responsible for any shipping or handling costs associated with the transfer of equipment.

Portability of Specialized Equipment

The following table provides a summary of the Ministry of Education's expectations of transfer situations where funded Special Equipment Amount is expected to move with the student it was purchased for.



To \ From	District School Board	District School Authority	Hospital School Authority
District School Board	Yes	Yes	Yes
District School Authority	Yes	Yes	Yes
Hospital School Authority	Yes	Yes	Yes
Section 20 Program	Yes	Yes	Yes
Provincial & Demonstration School	Loans may be arranged	Loans may be arranged	Loans may be arranged
Private School	No	No	No
Post Secondary Institutions, Employment Settings, Student's Home*	No	No	No
<ul style="list-style-type: none"> Board's policies on disposing of used equipment could allow it to be sold at a depreciated price. Boards should also have policies covering the loan of funded Special Equipment Amount for use in home instruction. 			

Claim Process

The claim cycle for Special Equipment Amount runs from May 1 of one year, to April 30 of the following year. This allows boards to purchase equipment prior to the start of a school year, when a student's needs are known.

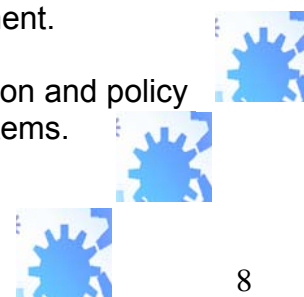
Each year, boards are required to complete and submit an electronic summary claim form that shows the required information for each claim. The ministry provides these forms to boards through designated contacts in each District Office.

Ministry District Office staff will review a sample of the claims in detail as part of the year-end audit process, during May and June. Ministry staff will review the files related to the sampled claims to ensure the appropriate documentation (as described below) for each has been maintained, and that the claimed expenses are eligible for funding.

Ministry staff will also be requesting that classroom visits be arranged for a small proportion of the claims during the school year. It is expected that during on-site visits:

- the equipment would be found with the student for whom the cost was claimed;
- the equipment would be found in good repair; and,
- the student and/or staff would be able to operate the equipment.

During the school year, district office staff is available to provide direction and policy interpretation whenever questions arise as to the eligibility of specific items.



Required Documentation

Each Special Equipment Amount claim must be documented by:

- a. an assessment or assessments on file from an appropriately qualified professional:
 - i. The appropriately qualified professional will vary depending upon the nature of the student's need and the purpose and function of the equipment. The assessment(s) must include a diagnosis of the condition the equipment is meant to address and a recommendation regarding the specific types of equipment the student requires to address their needs. In some cases, more than one type of professional will need to be consulted in order to provide a complete picture of the students' needs and recommended equipment.
- b. evidence of proof of purchase, such as a copy of any purchase orders and invoices; and,
- c. a current copy of the student's IEP signed by the principal or other documentation (e.g. safety plan, behaviour management plan) that provides evidence of the intended use of the equipment in the student's program. Note that students must have an IEP signed by the principal when equipment is required to support classroom instruction and educational assessment.

***This information is gathered from the Ministry Special Education Funding Guidelines: Intensive Support Amount (ISA) Level 1 dated Spring 2004.**

Qualified Professionals

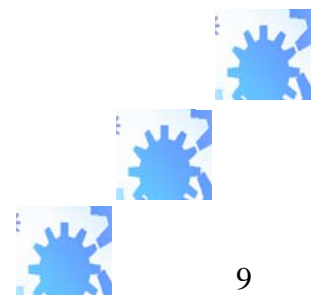
Boards are not required to obtain additional assessments for the purposes of Special Equipment Amount where existing assessments already documents students' needs.

Boards will need to develop their own operating policies to address issues such as accepting privately obtained assessments, and will need to build local capacity in order to have access to appropriate professionals.

The following provides a list of the type of professionals that the ministry expects would be conducting relevant assessments to determine a student's needs and identify appropriate equipment supports. By definition, professionals are assumed to be members of relevant colleges.

For the purposes of Special Equipment Amount claims, assessment could be conducted by a:

- psychologist or psychological associate
- physician
- social worker
- audiologist
- speech and language pathologist
- augmentative communication therapist
- optometrist
- occupational therapist
- physiotherapist
- orthopedagogue (Quebec registered)



INTERNAL PROCESS

Overview

Referral Process

The referral of students for a Special Equipment Amount is largely initiated by central staff in the areas of hearing, vision, physical management, and speech and language. Each discipline has its own criteria/rationale for making the referral. Outside assessments may be used to support claims, provided they are in accordance with board policy and practice. Because there is a fixed amount of claims that can be generated each fiscal year, the number of referrals processed per discipline are limited to the amount allocated.

Assembling the Claim

Mandatory items to be included to validate a claim are the following:

- A current copy of a student's IEP which demonstrates the need for equipment to access learning that can not be provided by the school
- An assessment on file from an appropriately qualified professional that is congruent with the YCDSB's policies and practices
- A copy of invoice or proof of cost of equipment to be purchased
- A purchase requisition to verify the purchase of the equipment

Additional costs to include in the claim are:

- Resource staff, teacher and student training of the equipment
- Installation costs for initial set up of equipment
- 3 year Warranty agreements
- Long term training agreements
- Costs for items that support the equipment (e.g. computer drops, knapsacks, memory keys, printing cartridges, textbook cutter etc.)
- 3 year protection plan for laptops
- Loss and damage protection
- Maintenance program for physical equipment (i.e. lifts, change tables)

Internal Audit

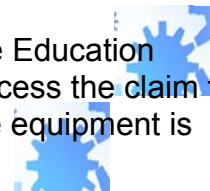
Once the claim has been enveloped and submitted to the Coordinator of the Special Equipment Amount claims, it is then audited to ensure all components comply with the ministry's guideline. Information is tagged and highlighted for ease of use and reference for future audit. The equipment requisition orders are approved by the Coordinator.

Financial Processing of Claim

The Special Equipment Amount Coordinator forwards the approved claim to the program secretary for processing and cataloguing the claim.

Distribution of Equipment

The equipment will not go directly to the school. It will first arrive to the Education Center, Student Services Department. The Program secretary will process the claim for proof of receipt, SASI inventorying, and assembly for the school. If the equipment is



technology based, then the Special Equipment Amount technicians oversee its distribution to the schools with the help of the IT department. Each discipline involved with initiating the claim will distribute the student equipment and oversee the training package.

Maintenance of the Equipment

The IT department has established a priority system for servicing the Special Equipment Amount computers. The primary responsibility for the equipment will be that of the Special Equipment Amount Hardware/Software technician. If the equipment is in need of refreshing after three years, the technician will alert the Special Equipment Amount Assistive Technology Technician to initiate the process for a subsequent claim.

Ministry Audit

The ministry will audit selected claims during the school year. The intent of the audit is to ensure the equipment is operational and in use by the student at school. In order for the claim to be validated, the resource staff member will be required to assist the Special Equipment Amount Coordinator with the audit process and site visits.

Cycle for Claim Submission

The cycle for Special Equipment Amount claims runs from May 1 of one year until April 30 of the following year. It is important to note that this does not coincide with the budget or school years. Any students being considered for a Special Equipment Amount claim, will be discussed with resource staff of the pertinent discipline/disciplines (ex. Vision Resource Teacher, if the needs are in regard to vision). This can be done at a case conference or other means.

Claims should be completed as early as possible in the school year, to ensure that the student receives the technological/health care or other materials in a timely manner.

Action	Timeline	Person Responsible
Identify student for possible claim	ongoing throughout the year	Resource staff personnel or appropriate qualified personnel
Obtain appropriate assessment	When available	School personnel or parent
Initiate claim	As early as possible in the school year	Supervisor of discipline
Monitor availability of funds	ongoing	Coordinator of Special Equipment Amount process pertinent panel
Complete and submit an electronic summary claim form that shows the required information for each claim.	<ul style="list-style-type: none"> • prior to April 30 • actual date determined yearly by the Ministry • last claim submitted by April 30 	Senior Secretary in collaboration with Coordinator of Special Equipment Amount process
On-site visits of a small proportion of the claims	<ul style="list-style-type: none"> • during the school year • actual date determined by Ministry Staff 	Ministry Staff and pertinent discipline representative

*Caution: No matter the expenditure, the Board is obliged to pay the first \$800 of any claim. It is important to consider the availability of funds when trying to determine when claimed equipment will be available to the student. It is a definite possibility that waiting lists will develop over time.

Outside Assessment Referrals

In some cases, parents may present the school with an assessment that recommends Special Equipment Amount. The YCDSB is under no obligation to process the referral. Upon receiving the assessment from the parent, the school staff will request an S7 and an SE3 signed by the parent to consult with the appropriate resource staff member. A review of the assessment will be conducted, and the appropriate next steps will be taken by the assigned resource staff member and the school. Points of consideration during the review process, are the following:

- Does the assessment meet the Special Equipment Amount criteria for an appropriate assessment conducted by a qualified professional?
- Can the recommendations made in the assessment be met through alternate accommodations with the school's/board's current resources?
- Are the recommendations appropriate for an educational setting?
- Do the recommendations address the needs of the students?
- Can the personalized equipment recommended be supported and sustained by the YCDSB?

Submitting Shared Claims

Some educational settings may have a high concentration of students with similar needs who may meet the criteria for a Special Equipment Amount claim. This is most likely to occur in a school or board that have an identified group requiring assistive devices. It can be very costly to the board to provide every student with individual equipment. Instead, a clustered claim can be submitted for a group of students. The claim is submitted to the ministry on behalf of one student even though there will be two or three other students named in the claim who will be accessing the equipment as well. The preparation for a shared claim is the same as it would be for an individual claim; assessment information and IEPs will be required for all the students named in the claim. If a student leaves the school board and transfers to another board, then the shared equipment remains with the YCDSB. If the student transfers to another school within the board, the shared equipment will remain at the school and an individual "refresher claim" can be submitted on behalf of the student after an appropriate period from the original submission date.

**Please Note: This process must be communicated to all parties involved.*

Portability of Equipment between Boards

To \ From	District School Board	District School Authority	Hospital School Authority
District School Board	Yes	Yes	Yes
District School Authority	Yes	Yes	Yes
Hospital School Authority	Yes	Yes	Yes
Section 23 Program	Yes	Yes	Yes
Provincial & Demonstration School	Loans may be arranged	Loans may be arranged	Loans may be arranged
Private School	No	No	No
Post Secondary Institutions, Employment Settings, Student's Home*	No	No	No

As the above table indicates, equipment purchased for a student is transferable between school boards and school authorities. With this in mind, it is important when a student, with significant needs, is entering the York Catholic District School Board that an inquiry is made about a Special Equipment Amount claim. This should be done at the visit to the location of the student's program or through the designated Special Equipment Amount contact within the Student Services Department. The Transition Portfolio Checklist has been amended to allow for this. (See Appendix)

Once it has been determined that the student entering the Board has a Special Equipment Amount claim, the Board's maintenance department must be contacted to arrange shipping. All shipping costs are borne by the Board. The discipline supervisor overseeing the transition of this student to the board should obtain a detailed, accurate listing of the equipment that will follow the student so that it can be entered into SASI.

If a student with a claim is leaving the Board to go to a different school board or school authority, it is the responsibility of the receiving board to arrange for the shipping of such equipment. All equipment provided to the student through a Special Equipment Amount claim, should be forwarded with the student. Prior to shipment, the Special Equipment Amount technician should be contacted by the school to clean the operating system of the computer.

Home-School Policy

The ministry requires that all equipment purchased through the Special Equipment Amount claim process remain the property of the school board.

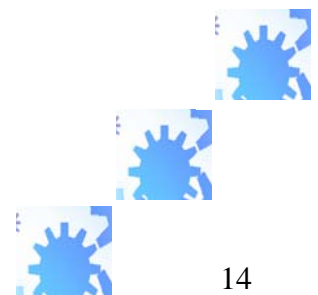
- Special Equipment Amount must remain at school and available for the student throughout the day.
- In order to accommodate the student's need to do homework assignments, the claim has included the cost of licensing the software for the student's home computer.
- In exceptional cases where the student is not able to complete his academic work at school or have access to a home computer, then the request to transport the equipment to and from home will be forwarded to the Superintendent of Student Services for review and direction. These situations should be nonexistent in the elementary panel and extremely rare in the secondary panel, given the ministry's home/school policy for board equipment.

Reassignment of Equipment/Training

The ministry has entrusted YCDSB with the care, maintenance and management of SEA Claim equipment. Should a student no longer require use of his/her SEA equipment, YCDSB is responsible for transferring this equipment / training to another student who will benefit from its use at school. The school will notify the assistive technologist if a student is not using his/her equipment over a period of time (3 months). The assistive technologist will communicate with the student's parents and the school to determine if the student no longer requires the use of the equipment. If this is the case, the assistive technologist, in consultation with the school and other board personnel, will reassign the equipment to another student at the school, or the next student on the SEA technology waitlist. The equipment reassignment will be tracked in YCDSB's database.

Return/Disposal of Equipment

Special Equipment Amount remains the property of the school board once the student graduates or leaves the province. Each school board is required to manage its equipment accordingly. Because the nature of the equipment is varied across the disciplines within the Student Service Department, each supervisor will have his/her own policy for managing the equipment. As a general rule, computer equipment that is in good working order will be assigned to other students on a trial basis or used as back up for other Special Equipment Amount claims. Outdated equipment can be retained at a school or disposed through purchasing.



TYPES OF CLAIMS, EQUIPMENT, CRITERIA FOR REFERRAL

Hearing

Inventory and Maintenance of Data

- 1 copy of invoice kept on file
- copies of student personal/classroom amplification information kept by:
 - i. Educational Audiologist
 - ii. Special Education Consultant (Hearing)
 - iii. TD/HH
- amplification information noted on student IEP

Referrals

Referral for claims generally completed by YCDSB's consulting Educational Audiologist and, only occasionally, by student's community Audiologist.

Assessment

- The required assessment data is a current audiogram completed by the student's community Audiologist documenting hearing loss.
- The Educational Audiologist determines which equipment will best respond to student's needs in the school setting. Shopping for quotes is not an issue because of the specialized nature of the equipment required.

Processing Claim

- Special Education Teacher (Hearing) submits PO Request to Special Equipment Amount Coordinator based on Educational Audiologist's recommendation.
- Equipment is verified upon arrival by Special Education Consultant (Hearing).
- Equipment set up and inservice by Hearing Department personnel.
- Equipment that requires yearly relocation involving drilling, etc. completed by .2 Hearing staff.

Vision

Assessment of Students

- Specialist Teacher of the Blind (someone who has part 3 qualifications) may assess and make recommendations with rationale for a Special Equipment Amount claim.
- A Vision Resource Teacher (VRT) (with part 1 or 2 or 3) can inform parents of agencies that can assess their child for high tech. equipment. The parents can then take their child for the assessment. The Vision Resource Teacher may attend the session if parents wish. (Not during vacations).
- Once the parent has received the assessment report, a copy can be provided to the Vision Resource Teacher.
- The Vision Resource Teacher will review the assessment report with the Special Programs Teacher, Vision, (SPT,V) to determine which equipment would be appropriate in the school setting. As well, additional items may be needed (warranties, furniture, etc.) that would not be part of the assessment report. All of this needs to be determined prior to ordering.

- VRT will work with parents to ensure compatibility of equipment between home and school.

Processing Claim

- VRT will request quotes from companies that sell the equipment. Sometimes, there may be only one company in Canada that sells the piece of equipment; therefore, there may not be 3 quotes available.
- VRT will take quotes and in conjunction with the SPT,V will determine which quote to use.
- VRT will make up P.O.s and sent to Special Equipment Amount co-ordinator for ordering.
- VRT will ensure that the IEP reflects the use of this equipment for the student in the classroom.

Equipment Arrives

- VRT will check with technician regarding installation of necessary software.
- VRT to get help from school custodian regarding assembly of furniture in the school.
- VRT to record all serial numbers and give to SRT, V, for entry into SASI.

Training

- Once installed and working, the VRT will call supplier to set up training time.
- VRT will be present for training sessions.
- VRT will then support student in using equipment appropriately and successfully in the school setting.
- One member of the Vision Resource Team will be assigned to assist/troubleshoot with other team members around equipment and software.

Students leaving YCDSB to go to W. Ross MacDonald School

- Special Equipment Amount may go to W. Ross, as long as it is anticipated that the student will be returning to YCDSB.
- A letter will be sent to the Principal outlining that W. Ross is responsible for shipping costs, and for any repair or replacement of the equipment during the time that the student is there.

Physical Therapist/Occupational Therapist

Equipment for Physical Needs

Referrals

- Student identified by school, area resource team, or outside agency.
- PM1 generated by school for consultation by Physical Management.
- Documentation and recommendations from outside agencies are reviewed.
- In evaluating the necessity for equipment, Physical Management assesses the physical needs of the student, the school environment (accessibility), and the operational needs of the school. Safety of staff and students is of primary concern. Evaluation also considers whether recommendations from outside agencies can be met by alternative accommodations within the school's/ Board's current resources.

- Physical Management investigates possible equipment options and evaluates whether the equipment meets the needs of the student and the school. For example, Physical Management evaluates whether equipment is pertinent to the educational setting, and not treatment.
- Liaison with outside agency, where required.
- To initiate claim, occupational / physical therapy is written to substantiate student needs for equipment in school.

Processing Claim

- Supporting documentation of medical diagnosis is obtained from physician, with parent consent.
- IEP where appropriate, quotes and purchase requisitions are gathered and collated by Physical Management.
- Claim is completed and given to Special Equipment Amount co-ordinator for review / approval.
- Equipment is ordered by secretarial support.
- Equipment is received and collated for each individual student. All equipment is logged onto SASI by Physical Management.
- Equipment is delivered to school.
- In-services are provided to the appropriate school personnel by Physical Management, as needed.

Writing Aids Claim

Referral

- Student identified by school, area resource team, or outside agency.
- Student must meet the criteria to be assessed as identified on the referral form. Please see attached documents.
- Referral form, parent consent form, and supplemental information from school are received and student is placed on waiting list for assessment.
- Writing aids assessment completed at CEC.
- Writing aids assessment report is written and shared with parents and school.
- If student qualifies for a Special Equipment Amount claim, follow-up forms are sent to parents and school.

Processing the claim

- Appropriate supporting documentation is gathered. Quotes and purchase requisitions are gathered and collated by Physical Management.
- Claim is completed and given to Special Equipment Amount Co-ordinator for review / approval.
- Equipment is ordered by secretarial support.
- Equipment is received and collated for each individual student. All equipment is logged onto SASI by Physical Management.
- Equipment is imaged by Tech. Services.
- Schools and Parents are sent Claim Approval Information Form.
- Physical Management packages equipment sent to schools.
- Schools complete confirmation of delivery forms upon receipt of equipment.

- Tech Services sets-up equipment in schools as requested by school principal.
- Physical Management liaises with outside agencies regarding training for students and teachers as recommended in the claim.

Rationale for using IBM

York Catholic District School Board uses IBM products. The YCDSB Technology Department has agreed to set up and maintain the computers funded through Special Equipment Amount grants *only* if IBM products are used. Representatives from the Technology Department visit schools weekly and are available to service students and teachers as requested. The Technology Department would not be available to service hardware manufactured by other companies, greatly reducing response time to student and teacher needs. The Special Equipment Amount claims must also be compatible with the school computer servers to access board and Ministry software available to all students. Finally, IBM products have three year extended warranties which in co-operation with support from the Technology Department provides exemplary hardware support

Speech and Language

Communication Devices

Examples include: Voice Output Devices
 Dynabyte, Palmtop, etc.
 Personal Computer with Writing Symbols, Boardmaker
 Intellikeys, Intellitalk, Intellipic studio

Referral Process

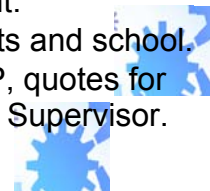
- School requests student be given a grant based on area team input and/or input from relevant consulting agency (i.e. Bloorview MacMillan – Writing Aids Clinic)

Criteria

- Student must demonstrate skill level that indicates s/he is able to use high tech equipment for purposeful objectives related to academic achievement.
- Whenever possible a trial period has been undertaken with loaned equipment and student must achieve set goals within trial period.

Procedure

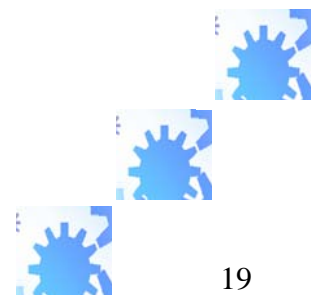
- Student identified by school, area resource team, or outside agency.
- SLP/Area Resource Team recognizes that potential for communication exceeds low tech usage.
- If it has not already taken place, the school SLP initiates assessment and consultation with BMWAC or other expertise regarding most appropriate equipment for individual and training for staff.
- Referral form, parent consent form, and supplemental information from school are received and student is placed on waiting list for assessment.
- Results of assessment and consultations are shared with parents and school.
- Appropriate supporting documentation is gathered. Student IEP, quotes for equipment and purchase requisitions are gathered by SLP/SCP Supervisor.



- Claim is completed and given to Special Equipment Amount co-ordinator for review/approval.
- Once equipment is received SLP arranges for alternative programming of equipment if this is necessary (i.e. writing aids clinic, BMC).
- SLP liaises with outside agencies regarding training for students and teachers as recommended in the claim.

Optional

SLP will clarify that communication device/equipment that was ordered is received. Orders will be recorded and sent to schools as per policy. Where equipment needs to be programmed by agency such as BMC, the SLP ensures that arrangements are made.



ROLES AND RESPONSIBILITIES

School Staff

Principal

- To facilitate the Special Equipment Amount claim process with the school staff, parent, and pertinent central resource staff
- To receive the equipment and ensure its safety within the school environment by providing a secure storage area, and pick up/drop off procedures
- To facilitate the training associated with the equipment for staff members and the student
- To facilitate the home installation of software between home and school when appropriate
- To notify the assistive technologist should the student not be using the equipment over an extended period of time (3 months)
- To honour the policies and procedures outlined in this handbook
- Lost hardware or software that is not covered by inservice must be replaced at the school's expense.

Staff Members

- To facilitate the consents, and IEP required for the claim
- To participate in the training when appropriate
- To actively support the use of the equipment by the student on a daily basis
- To notify the appropriate supervisor of the Special Equipment Amount when issues arise with the equipment

Role of Special Equipment Amount Coordinator

- To interpret ministry directives and create policies and procedures that would manage the flow of information from the initial referral stage of a claim, to its ministry approval outcome.
- To audit all claims to ensure they meet ministry standards for approval.
- To manage the Special Equipment Amount budget by forecasting the number of claims projected for the fiscal year, and maintaining the daily budget transactions for the claims.
- To liaise with vision teachers, hearing consultants, speech and language pathologists, occupational therapist regarding Special Equipment Amount guidelines and deadlines for submissions.
- To conduct periodic reviews of the Special Equipment Amount waiting list, timelines for service, and procedures
- To act as a resource for parents of students eligible for a Special Equipment Amount claim
- To coordinate the development of the Special Equipment Amount Handbook and its future updates
- To act as a resource to the Superintendent of Exceptional Learners and Safe Schools regarding its impact on special education and its requirements for future sustainability



- To work with the Superintendent of Exceptional Learners and Safe Schools to ensure that the Special Equipment Amount claim process is integral/ complimentary with other special education technology plans and processes

Assistive Technologist

Position Summary

This position requires the individual to provide Special Equipment Amount computer support for students with Special Equipment Amount claims. The Person will act as a liaise between the Student Service Department, Information Systems Department, School Administrators, school community, external agencies, and vendors. He/She will implement technology recommendations made in the assessment required for Special Equipment Amount computer claims. In addition, the position will be responsible to purchase, track, maintain inventory records for hardware, software, and inservice packages provided by vendors.

Major Responsibilities

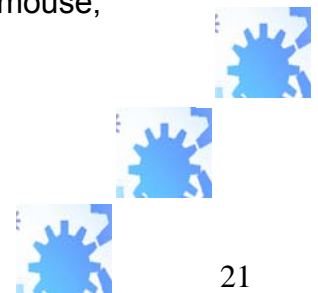
Claim

Assist with the coordination and preparation for Special Equipment Amount computer claims that are recommended through the writing assessment clinic. This would include the following:

- Send form to school requesting IEP that demonstrates the student's needs for the recommended technology
- Gather from parent(s) or school (with parent's permission) supporting documentation for any formal diagnosis necessary to support the claim
- Write a rationale to support recommendations i.e.: lap top vs. desk top computers
- Write supporting documentation to justify chosen quote
- Gather and prepare quotes for each piece of the software and hardware package recommended
- If required (Kurzweil, Dragon Naturally Speaking) prepare quote for EXTRA ongoing training for the student and school staff as the student's needs change
- Compile all purchase requisitions (one for each company) to match the quotes
- Compile all information gathered to be submitted to the coordinator of the Special Equipment Amount claims for review and release of quotes
- Perform other duties as assigned

Distribution

- Gather and sort according to student (hardware and software)
- Record serial numbers and document any other pieces of equipment that relate to specific claim i.e. copy stands, tables, plugs, carrying cases, cords, and smaller hardware parts which may not have serial numbers i.e. mouse, headphones



If desk top computer,

- Accessories such as, adjustable table, printer and computer are sent to the school
- Software given to school technician for installation
- Letter is to be sent to the school informing them of the delivery and the school's responsibilities for the equipment and the storage of the software

If lap top computer,

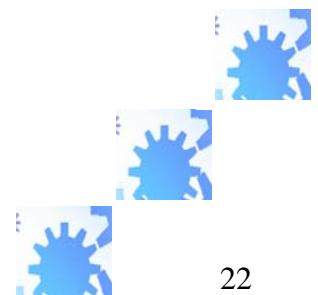
- Lap top and software are sent to the tech department for installation by the school technician
- The school technician delivers the computer to the school and teaches the appropriate personnel
- Technician leaves corresponding licensed individual programs at the school for safe storage
- Rest of the claim, backpack, printer, mouse, copy stand, etc. is packaged and sent to the respective school
- E-mail along with a letter is sent to the school principal

Inservice

- Provide annual instruction/support required to familiarize staff with hardware/software as the student progresses in school
- Provide ongoing inservice to students and teachers involved in the claim, in the use of the technology
- Provide support to home and school when necessary i.e. some programs can be installed on the home computer but the software MUST be stored at the school

Research, Inventory, Other

- Stay current with all updates to any programs presently used for assessment
- Monitor on an ongoing basis equipment changes within the commercial marketplace to ensure up-to-date equipment is compatible with the Board software and server
- Must be aware of any new programs and the value to the student
- Search out any new program and technology that may be available for student
- Must have a working knowledge of ALL programs as they relate to helping the student succeed
- Organize, track, and record inservice packages purchased through the claim and ensure its implementation and accountability
- Create, track, inventory a Kuzweill library of textbook materials for students requiring electronic copies of materials for access purposes only and the policies and procedures required



Communication

- Liaise with outside agencies i.e. Bloorview
- Liaise with the coordinator of special programs responsible for overseeing the implementation of the Board's Special Equipment Amount policy and procedures practices
- Work collaboratively with the Special Equipment Amount technician to ensure that the Special Equipment Amount policy and procedures practices related to the hardware and software are implemented

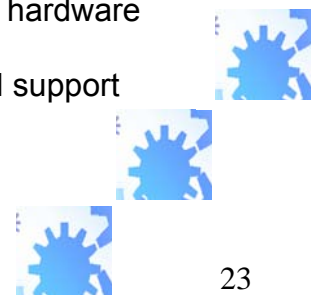
Special Equipment Amount Hardware/Software Technician

Position Summary

- This position will co-ordinate and support the hardware/software for the Special Equipment Amount computers. Work collaboratively with the Assistive Technology Student Service Department Special Equipment Amount Technician

Major Duties

- Develop, test, and administer all images pertaining to the development of images
- Administer the delivery of the hardware and software to the student
- Set up all systems, including all required hardware, software, and special devices
- Delivery of all hardware and software to the school, including all special requirements to the School Administration, the teaching community and the end-user
- Provide technical training support for training sessions delivered by the Assistive Technology Student Service Department Special Equipment Amount Technician
- Provide group training sessions
- Develop image standards, and policy and procedures
- Implement any special technical requirements for the student; stand alone, networking, etc.
- Liaise with Systems Support regarding recent computer model types etc. to ensure compatibility with Board's overall technical plan
- Responsible for preparing and maintaining computer hardware and software inventory records
- Liaise with the Board's users, vendors, suppliers and maintenance service contracts
- Develop necessary support and technical training material
- Evaluate technical issues in hardware and software for the purpose of compliance standards
- Provide ongoing cost analysis regarding all functions of the services and support area
- Liaise with the Student Service Dept to implement software and hardware standard
- Schedule hardware and software installation and set up for LAN support technicians
- Perform other duties as assigned



Secretary Overseeing Special Equipment Amount Budget & Submission to the Ministry

Upon receipt of approved claims from Special Equipment Amount co-ordinator

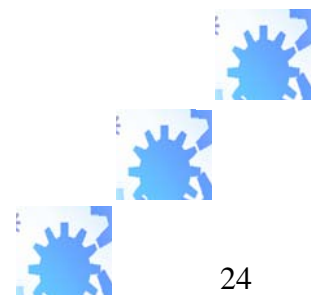
- 1) date stamp envelope (see revised envelope)
- 2) set-up Special Equipment Amount binder
- 3) process requisition
- 4) return requisitions to Special Equipment Amount co-ordinator for release
- 5) upon return of released requisitions:
 - a. record in checklist for tracking purposes (i.e. receipt of goods, backorders, etc.)
 - b. compile list of Vocalinks orders (or other vendors) that involve training and give to Assistive Technology Student Service Department Special Equipment Amount Technician who liaises with Vocalinks to arrange for training
 - c. record requisition/purchase order numbers on envelope
 - d. record in SASI
 - e. make 2 copies of requisition for filing in:
 - i. original envelope
 - ii. Special Equipment Amount binder
 - iii. budget

As equipment starts to arrive

- 1) check to ensure that all items are in
- 2) do goods received and indicate number on packing slip
- 3) mark box with student's name
- 4) record serial numbers and model numbers (under review)
- 5) check off item(s) received against student name in checklist
- 6) make copies of all packing slips and invoices for filing with requisitions in:
 - a. envelope
 - b. Special Equipment Amount binder
 - c. budget

Final process

- 1) request from Accounting all invoices for each claim
- 2) record invoice number and net amount of invoice on envelope
- 3) enter invoice numbers and net amounts in SASI
- 4) submit claims to Ministry on specified date
- 5) file copy of summary in Special Equipment Amount binder
- 6) file envelopes and Special Equipment Amount binder in SSMT room



Special Equipment Amount Ministry Contact

Currently this role is held by the Secretary to the Superintendent of Education (Student Services).

This role includes the following responsibilities:

- to work in conjunction with the Special Equipment Amount Coordinator re Ministry timelines and requirements as they pertain to funding
- to receive/distribute information received by Ministry re Special Equipment Amount claims, and review directions that pertain to Grant
- to keep updated as to Ministry requirements as they pertain to the budget portion of the Special Equipment Amount Grant
- to oversee the Special Equipment Amount Grant budget and provide direction or support (to secretary and/or to finance) re:
 - submission to Ministry
 - the tracking/monitoring/reconciliation of information as pertains to grants and financial audits

Information Systems (IS) Department

Systems Support Unit (SSU)

The IT Department will support Special Equipment Amount, Core and Special Equipment Amount systems on a variety of different levels.

Shipping, Receiving, Imaging

The Special Equipment Amount Hardware/Software Technician will support the Special Equipment Amount computers in a variety of roles. This will include assisting the Special Equipment Amount Technicians with the receipt of hardware and software, finalize the software requirements for each system, and complete the “Special Equipment Amount Setup and Distribution Form” that will be attached to each computer and will include instructions to the School Lan Technicians on any special requirements for the system. The form will include the school, student, hardware and software lists and all license keys. Once all purchasing system support unit’s requirements are met, the Special Equipment Amount Technicians will log a work order into the SSU’s tracking system. After the Special Equipment Amount Technician informs the IT Coordinator of a request for imaging, the IT Coordinator will arrange a schedule for the System Support Unit Team to build the image for the computer system, including all specific software requests.

All image upgrades by the SSU Team will be discussed by the IT Coordinator, the Special Equipment Amount Technician and, if necessary, the Special Equipment Amount Coordinator. The image will be tested by the Special Equipment Amount Technician and will finalize the image, prior to shipping the equipment.

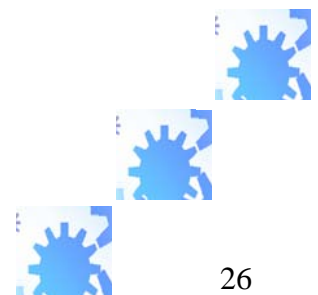
The Special Equipment Amount Technicians will arrange for shipping of the equipment to the appropriate student/school, along with the appropriate memo for the school staff. Shipping should be arranged through the Purchasing Department for special delivery to prevent any loss. An acknowledgement form noting all hardware and software is to be



signed by the School Principal and will be returned to the Special Equipment Amount Assistive Technology Technician.

Finance Department Responsibilities

- The Budget department will load budgets into Special Equipment Amount fund centre 8305 or 8316 in April/May for the following fiscal year purchases – based on Ministry approved claims.
- Will be carry forward as commitments into the next fiscal year.
- Each year-end, outstanding purchase orders with no goods receipts will carry forward as commitments into the next fiscal year.
- Payments to vendors will be processed in a timely manner after the Goods Receipt for a purchase and the vendor invoice have been received.

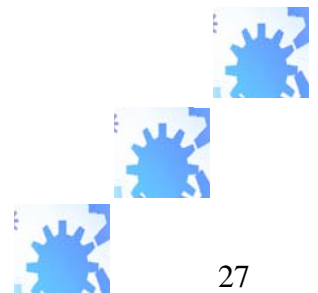


APPENDICES

A. Transition Portfolio

Physical Management

- B. Screening for Writing Aids Assessment Clinic
- C. Follow-up From Writing Aids Assessment
- D. Special Equipment Amount Approved Claim Information Sheet
- E. Special Equipment Amount Confirmation of Delivery
- F. Special Equipment Amount Computer Equipment Tracking Form
- G. Special Equipment Amount Transfer Confirmation
- H. Downloading and Storage Protocols for Special Equipment Amount
- I. Special Equipment Amount Parent Agreement
- J. Special Equipment Amount Computer Information
- K. School Responsibilities
- L. Student Equipment (SEA) Transferring into Board





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 Telephone (905) 713-2711, 476-2055, 830-6803, (416) 221-5050, 1-800-363-2711 - Fax (905) 713-1267

TRANSITION PORTFOLIO CHECKLIST

Student: _____ D.O.B.: _____ Grade: _____
 School: _____
 Date: _____

COMPONENT	INCLUDED	NOT REQUIRED
Student's Current IEP (SE6)		
Updated Academic Assessment (SE4)		
Student's most recent Report Card		
Student's most recent AEP (applicable for students Grade 7 and up)		
Student's most recently completed IPRC paperwork (SE7 or SE8); <i>Note: Strengths, needs and programming recommendations</i>		
High School Course selection and credit summary for appropriate secondary grade, if applicable, and/or available		
Pertinent medical reports/information		
Outside agency reports, if appropriate		
List of co-curricular activities and interests		
Special Equipment claim for:		To be shipped by: <input type="checkbox"/> Y.C.D.S.B. <input type="checkbox"/> receiving Board

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SCREENING FOR WRITING AIDS ASSESSMENT CLINIC

Student's Name: _____ Date: _____
 DOB: _____ School: _____
 Parent (Full Name): _____
 Parent Phone Numbers: (Home) _____
 (Work) _____
 (Cell) _____
 Form Completed By: _____

The purpose of the Writing Aids Clinic is to determine a student's eligibility for personalized computer and appropriate software through the Ministry's Special Equipment grant. The Writing Aids Assessment is completed by a member of the Physical Management Department at the CEC.

Please note, a referral to the Writing Aids Assessment Clinic does not guarantee the submission of a Special Equipment claim. Rather, it is the outcome of the Writing Aids Assessment that determines a student's eligibility to proceed with the claim.

The clinic is also responsible for reviewing recommendations for technology made by community agencies. Under the Special Equipment Ministry of Education mandate, YCDSB is not obligated to provide technology/equipment recommended by outside agencies. Students referred by outside agencies are also subject to screening as outlined below.

Completion of this screening form by the school's area Physical Management personnel will help to determine whether the student is an appropriate candidate for a Writing Aids Assessment.

Screening Criteria:

- Candidate must be a student in the late junior, intermediate or senior divisions.
- The student must demonstrate independent use of the school computer / software for school-based activities with independence (including letter recognition, location of keys, ability to open and close programs, ability to save, open, and organize files). Exceptions can be made for the student requiring physical support for set-up of equipment.
- The student must access the school computer at least 1 hour per day to complete assignments.



- Where computer equipment / software is available, the student must demonstrate functional use of the technology in school to be eligible for a Writing Aids Assessment. The student must also demonstrate significant need for equipment and software beyond what is available in the school.
- The student must be motivated to use the computer and be able to demonstrate some independent work when using the computer.
- The student must be able to generate text from his/her own thoughts not just from copying.
- The student must demonstrate fine motor and/or visual perception skills that are significantly delayed.
- The student must produce written work that is illegible and/or produced in a time that is below grade expectations.

Location of computer for student access: _____

Software used by the student: _____

Description of class work completed on the computer at school: _____

Upon receipt of this form by the Physical Management Department, you will be contacted regarding the next steps in the Writing Aids Assessment Process.

Please contact the Physical Management Department with any questions or concerns.

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Physical Management Department

FOLLOW-UP FROM WRITING AIDS ASSESSMENT (copy to school and parent)

The following student was seen for a Writing Aids Assessment at the Catholic Education Centre. This student was identified by a member of the school-based team (e.g. Special Education Consultant, Core Teacher, etc.) to have difficulty with fine motor skills / visual motor skills / visual perceptual skills and written output. He/she was assessed by a member of the Physical Management Team and was found to have significant difficulties in these areas and it is felt that he/she requires the use of a personal computer in the classroom. In order to complete the application for Special Equipment funding, a report completed by the Physical Management Team member will be submitted to the government for review. Other documentation from the school is also required to go along with this report. Please review the following list and provide copies of the available documentation to support this application. This information should be located in the student's OSR.

Student's Name: _____

School: _____

Documentation to be supplied by school:

- written documentation from a physician indicating the student's **diagnosis** (if applicable)
- an IEP for this student demonstrating the **need for a personal computer**
- any **outside agency reports** that indicate poor fine motor skills, if applicable (e.g. Psychology, Occupational Therapy, etc.), **with S7 signed by parent**
- Psychology report indicating **Learning Disability diagnosis, with S7 signed by parent**

Please make any necessary changes to this student's IEP and then send it along with the other documentation to _____ at the Catholic Education Centre. If you have any questions please contact this therapist at ext. _____.

PLEASE RETURN THIS DOCUMENTATION BY _____.



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Physical Management Department

SPECIAL EQUIPMENT APPROVED CLAIM INFORMATION SHEET (OSR copy)

The following student was seen for a Writing Aids Assessment at the student's school or at Holy Family Assistive Technology and Resource Centre.

Student's Name: _____

School: _____

As a result of the writing aids assessment, an application for Special Equipment funding for a computer and appropriate software was submitted to the Ontario Ministry of Education. The Ontario Ministry of Education has pre-approved this claim.

Please refer to the attached sheet for a complete list of computer equipment and software to be delivered to the school.

The school is advised that the storage of computer equipment and software is their responsibility. The use of the computer and software is intended only for the student to which it is licensed. Laptops are not to go home with students and should remain in the school. Students may use their memory keys to transfer data between their school and home computers. The student may borrow software to load it on to one home computer, but the software must be returned to and stored within the school. A letter is attached which asks parents to sign for software when it is borrowed, and to acknowledge the licensing agreement described above. It is recommended that parents complete this letter whenever they borrow software. It is recommended that laptops are locked up within the school nightly, and software should be stored in an envelope near the student's OSR. Also note that the computer and software travel with the student, should he or she transfer to a different school or school board. For technical maintenance of the computer and software, please contact Technology Services.

If assistance to set up the computer is required, please contact the Computer Help Desk at the Board office by calling 905-222-2727(Speed Dial: 599) or toll free at 1-888-767-4778. You will need to identify to the clerk that you are requesting set-up of an Special Equipment computer. This will help to insure priority set-up of the system within your school. At the same time you will also have to place the Special Equipment computer on the school's technology work order.

Please Note the Special Equipment claim includes on going training for the student and teacher on the use of the approved software, such as Kurzweil and Dragon, only. This training will be arranged between the student's school and the company providing the software, Vocalinks. Vocalinks will contact the school principal directly to arrange for in servicing after an S7 has been completed by the family indicating consent for Vocalinks and YCDSB to communicate information pertaining to the student. Where appropriate, the S7 will be generated at the completion of an Special Equipment claim by Physical Management. Additional support for the student and teacher will also be provided by YCDSB personnel.

Note: The above information may vary depending on software licensing.



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SPECIAL EQUIPMENT CONFIRMATION OF DELIVERY

Student's Name: _____

School: _____

The above student's laptop computer and software has been received at the above school.

Signed for By: _____

Date: _____

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SPECIAL EQUIPMENT COMPUTER EQUIPMENT TRACKING FORM

Student's Name: _____

School: _____

The Special Equipment Package should include the following equipment and software:

Item	Description	Qty	Rec. School
Mouse	Logitech Optical External Mouse	1	<input type="checkbox"/>
Copy Stand	Copy Stand	1	<input type="checkbox"/>
Back Pack	Targus Slam Backpack	1	<input type="checkbox"/>
Dana	Dana Wireless by Alphasmart	1	<input type="checkbox"/>
Key Board Tray	Key Board Tray	1	N/A
Desk	Height Adjustable Desk on Wheels with Power Bar	1	N/A
WordQ/SpeakQ	WordQ/SpeakQ Software Bundle	1	<input type="checkbox"/>
Printer	Lexmark E352n	1	<input type="checkbox"/>
Printer Cable	6 ft. Printer Cable	1	<input type="checkbox"/>
Printer Cartridge	Lexmark Toner Cartridge Black	2	<input type="checkbox"/>
Laptop	IBM Thinkpad	1	<input type="checkbox"/>
Desktop	IBM ThinkCentre	1	<input type="checkbox"/>
Monitor	NEC AccuSync 700M	1	<input type="checkbox"/>
Zoom Caps	High Contrast Lettering for Keyboard	1	<input type="checkbox"/>
Headset	Headset (stereo--no microphone)	1	<input type="checkbox"/>
Kurzweil	Kurzweil 3000	1	<input type="checkbox"/>
Kidspiration	Kidspiration	1	<input type="checkbox"/>
Inspiration	Inspiration	1	<input type="checkbox"/>
WordQ2	Quillsoft WordQ	1	<input type="checkbox"/>
Dragon	Naturally Speaking Professional	1	<input type="checkbox"/>
MS Office	MS Office License	1	<input type="checkbox"/>
Headset	Parrott Talkpro Xpress	1	<input type="checkbox"/>
USB Adapter	Buddy USB 5G	1	<input type="checkbox"/>
Memory Key	USB Flash Drive	1	<input type="checkbox"/>
Scanner	Canon Canoscan Flatbed Scanner	1	<input type="checkbox"/>
VocaLinks Training	8 Sessions Each 2.5 Hours	1	N/A
VocaLinks Training	6 Sessions Each 2.5 Hours	1	N/A





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SEA EQUIPMENT TRANSFER CONFIRMATION

Item	Description	Qty	P/UP Home School	Rec. New School
Mouse	Logitech Optical External Mouse	1	<input type="checkbox"/>	<input type="checkbox"/>
Copy Stand	Copy Stand	1	<input type="checkbox"/>	<input type="checkbox"/>
Back Pack	Targus Slam Backpack	1	<input type="checkbox"/>	<input type="checkbox"/>
Dana	Dana Wireless by Alphasmart	1	<input type="checkbox"/>	<input type="checkbox"/>
Key Board Tray	Key Board Tray	1	<input type="checkbox"/>	N/A
Desk	Height Adjustable Desk on Wheels with Power Bar	1	<input type="checkbox"/>	N/A
WordQ/SpeakQ	WordQ/SpeakQ Software Bundle	1	<input type="checkbox"/>	<input type="checkbox"/>
Printer	Lexmark E352n	1	<input type="checkbox"/>	<input type="checkbox"/>
Printer Cable	6 ft. Printer Cable	1	<input type="checkbox"/>	<input type="checkbox"/>
Printer Cartridge	Lexmark Toner Cartridge Black	2	<input type="checkbox"/>	<input type="checkbox"/>
Laptop	IBM Thinkpad	1	<input type="checkbox"/>	<input type="checkbox"/>
Desktop	IBM ThinkCentre	1	<input type="checkbox"/>	<input type="checkbox"/>
Monitor	NEC AccuSync 700M	1	<input type="checkbox"/>	<input type="checkbox"/>
Zoom Caps	High Contrast Lettering for Keyboard	1	<input type="checkbox"/>	<input type="checkbox"/>
Headset	Headset (stereo--no microphone)	1	<input type="checkbox"/>	<input type="checkbox"/>
Kurzweil	Kurzweil 3000	1	<input type="checkbox"/>	<input type="checkbox"/>
Kidspiration	Kidspiration	1	<input type="checkbox"/>	<input type="checkbox"/>
Inspiration	Inspiration	1	<input type="checkbox"/>	<input type="checkbox"/>
WordQ2	Quillsoft WordQ	1	<input type="checkbox"/>	<input type="checkbox"/>
Dragon	Naturally Speaking Professional	1	<input type="checkbox"/>	<input type="checkbox"/>
MS Office	MS Office License	1	<input type="checkbox"/>	<input type="checkbox"/>
Headset	Parrott Talkpro Xpress	1	<input type="checkbox"/>	<input type="checkbox"/>
USB Adapter	Buddy USB 5G	1	<input type="checkbox"/>	<input type="checkbox"/>
Memory Key	USB Flash Drive	1	<input type="checkbox"/>	<input type="checkbox"/>
Scanner	Canon Canoscan Flatbed Scanner	1	<input type="checkbox"/>	<input type="checkbox"/>
VocaLinks Training	8 Sessions Each 2.5 Hours	1	<input type="checkbox"/>	N/A
VocaLinks Training	6 Sessions Each 2.5 Hours	1	<input type="checkbox"/>	N/A

The above equipment and software has been received at the school below.

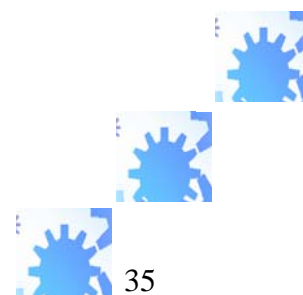
Student: _____

Home School: _____

New School: _____

Signed for by: _____

Date: _____





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DOWNLOADING AND STORAGE PROTOCOLS FOR SPECIAL EQUIPMENT AMOUNT

Dear Parent:

The following student was seen for a Writing Aids Assessment at the Catholic Education Centre.

Student's Name: _____

School: _____

As a result of the writing aids assessment, an application for Special Equipment funding for a computer and appropriate software was submitted to the Ontario Ministry of Education. The Ontario Ministry of Education has approved this claim.

As part of the claim package and the licensing agreement reached between YCDSB and the software providers for Inspiration, Kidspiration, and Kurzweil, parents are able to load software onto **one** home personal computer. Please note that Microsoft Word and Dragon Naturally Speaking is not eligible to be downloaded at home under the current licensing agreement. Additionally, to be compliant with the current licensing agreement, all software must be returned to the student's school and stored within the school once it has been downloaded at home. Should you experience difficulty with your system at home, you may choose to contact the school to arrange to borrow the software so it may be reloaded, and then returned back to the school.

If you wish to borrow the following software: _____

to load on to **one** home personal computer, please sign the statement below.

I, _____ agree to borrow _____

to load the software on one personal computer at home, return the software to the school, and store the software at school.

Signature: _____ Date: _____

Note: The above information may change subject to licensing agreements.

Personal information contained on this form is collected pursuant to the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*. Questions about the collection and the use of this personal information should be directed to the Freedom of Information Administrator, York Catholic District School Board, 320 Bloomington Rd. W., Aurora, Ontario, L4G 3G8 or (905) 713-2711, ext. 3848.

York Catholic District School Board
Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 3G8
Telephone (905) 713-2711, 476-2055, 830-6803, (416) 221-5050, 1-800-363-2711 - Fax (905) 713-1267

**SPECIAL EQUIPMENT CLAIM AGREEMENT:
Writing Aids Assessment**

Dear Parent:

During the _____ school year, your child participated in a Writing Aids Assessment at his/her school. A Writing Aids Assessment report is included with this documentation package. As a result of the Writing Aids Assessment, your child has qualified for the funding of specialized computer hardware and software for use in school. The expectation is that students will treat their equipment responsibly and use it to support academics. Your signature at the conclusion of this agreement will indicate that you understand and agree to the appropriate use of the technology.

The following are a series of frequently asked questions regarding this process and equipment:

When will my child receive his/her computer software and hardware?

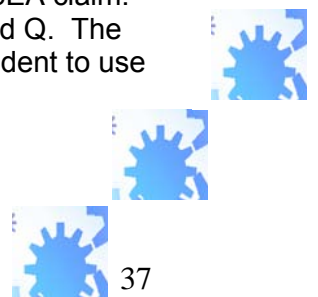
The above computer software and hardware will be delivered to the student's school by _____.

Is my child able to take his/her laptop computer home from school?

To minimize damages and the need for repair, the computer is authorized for use by the student at school, and may **not** be borrowed for use at home. Laptop computers are sensitive instruments that can be easily damaged when being transported to and from school. All students have been given memory keys, which they may use to easily transport work between their computers at school and home. Use of the memory key will enable the student to maintain a continuum between work completed at school and at home.

How can my child access specialized computer programs at home?

Computer software CDs are to be stored within the student's Ontario Student Record. It is the responsibility of each individual school to safely store the computer software. York Catholic District School Board has accessed software licensing which enables parents to borrow software from the school to load onto a computer for use by the student at home. Software must be signed for by parents at the school, and returned promptly after it is loaded. Parents will assume the cost of the software should it fail to be returned. Software available to borrow for loading onto a home computer includes any of the following programs, provided they have been recommended in the students SEA claim: Kurzweil 3000, Dragon Naturally Speaking Professional, Inspiration, and Word Q. The use of specialized computer software on a home computer will enable the student to use assistive technology to complete homework.



What happens if my child moves schools?

Students are entitled to the use of Special Equipment computer hardware and software within all schools funded by the Ontario Ministry of Education. Should the student change government-funded schools within the province of Ontario, all approved computer hardware and software will follow the student to his/her new school. Should the student move to a private school or outside the province of Ontario, the approved computer hardware and software remains the property of York Catholic District School Board.

What happens if my child is not using his/her SEA claim (computer and/or training) to support academics?

YCDSB reserves the right to reassign the entire SEA technology claim to another student, should your child not show interest in accessing this equipment or should he/she use the computer contrary to Board Policies and Code of Conduct (i.e. gaming, extracurricular internet use, hacking into administrative settings, rough physical treatment).

If your child's teachers find that he/she is not using his/her computer equipment to support academics, after repeated encouragement over a 3 month period then,

- 1) the school will contact _____, Assistive Technologist at the Board
- 2) the Assistive Technologist will follow up with you by phone to investigate the reasons why your child is not using the technology
- 3) based on information gathered from the school and the parent phone conversation, a decision may be made to assign the entire SEA Claim to another student who meets the criteria for obtaining a laptop for use at school.
- 4) the Assistive Technologist will send you a letter informing you of the reassignment

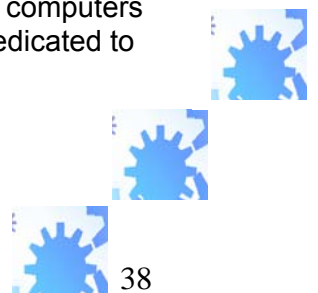
Should your child reconsider his/her need to use SEA claim equipment in the future, technology access options will be explored at that time.

What happens if my child's needs change?

Under the mandate of the Ontario Ministry of Education, should students' needs change, they are eligible for re-assessment of their technology needs.

How will my child learn how to operate his/her new computer hardware and software?

York Catholic District School Board appreciates that learning how to use new computers and software programs is a process. York Catholic District School Board is dedicated to building in success for your child.



The use of computer software and hardware may vary from classroom to classroom. York Catholic District School Board personnel will be available to support students and teachers with the implementation of the technology in the Special Equipment claim.

Due to the complexity of certain software programs such as Inspiration, Kurzweil, and Dragon Naturally Speaking, York Catholic District School Board has purchased specialized training packages from Vocalinks software distributor for students and teachers using those programs.

We look forward to working with your child to make his/her use of Special Equipment funded computer hardware and software a success in the classroom. Please contact Michele Nerino, OT Reg(ON), YCDSB Assistive Technologist at 905-907-0137x222 for further clarification, if required.

I understand and agree with the terms outlined in this document.

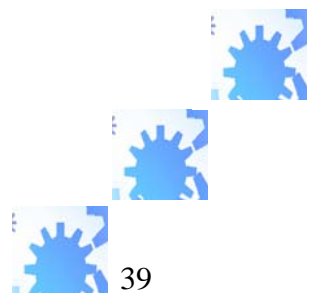
Parent/Guardian Signature: _____

Witness (18 years of age or older): _____

Date: _____

****Please sign both copies of the agreement above. Forward one copy to Michele Nerino in the enclosed envelope and retain the other copy for your records.**

Note: The above information may vary each year in regard to timelines and licensing.





York Catholic District School Board

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SPECIAL EQUIPMENT COMPUTER INFORMATION

Transfer of Schools within YCDSB or Ministry of Education School Boards within Ontario

Student's Name: _____

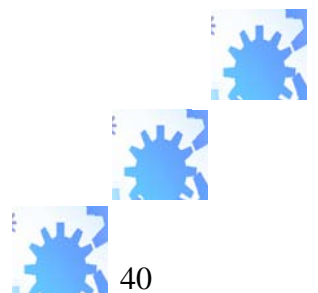
School: _____

The above student successfully completed a Writing Aids Assessment at York Catholic District School Board. As a result of the Writing Aids Assessment, the student received a Ministry of Education Special Equipment grant for computer hardware and software. Use of the computer and software reduces fine motor demands for the student and allows her to keep pace with written work in the classroom.

The following equipment is licensed to the student for use in school:

Care and maintenance of the computer and software is the responsibility of the school board that provides education to the student. The student is eligible to use the computer and software as long as she is registered in a school funded by the Ontario Ministry of Education. The school board providing education to the student may retain the equipment should the student transfer out of province or to a privately funded school.

For additional information, please contact Michele Nerino, Special Equipment Technologist, York Catholic District School Board.





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Physical Management
SCHOOL RESPONSIBILITIES
Special Equipment Computer and Software

Student: _____

School: _____

This student has received a computer and accompanying software for his/her personal use. This equipment was obtained through Special Equipment funding and is licensed for this student's use until the end of his/her high school career, provided the student remains in a publicly-funded Ontario school board. For assistance regarding the use of any of the software programs please contact your Physical Management Consultant. If any difficulties arise with the functioning of this equipment please complete a work order for the computer tech in your school, as he/she will service these computers.

For Laptop Computers:

- the computer is for school use only and should not be going home with the student
- the student should save his/her work on the memory key provided and take it home for homework completion
- when the computer is not in use throughout the school day and after school hours, it should be securely locked within the school setting (preferably in a laptop cart or secure office and never in the student's locker)

For Both Desktop and Laptop Computers:

- when the computer is not in use over extended holidays, it should be securely locked within the school setting

Software CD's should be stored in a safe place in the event that they must be reloaded onto the computer for any reason—we recommend the student's OSR

If the student moves to a new school the computer and accompanying equipment and licensed software moves with that student. It is the school's responsibility to ensure that it is transported safely to the new location

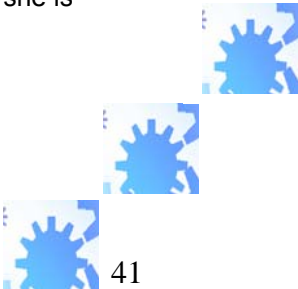
There is **no replacement funding** if the computer becomes **damaged or lost**

If the student does not use his/her SEA claim equipment or training sessions, although highly encouraged and supported at the school level over a 3-month period, please notify Michele Nerino, Assistive Technologist, at (905) 907-0137 x222. Michele will facilitate a plan in consultation with parents and school to ensure the technology is used to support academics by this student or another student who meets the specific eligibility criteria.

Please review the above responsibilities with the classroom teacher to ensure that he/she is aware of the responsibility of having this student's equipment in the classroom

Contact the Physical Management Department with any questions.

Sincerely,
YCDSB Physical Management Department



Student Equipment (SEA) Transferring into Board

When student registers / transfers into a YCDSB school, a signed S7 is required so that we can communicate with the sending Board.

- **SEA Claim**

Is there one?

- Check for a copy in OSR.
- Check and see what is portable (*Note: cluster claims are not always portable, and equipment attached to walls is not portable*).

- **Receiving Board:**

If YCDSB is the receiving board, it is responsible for picking up the equipment.

- When picking up equipment, check with the Controller of the Environment (extension 2476) to arrange for pick up.
- If equipment is coming from a local Board (Toronto, Peel, Durham, South Simcoe), our courier is available to transport the equipment.
- However, if equipment is coming from a Board further away, arrangements will have to be made through the Controller for an outside courier.

- **Procedure:**

Upon pick up, the sending board is to provide the courier with a detailed list of the equipment. The courier is to check/sign the equipment to the list. Upon delivery to the receiving school, the courier is to have the list signed by the receiving principal.

- **Who is Responsible:**

- For computers only, Assistive Technologist (Holy Family – (905) 907-0137 ext. 222).
- For Physio/OT equipment, Supervisor of Physical Management (ext. 1633) (*Note: if a computer is part of this package, still contact Physical Management Services*).
- For hearing equipment, Special Education Consultant: Hearing (Holy Family – (905) 907-0137 ext. 240).
- For vision equipment, Special Program Teacher: Vision (St. Monica - (905) 887-1560).
- For speech/language, Supervisor of Speech-Language (ext. 1619).

