

Education Funding

Special Education Funding Guidelines:

**Intensive Support Amount (ISA) Level 1  
and  
Special Incidence ISA**

2004–05

Revised: June 2004  
Ministry of Education

**This publication supersedes the 2001–02 Intensive Support Amount (ISA): Guidelines for School Boards with respect to ISA Level 1 and Special Incidence ISA. (also known as Special Incidence Portion or SIP)**

Une publication équivalente est disponible en français sous le titre suivant : *Le financement de l'éducation de l'enfance en difficulté : lignes directrices sur l'allocation d'aide spécialisée (AAS) de niveau 1 et l'AAS pour cas spéciaux*

ISBN: (Print) 0-7794-6416-8  
ISBN: (Internet) 0-7794-6417-6

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**ISA Level 1:**

**Funding for Equipment for  
Students with Special Needs**



# ISA Level 1: Funding for Equipment for Students with Special Needs

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## Purpose of ISA 1 Grant

*The purpose of ISA 1 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 ISA 1 Funded Equipment

ISA 1 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. It is assumed that boards will develop internal operating policies and procedures regarding the purchase, repair, use and disposal of equipment.

School boards are expected to make appropriate decisions about how best to meet the needs of students who require equipment to assist them. Informed decisions will support cost effective choices about acquiring appropriate equipment and ensuring it is meeting students' specific needs.

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 as 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 students' home, in co-op placements and in other program settings,
  - staff training on use of ISA 1 funded equipment,

- 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.

Boards will need to internally allocate an adequate amount of other funding to support the other costs associated with ensuring that all students who need equipment have access to appropriate equipment. These other costs include the \$800 per pupil deductible, the purchase of equipment that costs less than \$800 for students who require low cost items, on-going insurance costs, consumables such as toner and paper for printers, the cost of parts for upgrading or refurbishing equipment and staff costs for managing equipment purchasing, set-up, repairs, and training.

## **Eligibility**

### **Types of Boards/Organizations**

ISA 1 funding is available to:

- district school boards
- district school authorities
- children's hospital school authorities

### **Types of Students**

ISA 1 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 - Equipment***

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 ISA 1 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.

Examples of eligible expenses include:

- speech analysers
- FM systems
- amplification systems
- print enlargers for students with low vision
- computer hardware/software
- adjustable desks or computer tables
- braille writers
- symbol or letter voice translators
- insulated booths and study carrels
- communication aids, such as speech synthesizers
- positioning devices for sitting, standing, and lying
- personal care items
- lifts or harnesses for moving students
- warranties
- service contracts for technology
- training for students and staff on how to use ISA 1 funded computers, software or other equipment

For students with central auditory processing difficulties, it is recommended that boards undertake a six month trial with suitable equipment, such as a soundfield system, has occurred and has shown positive results for the student, prior to ministry approval of a claim for hearing related equipment.

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.

Where equipment will be shared by several students, such as a Braille or printer, a claim should be made in the name of one student only.

Equipment that is required for teachers or other staff to interact with students as they access their course of study or program is also eligible for ISA 1 funding. This would include items such as microphones, lifting devices, safety vests or other protective gear.

#### *Deductible*

District school boards are responsible for the first \$800 in costs for any student per year. In processing a board's ISA 1 claims, the ministry will deduct \$800 from the total amount of ISA Level 1 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 ISA Level 1 claim.

School authorities are not required to pay the first \$800 in equipment expenses, because they are funded on a different basis. They may claim the full cost of each equipment purchase as part of their financial reporting to ministry district offices.

#### *Eligible expenses - Technicians*

##### **New for 2004-05**

As of 2004-05, the salary and benefit costs of board-employed technicians and technologists who manage ISA 1 equipment installation, maintenance and staff training is also eligible. District school boards may apply for no more than one technician/technologist per 30,000 students (as per board's ADE), with smaller boards eligible for a minimum of 0.2 FTE. Eligible salaries would be consistent with other board IT technician positions. School authorities are not eligible to claim this expense, but may claim for external service contract costs related to equipment maintenance and repairs.

Boards may also claim expenses related to service contracts with external vendors. This may be claimed as part of an order for new equipment, or as a separate item that would cover a number of pieces of existing equipment, where the cost is greater than \$800.

#### *Deductible*

Boards will be responsible for the first 20 percent of the cost of special education equipment technicians or technologists (salary and benefits).

#### *Ineligible expenses*

The following expenses are not eligible for ISA 1 funding:

##### *a) Capital expenditures*

Building modifications, such as physical accessibility modifications or features that are built into new classrooms, such as sound systems or noise reducing surface

treatments (i.e. carpets, ceiling tiles) are not eligible. Elevators and stair climbers do not qualify as lifts and will not be approved for equipment claims, as they are not considered personal care aids or devices.

An exception to this policy is permitted for the installation of dividers to create privacy rooms and beams that are required to support lifting devices.

*b) Curriculum materials.*

Reading books on CD ROMs or on tape, subject specific software, Braille materials where already available, and the cost of transcribing textbooks into Braille are not eligible. These should be paid for out of a board's curriculum materials budget, as are other textbooks and audio-visual materials.

*c) GST*

Because ISA 1 provides reimbursement based on actual costs, the GST rebate the boards receive from the federal government is not an eligible expense, and must be deducted from claimed amounts. The ISA 1 claim form provides a column for reporting this amount.

## **Coordination with MOHLTC Assistive Devices Program**

Boards are encouraged to make use of the cost-sharing arrangements permitted through the Ministry of Health and Long-Term Care's (MOHLTC) Assistive Devices Program. ADP provides partial funding to individuals for some equipment required for daily living. Where the equipment is portable, it can be used at both home and school.

An ISA claim may not be made for the portion of the equipment cost eligible for funding assistance under ADP. The ADP program will not fund equipment required for only school purposes. For further information about the ADP please contact the MOHLTC - ADP through the blue pages of your local telephone directory.

Where a family has purchased a piece of equipment with ADP funding, and it is not portable between home and school, the board may submit a claim for the duplicate piece of equipment used at school.

## **Portability / Transferring Equipment**

Equipment purchased with ISA 1 funding may be transferred with a student from school to school or from board to board. Where feasible, equipment is expected to be transferred with a student. The student's sending board will not be reimbursed by the ministry, 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 ISA 1 funded equipment is expected to move with the student it was purchased for.

<b>To \ From</b>	<b>District School Board</b>	<b>District School Authority</b>	<b>Hospital School Authority</b>
<b>District School Board</b>	Yes	Yes	Yes
<b>District School Authority</b>	Yes	Yes	Yes
<b>Hospital School Authority</b>	Yes	Yes	Yes
<b>Section 20 Program</b>	Yes	Yes	Yes
<b>Provincial &amp; Demonstration School</b>	Loans may be arranged	Loans may be arranged	Loans may be arranged
<b>Private School</b>	No	No	No
<b>Post Secondary Institutions, Employment Settings, Student’s Home *</b>	No	No	No
* Boards’ 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 ISA 1 funded equipment for use in home instruction.			

### Claim Process

The claim cycle for ISA 1 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. For example, when students who were attending a provincial or demonstration school will be enrolling in a district school board for the coming school year, a transition strategy should address whether specialized equipment will be required.

This annual cycle also allows time for the processing of board claims by the ministry in time for inclusion of the final approved allocation amount in each board’s financial statements.

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.

### **New for 2004-05**

In previous years, the ministry has required that all claims over \$6000 must be pre-approved during the school year. This process will not continue, in order to reduce administrative efforts while still achieving the ministry's audit objectives through other means. 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 are available to provide direction and policy interpretation whenever questions arise as to the eligibility of specific items.

## **Required Documentation**

Each ISA Level 1 claim must be documented by:

- a) an assessment or assessments on file from an appropriately qualified professional:

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 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 when equipment is required to support classroom instruction and educational assessment.

## Qualified Professionals

Boards are not required to obtain additional assessments for the purposes of ISA 1 where existing assessments already document 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 ISA 1 claims, assessments could be conducted by a:

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

**New for 2004-05**

Alternatively, in some cases, a recommendation from a Provincial or Demonstration School or by specialist teachers working for a school board where their qualifications and expertise are recognized by the Provincial Schools Branch of EDU would be acceptable. This provision for recognizing specialist teachers is designed for only those few teachers whose credentials and experience would qualify them to teach at a Provincial School.



**Special Incidence ISA**

**also known as  
Special Incidence Portion (SIP)**



## **Special Incidence Portion (SIP)**

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Continuing in 2004–05, school boards may apply for funding through the Special Incidence Portion (SIP), for students who have extraordinarily high needs related to their disabilities for staff support to ensure the safety of themselves or others in the classroom.

Where approved, the ministry will grant up to a maximum of \$27,000 per student per year. The ministry's district offices manage the SIP application and approval process.

In the spring, boards may apply for the renewal of funding for the next school year, for students who received SIP funding in the previous school year.

During the fall, boards may apply for new funding for students where additional staff supports are provided beginning in the current school year.

For all SIP claims, the ministry assumes that the identified additional supports are already in place, to respond to the student's needs.

### **Eligibility Criteria for SIP**

#### **Safety**

School boards may apply for SIP funding on behalf of students who require more than two full-time staff for the safety of the applicant student or other students. Typically, this additional support will be provided by a teachers' or behavioural assistant.

The student may be enrolled in a self-contained, resource withdrawal or integrated setting.

#### **Staff Support**

SIP is intended to offset the additional staff costs for a student who needs more than two full-time staff providing intensive support according to the formula outlined in the staff support worksheets (**Appendix A**).

The following formula will be used to determine the amount of funding that will be provided for an eligible student, up to a maximum of an additional \$27,000 per student.

## Calculating Eligible Staff Support

Total staff support level FTE \_\_\_\_\_  
(determined through staff support worksheet formula at time of application)

( \_\_\_\_\_ total staff support FTE - 2.0 FTE ) x \$27,000 = \_\_\_\_\_ )

Funding for each approved SIP claims may not exceed \$27,000.

For example:

If the total staff support level FTE required to maintain the safety of the student or others in the classroom was 2.5, the formula would be applied as follows:

$(2.5 - 2.0) \times \$27,000 = \$13,500$  (amount of funding available through SIP)

Please note that the board is required to have more than the equivalent of two full-time (FTE) staff persons assigned to the student **prior to** submitting an application for additional funding for support staff.

## Documentation Required

A SIP claim form (**Appendix B**) must be filled out and submitted to the district office with each new and renewing claim, along with the following documentation to support the claim. The required documents must be updated for the current school year.

1. Individual Education Plan (IEP) with specific learning expectations identified for all appropriate subjects, courses and alternative programs.
2. A report card confirming that an IEP has been prepared for all appropriate subjects/courses.
3. Staff Support Worksheet (details provided below).
4. Timetables for the staff assigned to the student.
5. IPRC document of decision, where applicable.

6. Documents that describe or assess the student's current health and safety issues that have led the board to submit a SIP claim. Where relevant, a description of the safety risks the student may pose to other classmates or to self should be included. This could include:
  - a behaviour management plan that is implemented under the supervision of a psychologist or psychiatrist;
  - an intervention log;
  - assessments conducted for an IPRC or in the development of an IEP;
  - documentation that indicates interministerial involvement with the student (for example, children's treatment centre contact, other services purchased for the student that are funded by other ministries, transitional plans if the student is at the secondary school level.

## Process for SIP Claims

District office staff will schedule a review meeting within four weeks of board contact regarding a new SIP application.

### Renewals of SIP Claims

**June 15, 2004:**

Boards will submit SIP applications for students enrolled in the board in 2003–04, for support staff funding for the 2004–05 school year to the Ministry of Education district office for review.

**June & July 2004:**

District office staff will hold a meeting with board staff to review each SIP renewal application, following which SIP claims will be approved or rejected and the board notified of the decisions. Boards may request reconsideration of rejected applications where additional documentation becomes available.

**June 29, 2004:**

Boards include estimated additional funding, as per the approved SIP renewed applications, in their 2004–05 Estimates submission for education funding.\*

### Steps for New SIP Claims

**November 30, 2004:**

Boards will submit SIP applications for students newly identified as eligible for SIP funding for the 2004–05 school year.

Two copies of each SIP application should be forwarded to the local ministry district office by courier. District office staff will schedule a review meeting to consider the new SIP claims.

**December 2004 & January 2005:**

District office staff will hold a meeting with board staff to review each new SIP application, following which SIP claims will be approved or rejected and the board notified of the decisions. Boards may request reconsideration of rejected applications where additional documentation becomes available.

**December 15, 2004:**

Boards include estimated additional funding, as per the approved new SIP applications, in their 2004–05 Revised Estimates.\*\*

Boards are reminded that regardless of the outcome of their SIP applications, all special education students should receive the services and supports outlined in their IEPs.

## Staff Support Worksheets

As part of each SIP claim, boards are required to complete an accurate Staff Support Worksheet that details the level of support being offered to the student.

There is a Staff Support Worksheet for each of the following:

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\* Subject to confirmation of submission deadlines for Estimates for the 2004–05 education funding cycle.

\*\* Subject to confirmation of submission deadlines for Revised Estimates for the 2004–05 education funding cycle.

- students in integrated or integrated/resource withdrawal programs;
- students in self-contained settings;
- students who are deaf, blind, or deaf-blind in integrated/resource withdrawal; and,
- students who are deaf, blind, or deaf-blind in self-contained settings.

Timetables will prove useful to board staff in calculating support for the Staff Support Worksheet and to ministry staff reviewing the SIP claim.

### **Eligible Staff Support**

Time spent by teaching and behavioural assistants, child and youth workers, and other equivalent classroom assistants can be included on the worksheets, provided that these staff are spending regularly scheduled time with students. Staff counted in the Staff Support Worksheets must be spending at least ten percent of the student's instructional hours during a week with the student, on a regularly scheduled basis, for the entire school year.

If small group interaction is part of the student's plan, the time that the student spends with other students can be counted as part of the claimed level of support, as long as the assigned support person is in attendance.

Classroom teacher time can be counted as intensive support only where the teacher is a special education teacher in a self-contained classroom or providing resource withdrawal.

Teacher time in a regular classroom is not included in the calculation of intensive support in integrated settings. Because these teachers' salaries are funded through the Foundation Grant, they are considered to not be providing an incremental level of support. Special education funding, including SIP, is provided for only the incremental costs of serving students with special education needs.

The Staff Support Worksheets should not include time spent by professional supports. In most instances, professional supports are provided on a consulting basis over a limited number of sessions with the student, varying in frequency over the year. Only in exceptional circumstances, where the board can document that a student's program includes a significant level of regular interactions (exceeding a total of ten percent of instructional hours during a week) that continue over the school year, can these supports be included in the worksheets.



## **Appendix A: Staff Support Worksheets for Special Incidence Portion (SIP)**

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Staff Support Worksheet 1: Integrated or Integrated/Resource-Withdrawal Program Setting

Staff Support Worksheet 2: Self-Contained Program Setting

Staff Support Worksheet 3: Programs for Deaf, Blind or Deaf-Blind Students in Integrated or Integrated/Resource Withdrawal Settings

Staff Support Worksheet 4: Programs for Deaf, Blind or Deaf-Blind Students in Self-Contained Settings



**Staff Support Worksheet for 2004–05**

**Staff Support Worksheet 1 -  
Integrated or Integrated/Resource-Withdrawal  
Program Setting**

**Student Information**

		School Mident Number:	<input style="width: 90%;" type="text"/>
Last Name: <input style="width: 80%;" type="text"/>	First Name: <input style="width: 80%;" type="text"/>	Panel: Elementary	<input style="width: 40%;" type="text"/>
		Secondary	<input style="width: 40%;" type="text"/>
Date of Birth: <input style="width: 40%;" type="text"/>	FTE <input style="width: 40%;" type="text"/>	Sex: Male	<input style="width: 40%;" type="text"/>
Day    Month    Year	(0.5 for JK and K) (1 for other grades)	Female	<input style="width: 40%;" type="text"/>

**ISA Claim Status (for information purposes only, not required)**

Is this student ISA 2 or 3 eligible?	Yes	<input style="width: 40%;" type="text"/>	No	<input style="width: 40%;" type="text"/>
If yes, ISA # (assigned by the ministry)	<input style="width: 90%;" type="text"/>			
For which profile was a claim submitted?	Profile #	<input style="width: 90%;" type="text"/>		
Which ISA level did the student match?	ISA 2	<input style="width: 40%;" type="text"/>	ISA 3	<input style="width: 40%;" type="text"/>

**Integrated or Integrated/Resource-Withdrawal Program Setting**

The following information is to be completed based on the program currently provided to this student at the time of application. Treat JK/Kindergarten claims as full-time students for calculation purposes.

<input style="width: 95%;" type="text"/>		(2 Decimals)
	Line 1	<input style="width: 90%;" type="text"/>
If additional resources are provided to this student in a resource-withdrawal program:		
<input style="width: 95%;" type="text"/>	Line 2	<input style="width: 90%;" type="text"/>
<input style="width: 95%;" type="text"/>	Line 3	<input style="width: 90%;" type="text"/>
<input style="width: 95%;" type="text"/>	Line 4	<input style="width: 90%;" type="text"/>
<input style="width: 95%;" type="text"/>	Line 5 TOTAL	<input style="width: 90%;" type="text"/>

\* In integrated classes where the TA supports more than one special needs student, pro-rate the share of TA's support for each student (for example, if a TA supports two students equally the FTE for the student claimed on this form would be 0.5). Time spent by both teacher and behavioural assistants, child and youth workers, and other equivalent classroom assistants can be included on the worksheet, provided that those staff are spending regularly scheduled time with students.

\*\*Note: resource withdrawal time can be counted as intensive support only where the teacher is a special education teacher.

**Certification**

I certify that the information contained in this document is a true reflection of the program provided to the student at the time of application.

Name of board official completing this form	Date	Signature of board official

**Staff Support Worksheet for 2004-05**

**Staff Support Worksheet 2 -  
Self-Contained Program Setting**

**Student Information**

Last Name: _____  Date of Birth: _____ Day    Month    Year	First Name: _____  FTE: <input style="width: 30px;" type="text"/> (0.5 for JK and K) (1 for other grades)	School Mident Number: <input style="width: 100px;" type="text"/>  Panel: Elementary <input style="width: 60px;" type="text"/> Secondary <input style="width: 60px;" type="text"/>  Sex: Male <input style="width: 60px;" type="text"/> Female <input style="width: 60px;" type="text"/>
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**ISA Claim Status (for information purposes only, not required)**

Is this student ISA 2 or 3 eligible?	Yes	<input style="width: 60px;" type="text"/>	No	<input style="width: 60px;" type="text"/>
If yes, ISA # (assigned by the ministry)	<input style="width: 100%; height: 20px;" type="text"/>			
For which profile was a claim submitted?	Profile #	<input style="width: 100%; height: 20px;" type="text"/>		
Which ISA level did the student match?	ISA 2	<input style="width: 60px;" type="text"/>	ISA 3	<input style="width: 60px;" type="text"/>

**Self-Contained Program Setting**

*The following information is to be completed based on the program currently provided to this student at the time of application. Treat JK/Kindergarten claims as full-time students for calculation purposes.*

Enter number of students in the self-contained class on Line 1		<i>(2 Decimals)</i>
<b>Line 1</b>		
Enter FTE of teacher in the self-contained class on Line 2*	<b>Line 2</b>	
Enter (Line 2/Line 1) X 2.5 on Line 3	<b>Line 3</b>	<i>(2 Decimals)</i>
Enter FTE of TA(s) in the self-contained class on Line 4**	<b>Line 4</b>	
Enter (Line 4/Line 1) on Line 5	<b>Line 5</b>	
Enter (Line 3 + Line 5) on Line 6	<b>Line 6</b>	
Enter Line 6 - 0.1 (Line 7) on Line 8***	<b>Line 7</b>	-0.1
	<b>Line 8 TOTAL</b>	

\* "FTE in the class" means the share of a teacher in that class (not pro-rated to the student claimed). For example, if there is 1 teacher to the class, the FTE in Line 2 would be 1.0. Special note should be made that classroom teacher time can be counted as intensive support only where the teacher is a special education teacher.

\*\* Time spent by both teaching and behavioural assistants, child and youth workers and other equivalent classroom assistants can be included on the worksheet, provided that those staff are spending regularly scheduled time with students.

"FTE in the class" means the share of TA's time in that class (not pro-rated to the student claimed). For example, if there are 2 TA's assigned full-time to the class, the TA FTE in line 4 would be 2.0.

\*\*\*The -0.1 corresponds to the share of the Foundation Grant that supports the teacher in the self-contained setting.

**Certification**

I certify that the information contained in this document is a true reflection of the program provided to the student at the time of application.

\_\_\_\_\_  
Name of board official completing this form

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of board official

**Staff Support Worksheet for 2004-05**

**Staff Support Worksheet 3 -  
Programs for Deaf, Blind or Deaf-Blind Students in  
Integrated or Resource Withdrawal Settings**

**Student Information**

Last Name: _____		First Name: _____		School Mident Number	<input type="text"/>
Date of Birth: _____		FTE	<input type="text"/>	Panel	Elementary <input type="text"/>
Day	Month	Year	(0.5 for JK and K) (1 for other grades)	Secondary	<input type="text"/>
				Sex	Male <input type="text"/>
				Female	<input type="text"/>

**ISA Claim Status (for information purposes only, not required)**

Is this student ISA 2 or 3 eligible?	Yes	<input type="text"/>	No	<input type="text"/>
If yes, ISA # (assigned by the ministry)	<input type="text"/>			
For which profile was a claim submitted?	Profile #	<input type="text"/>		
Which ISA level did the student match?	ISA 2	<input type="text"/>	ISA 3	<input type="text"/>

**Programs for Deaf, Blind or Deaf-Blind Students in Integrated or Resource Withdrawal Settings**

*The following information is to be completed based on the program currently provided to this student at the time of application. Treat JK/Kindergarten claims as full-time students for calculation purposes.*

Enter percentage of time the specialist teacher of the deaf, blind or deaf-blind spends with this student on Line 1	Line 1	<input type="text"/>
Enter (Line 1 X 2.5) on Line 2	Line 2	<input type="text"/>
		(2 Decimals)
Enter FTE (2 Decimals) of TA dedicated to this student* on Line 3	Line 3	<input type="text"/>
		(2 Decimals)
Enter FTE (2 Decimals) of interpreter or other professional supports provided to this student as per PPM 76C* on Line 4	Line 4	<input type="text"/>
Enter (Line 4 X 1.5) on Line 5	Line 5	<input type="text"/>
Enter (Line 2 + Line 3 + Line 5) on Line 6	Line 6 TOTAL	<input type="text"/>

\* Line 3 includes TA's as well as child and youth workers and other equivalent classroom assistants. If a transcriber spends more than 10 percent of regularly scheduled time supporting this student, the time may be included in Line 3. Report other professional support on Line 4.

**Certification**

I certify that the information contained in this document is a true reflection of the program provided to the student at the time of application.

\_\_\_\_\_  
Name of board official completing this form

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of board official

**Student Information**

Last Name: _____		First Name: _____		School Mident Number:	<input type="text"/>
Date of Birth: _____		FTE <input type="text"/>	Sex	Elementary	<input type="text"/>
Day	Month	Year	(0.5 for JK and K) (1 for other grades)	Secondary	<input type="text"/>
			Male	<input type="text"/>	
			Female	<input type="text"/>	

**ISA Claim Status (for information purposes only, not required)**

Is this student ISA 2 or 3 eligible?	Yes	<input type="text"/>	No	<input type="text"/>
If yes, ISA # (assigned by the ministry)		<input type="text"/>		
For which profile was a claim submitted?	Profile #	<input type="text"/>		
Which ISA level did the student match?	ISA 2	<input type="text"/>	ISA 3	<input type="text"/>

**Programs for Deaf, Blind or Deaf-Blind Students in Self-Contained Settings**

*The following information is to be completed based on the program currently provided to this student at the time of application. Treat JK/Kindergarten claims as full-time students for calculation purposes.*

Enter number of students in the self-contained class on Line 1	Line 1	<input type="text"/>	
		(2 Decimals)	
Enter FTE ( 2 Decimal) of specialist teacher of the deaf, blind or deaf-blind in the self-contained on Line 2	Line 2	<input type="text"/>	
Enter (Line 2 /Line 1) X 2.5 on Line 3		Line 3	<input type="text"/>
		(2 Decimals)	
Enter FTE ( 2 Decimal) of TA's in the self-contained class on Line 4*	Line 4	<input type="text"/>	
Enter (Line 4/Line 1) on Line 5		Line 5	<input type="text"/>
		(2 Decimals)	
Enter FTE (2 Decimal) of interpreter or other professional supports provided to this student as per PPM76C on Line 6**	Line 6	<input type="text"/>	
Enter (Line 6 X 1.5) on Line 7		Line 7	<input type="text"/>
Enter (Line 3 + Line 5 + Line 7) on Line 8		Line 8	<input type="text"/>
		Line 9	-0.1
Enter Line 8 - 0.1 (Line 9) on Line 10***		Line 10 TOTAL	<input type="text"/>

\*Line 4 includes TA's as well as child and youth workers and other equivalent classroom assistants. If a transcriber spends more than 10 percent of regularly scheduled time supporting this class, the time may be included in Line 4.

\*\*Report other professional supports on Line 6.

\*\*\*The -0.1 corresponds to the Foundation Grant that supports the teacher in the self-contained setting.

**Certification**

I certify that the information contained in this document is a true reflection of the program provided to the student at the time of application.

\_\_\_\_\_  
Name of board official completing this form

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of board official

# Appendix B: Special Incidence Portion (SIP) Application Form 2004-05

Board Name:		Board Contact Name:				
Board Number:		Board Telephone Number:				
New Claim <input type="checkbox"/> Renewal <input type="checkbox"/>		Fax Number:				
School Number	Panel	Student Name		M/F	Date of Birth dd/mm/yy	OEN
		Last	First			
Type of Placement		IPRC  Yes <input type="checkbox"/> No <input type="checkbox"/>		Staff Support Weight (calculated at time of application)	Exceptionality	
<b>PROJECTED SIP STAFF SUPPORT WEIGHT CALCULATION</b>						
Total staff support level on Staff Support Worksheet = _____						
( _____ staff support level - 2.0 ) x \$27,000 = _____						
<b>OTHER SUPPORTS IN PLACE FOR THE STUDENT</b>						
Equipment (List)						
Board Professionals/Paraprofessional providing support						
Medical Supports						
Transportation Arrangements						
Services Provided by Other Ministries						
Building/Classroom Accommodation(s)						
Name of board official completing form		Date		Signature of board official		



## **Appendix C: Ministry District Offices**

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### **Barrie District Office**

District Manager  
20 Rose Street, 2nd Floor  
Barrie ON L4M 2T2  
Tel: (705) 725-7627  
1-800-471-0713

### **London District Office**

District Manager  
Suite 207  
217 York Street  
London ON N6A 5P9  
Tel: (519) 667-1440  
1-800-265-4221

### **North Bay/Sudbury District Office**

District Manager  
*North Bay Site*  
Suite 211  
447 McKeown Avenue  
North Bay ON P1B 9S9  
*Sudbury Site*  
Suite 203  
199 Larch Street  
Sudbury ON P3E 5P9  
Tel: (705) 474-7210  
1-800-461-9570

### **Ottawa District Office**

District Manager  
Suite 504  
1580 Merivale Road  
Nepean ON K2G 4B5  
Tel: (613) 225-9210  
1-800-267-1067

### **Thunder Bay District Office**

District Manager  
Suite 336  
435 James Street South  
Thunder Bay ON P7E 6S9  
Tel: (807) 475-1571  
1-800-465-5020

### **Toronto and Area District Office**

District Manager  
880 Bay Street, 2nd Floor  
Toronto ON M7A 1N3  
Tel: (416) 325-6874  
1-800-268-5755



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