**Special Education funding information for SEAC members from**

**Technical Paper 2016-17 and SEPPB Memo to Directors March 24, 2016**

**Excerpt from** [**Technical Paper 2016-17**](http://www.edu.gov.on.ca/eng/funding/1617/2016_technical_paper_en.pdf)

**Special Education Grant**

The Special Education Grant provides additional funding for students who need special education programs, services, and/or equipment.

The Special Education Grant is made up of six allocations:

* Special Education Per Pupil Amount (SEPPA) Allocation – $1.43 billion,
* Differentiated Special Education Needs Amount (DSENA) Allocation (formerly High Needs Amount) – $1.05 billion,
* Special Equipment Amount (SEA) Allocation – $96.9 million,
* Special Incidence Portion (SIP) Allocation – $82.3 million,
* Facilities Amount (FA) Allocation – $96.1 million, and
* Behaviour Expertise Amount (BEA) Allocation – $11.7 million.

The Special Education Grant may only be used for special education. Any unspent funding must be treated as deferred revenue for special education.

The Special Education Grant is projected to be approximately $2.76 billion in 2016–17.

**Allocation Name Change New for 2016–17: Differentiated Special Education Needs Amount (DSENA) Allocation**

Beginning in 2016–17, the High Needs Amount allocation will be renamed the Differentiated Special Education Needs Amount (DSENA), to better align its name with its purpose. This allocation addresses the variation among boards with respect to students with special education needs and boards’ ability to respond to those needs.

In 2016–17, the Ministry will continue to implement the new model for allocating the DSENA allocation. To support school boards during this transition and to mitigate projected enrolment declines, the Ministry will hold the provincial DSENA total at $1.05 billion during this four year transition. In addition, to mitigate the redistributive impacts on school boards of the new model, this transition is being phased in over a four year period.

**Special Education Per-Pupil Amount (SEPPA) Allocation**

The Special Education Per-Pupil Amount (SEPPA) Allocation recognizes the cost of providing additional assistance to the majority of students with special education needs. SEPPA is allocated to boards on the basis of total enrolment.

The amounts for 2016–17 are:

* $949.87 per JK to Grade 3 student,
* $729.62 per Grade 4 to 8 student, and
* $481.87 per Grade 9 to 12 student.

The SEPPA Allocation is projected to be approximately $1.43 billion in 2016–17.

**Differentiated Special Education Needs Amount (DSENA) Allocation (Formerly the High Needs Amount)**

The DSENA Allocation addresses the variation among boards with respect to students with special education needs and boards' abilities to respond to those needs.

In 2016–17, the DSENA Allocation is made up of:

* the historical enrolment based HNA per-pupil amount, funded at 25 percent of the historical HNA per-pupil amounts – $246.8 million,
* the Measures of Variability (MOV) Amount – $192.7 million, and
* the Special Education Statistical Prediction Model (SESPM) amount – $578.1 million, and
* the Base Amount for Collaboration and Integration amount – $32.4 million.

More information regarding the four-year transition to the new model and details regarding the allocation methodologies will be provided to school boards in a memorandum from the Director, Special Education Policy and Programs Branch.

The DSENA Allocation is projected to be $1.05 billion for 2016–17.

In 2014–15, after extensive consultations with stakeholder representatives, including the Special Education Funding Working Group, the Ministry began the four year implementation of a new funding model for this allocation. This change will provide greater fairness and equity.

In 2016–17, the legacy HNA per-pupil amounts will continue to be eliminated, and will be funded at 25 percent, while the proportion of funding that is allocated through both the MOV and the SESPM will increase. Also, the Base Amount for Collaboration and Integration will be maintained at $450,000 per board.

To provide stability to school boards and to mitigate projected enrolment declines, the Ministry will hold the provincial DSENA total at $1.05 billion during this four year transition.

**\*See excerpts from Memorandum from the Director, Special Education Policy and Programs Branch, March 24, 2016 at the end of this document for more details on DSENA.**

**Special Equipment Amount (SEA) Allocation**

The 2016–17 SEA Allocation is made up of two components:

* SEA Per-Pupil Amount, including a $10,000 base amount for each board, and
* SEA Claims-Based Amount.

The SEA Allocation\* is projected to be $96.9 million in 2016–17.

 **SEA Per-Pupil Amount**

The SEA Per-Pupil Amount is calculated using the following formula: Base Amount $10,000 + ($36.101 × ADE) -

In 2016–17, each school board will receive a projected SEA Per-Pupil Amount component, which includes a base amount of $10,000 for each school board plus an amount based on the board’s ADE. The SEA Per-Pupil Amount is allocated for the purchase of all computers, software, computing-related devices, and required supporting furniture, as identified for use by students with special education needs in accordance with the SEA funding guidelines.

In addition, the SEA Per-Pupil Amount helps school boards in providing training for staff and students (where applicable), equipment setup, maintenance, and repair as determined by the board for all SEA equipment, including SEA equipment funded through the SEA claims-based process. Technicians and training costs are no longer submitted through the SEA claims process.

**SEA Claims-Based Amount**

The SEA Claims-Based Amount provides funding to school boards for the purchases of other non-computer based equipment to be utilized by students with special education needs, including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment, and physical assists support equipment, through a claims-based process with an $800 deductible. Eligibility requirements for SEA are outlined in the *Special Education Funding Guidelines: Special Equipment Amount (SEA), 2016–17, Spring 2016\**.

**SEA Allocation and Financial Reporting by Boards**

Boards will develop an internal process that allocates the SEA Per-Pupil Amount, the SEA Claims-Based Amount, and the board internal contribution to support student needs, in an equitable and timely fashion.

Similar to previous years, the SEA Per-Pupil Amount will be reported separately from all other special education expenditures. Unused SEA Per-Pupil Amount funding (including the $10,000 base) must be treated as SEA Per-Pupil Amount deferred revenue to support future purchases of computers, software, and computer-related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment.

Portability requirements for equipment purchased with the SEA funding would be outlined in the *Grants for Student Needs – Legislative Grants for the 20162017 School Board Fiscal Year* regulation and described in the *Special Education Funding Guidelines: Special Equipment Amount (SEA), 2016–17, Spring 2016\**.

**Special Incidence Portion (SIP) Allocation**

The SIP Allocation supports pupils who require more than two fulltime staff to address the health and safety needs of both the students who have extraordinarily high needs related to their disabilities and/or exceptionalities and others at their school. Eligibility criteria for SIP are outlined in the *Special Education Funding Guidelines: Special Incidence Portion (SIP), 2016–17, Spring 2016*. SIP claims are submitted to the Ministry of Education regional offices for approval.

The SIP Allocation is projected to be $82.3 million in 2016–17.

**Facilities Amount (FA) Allocation**

The FA Allocation provides funding to school boards to provide education programs for school-aged children and youth in care and/or treatment centres, and in custody and correctional facilities. These facilities include hospitals, children's mental health centres, psychiatric institutions, detention and correctional facilities, community group homes, and social services agencies. The provision of education in these facilities is subject to the Memorandum of Understanding, a formal agreement between a district school board and the facility. Further details can be found in the *Guidelines For Educational Programs for Students In Government Approved Care and/or Treatment, Custody and Correctional (CTCC) Facilities 2016–17*.

The FA Allocation is projected to be $96.1 million in 2016–17.

Funding for the FA Allocation is based on an approval process specified in the guideline issued for these programs. The recognized costs include teachers, education assistants and classroom supplies.

Revenue is reduced when the projected amount approved and paid to a school board is greater than the actual final expenditure incurred.

Funding is provided to school boards to help offset the accommodation costs of classrooms in care and/or treatment, and custody settings that operate in school board space. This funding is included in the School Operations Allocation. School boards may fund the transportation they have authority to provide with their Student Transportation Grant.

**Behaviour Expertise Amount (BEA) Allocation**

The BEA Allocation provides funding for school boards to hire board-level Applied Behaviour Analysis (ABA) expertise professionals. The use of ABA instructional approaches has proven to be effective for students with Autism Spectrum Disorder (ASD) and other students with special education needs. ABA expertise professionals will support principals, teachers, educators and other school staff by providing and coordinating ABA coaching, training and resources; facilitating collaboration among community service providers, parents and schools; and supporting the *Connections for Students* model transitioning students with ASD from Intensive Behaviour Intervention services provided through the Ministry of Children and Youth Services into ABA instructional methods in school.

ABA expertise professionals will also increase school board capacity in use of ABA methods and enhance their compliance with PPM 140, Incorporating Methods of Technical Paper 2016–17, Spring 2016 **38** Applied Behaviour Analysis into Programs for Students with Autism Spectrum Disorders (ASD).

The BEA Allocation is projected to be $11.7 million in 2016–17.

The Ministry will allocate funding based on the following formula: $ 85,027 per school board + ($2.85 x ADE)

**Excerpt from** [**Memorandum from the Director, Special Education Policy and Programs Branch, March 24, 2016**](Memorandum%20from%20the%20Director%2C%20Special%20Education%20Policy%20and%20Programs%20Branch%2C%20March%2024%2C%202016)

**A. DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT (DSENA) (Formerly the High Needs Amount (HNA) Allocation)**

New for 2016-17, the former HNA allocation will be renamed the Differentiated Special Education Needs Amount (DSENA) allocation to better align with its purpose. This allocation addresses the variation among school boards with respect to their population of students with special education needs and school boards’ ability to support these needs.

**On-going Transition To New Funding Approach**

In March 2014, after extensive consultations with stakeholder representatives, including the Special Education Funding Working Group, the ministry announced a new funding approach for this allocation, to be phased in over four years starting in 2014-15. This transition will provide greater fairness and equity within the system by phasing out the historical HNA per-pupil amounts and moving to an allocation composed of the following three components:

1. Special Education Statistical Prediction Model (SESPM)
2. Measures of Variability (MOV)
3. Base Amount for Collaboration and Integration.

Accordingly, the 2016–17 DSENA allocation will continue the phased approach to eliminate the legacy HNA per-pupil amounts that will be funded at 25% (in 2015-16 the HNA per-pupil amounts were funded at 50%). This will increase the proportion of funding that is allocated through both the SESPM and MOV while the Base Amount for Collaboration and Integration will be maintained at $450,000 per board.

The Differentiated Special Education Needs Amount allocation is projected to be approximately $1.05 billion in 2016–17.
 **Stability During Transition To New Funding Approach**

As promised in 2014-15, the ministry is maintaining the current funding levels of the DSENA allocation during the transition. The ministry recognizes that the on-going transition will result in redistribution among school boards and is therefore utilizing a 4 year transition period to mitigate funding impacts. In addition, to provide stability and to mitigate projected enrolment declines, the ministry will hold the provincial DSENA total at $1.05 billion over the four year transition to the new DSENA allocation model.

**2016-17 Differentiated Special Education Needs Amount (DSENA) Allocation**

The 2016–17 DSENA Allocation will be made up of the following:

* the historical HNA per-pupil amount allocation, funded at 25% of historical HNA per-pupil amounts. This component is projected to be $246.8 million;
* the Special Education Statistical Prediction Model (SESPM). This component is projected to be $578.1 million;
* the Measures of Variability (MOV) amount. This component is projected to be $192.7 million; and
* the Base Amount for Collaboration and Integration. This component is projected to be $32.4 million, which represents $450,000 per board.

 **Special Education Statistical Prediction Model (SESPM)**

The logistic regression Special Education Statistical Prediction Model developed by Dr. J. Douglas Willms has been updated for 2016–17. It draws from 2013–14 Ontario Ministry of Education anonymized student data (most recent available), merged with University of New Brunswick – Canadian Research Institute for Social Policy Census indicators from the 2006 Canadian Census data, to estimate the number of students predicted to receive special education programs and services in each of Ontario's district school boards.

The board-specific prediction value for each school board reflects the relationship between the actual percent of students reported to be receiving special education programs and/or services in the school board and the average level of socioeconomic status of all students enrolled in the school board.

The following demographic factors were used:

* Occupational structure,
* Median income,
* Parent level of education,
* Percent families below Statistic Canada's low-income cut-off occupational structure,
* Percent unemployed,
* Percent Aboriginal families,
* Percent recent immigrants,
* Percent moved in previous year, and
* Metropolitan influence zone.

The likelihood that a child will receive special education programs and/or services is estimated with a logistic regression model, which models the probability of a child being designated as reported to be receiving special education programs and/or services.

The analysis entailed the estimation of 14 separate logistic regression models – one for each of the 12 categories within the Ministry’s definitions of exceptionalities, one for students ‘non-identified with an Individual Education Plan (IEP),’ and one for students ‘non-identified without an IEP.’

For each school board, the prediction formulae for these 14 models were used to predict the total number of students in each category, given the demographic characteristics of the students served by the school board, and then summed to achieve an estimate of the predicted number of students who could be expected to receive special education programs and/or services.

Therefore, in a school board with 10,000 students, where each student's age, grade, and Census-derived demographic characteristics are known, the prediction model can be used to estimate the probability that each student would receive special education programs and/or services. The sum of these probabilities for the 10,000 students provides an estimate of the total number of students that are likely to receive special education programs and/or services in that board.

The board-by-board predicted value is then multiplied by the board's average daily enrolment (ADE) to determine each board's proportion of this allocation.

 **Measures of Variability (MOV)**

The Measures of Variability uses five categories of data to reflect differences in each school board’s population of students with special education needs and in the school board’s ability to respond to these needs.

Overall, the provincial MOV Amount will be distributed among all school boards based on five categories of data where each category has an assigned percentage of the total MOV amount. Each category has one or more factors, and each factor has an assigned percentage of the category total.

The percent of MOV funding available for each of the category/subcategory (from the Table 1 below) multiplied by the provincial MOV amount determines the provincial funding for that factor.

**MOV Categories 1 to 3**

The first three categories of MOV use data to develop a school board profile of special education needs. The three categories are: students reported as receiving special education programs and services; participation and achievement in Education Quality and Accountability Office (EQAO) assessments by students with special education needs; and credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs.

These categories compare each school board to the provincial average on each of the factors, to determine its special education needs profile. This is done by attributing each school board with a weight derived from their data point in relation to the provincial average.

**MOV Categories 4 and 5**

Categories 4 and 5 address each school board’s ability to respond to its population of students with special education needs. This is done by taking into account other external factors that affect the school board’s ability to meet these needs. These two categories are: Remote and Rural Adjustment and a First Nations, Métis, and Inuit Adjustment.

\*For simplification, charts and formulas were left out. For those interested, these can be found in the [**Memorandum from the Director, Special Education Policy and Programs Branch, March 24, 2016**](file:///%5C%5Csbsldao%5Cusers%24%5Cdwagner%5CSEAC%5C2016%5CApril%202016%5CMemorandum%20from%20the%20Director%2C%20Special%20Education%20Policy%20and%20Programs%20Branch%2C%20March%2024%2C%202016)