Purpose & Sector Overview

This slide deck provides an overview of:

• Special Education programs and services and special education funding policy for Ontario’s 72 publicly funded District School Boards.

Sector Overview

• In 2012-13 school boards reported that 16.32% of the total student population, or 331,532 students were receiving special education programs and/or services.

• Approximately 83% of all students (86% secondary) receiving special education programs and/or services are placed in regular classrooms for more than half of the instructional day.

• The 2014-15 Special Education Grant (SEG) will provide Ontario’s 72 publicly funded District School Boards with a projected $2.72 billion.

• The 2014-15 SEG includes six components:
  – The Special Education Per-Pupil Amount (SEPPA)
  – The High Needs Amount (HNA)
  – The Special Equipment Amount (SEA)
  – The Special Incidence Portion (SIP)
  – The Facilities Amount (FA), and
  – The Behaviour Expertise Amount (BEA)
Ministry of Education Strategic Directions

EQAO Results

- **Primary Division – Grade 3**
  - 2012-13, the percentage of Grade 3 students with special education needs (excluding Gifted) performing at or above the provincial standard increased by:
    - 1 percentage points in writing (to 53%), and
    - 5 percentage point in reading (to 36%)
    - In mathematics, the percentage remained the same as last year’s (at 34%).

- **Junior Division – Grade 6**
  - In 2012-13, the percentage of Grade 6 students with special education needs (excluding Gifted) performing at or above the provincial standard increased by:
    - 3 percentage points in writing (to 43%),
    - 4 percentage points in reading (to 44%)
    - 1 percentage point in mathematics (to 21%) over the previous year’s percentages.

Special Education Goals within Student Achievement Agenda

- Improve achievement and well-being of students with special education needs.
- Increase capacity of schools to effectively meet the needs of all learners.
- Support the development and implementation of effective Individual Education Plans (IEPs).
- Enhance collaboration among ministries, schools, families and community partners.
- Improve balance between teaching and learning, and required processes and documentation.
- Enable transitions for students into, through and exiting from the system.
Evolution of Special Education: Programs and Services

- December 12, 1980 – Bill 82 received Royal Assent. This bill amended the Education Act, for the first time, requiring school boards to provide special education programs and services.
- January 27, 2000 – The Ministry releases its multi-year special education plan, to set province-wide standards and increase accountability in the provision of programs and services.
- Fall 2003 – The present government releases its strategic directions for student achievement.
- Fall 2012 – Narrowing the Achievement Gap
- Fall 2014 – Promoting well-being.

Focus on Administrative Process
Focus on Compliance
Model of Reaction
Focus on Access to Special Education
Increasing Emphasis on Research-Based Instructional Practices
Focus on Student Learning and Assessing Progress
Focus on Accountability for Results
Model of Prevention
Focus on Access to Education
Overview: Students Receiving Special Education Programs & Services

- In 2012-13 school boards reported that 16.32% of the total student population, or 331,532 students were receiving special education programs and/or services.

<table>
<thead>
<tr>
<th>Students formally identified as &quot;Exceptional&quot; by an IPRC*</th>
<th>Students NOT formally identified as &quot;Exceptional&quot; by an IPRC*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students</td>
<td>Percentage of panel</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Elementary</td>
<td>89,053</td>
</tr>
<tr>
<td>Secondary</td>
<td>97,492</td>
</tr>
<tr>
<td>Total</td>
<td>186,545</td>
</tr>
</tbody>
</table>

*IPRC – Identification, Placement and Review Committee (IPRC)

- Approximately 83% of all students (86% secondary) receiving special education programs and/or services are placed in regular classrooms for more than half of the instructional day.
  - At least 22,000 students reported to be receiving special education programs and/or services do not have an Individual Education Plan (IEP). No student is to be denied any special education programs pending an IPRC meeting or decision.

- The above figures do not include students that attend Educational Programs for Pupils In Government Approved Care and/or Treatment, Custody and Correctional Facilities. (Note: These students are not resident pupils of a school board or school authority. In 2012-13, the Ministry funded a total of 564 education programs where there are approximately 7,000 full time equivalent student spaces.)
Overview: Demographics by Exceptionality

(Formally identified as “exceptional” by an IPRC)

In the 2012-13 school year, 186,545 students (97,492 secondary) were identified as “exceptional” by school board Identification, Placement and Review Committees (IPRCs).

Note: This chart represents only identified students. That is 56% of all students reported as receiving special education programs and services.
Categories of Exceptionality

- The broad categories of exceptionalities set out in the Education Act and as elaborated upon in *Special Education: A Guide for Educators* (October 2001) (the "Guide") are designed to address the wide range of conditions that may affect a student's ability to learn, and do not exclude any medical condition, whether diagnosed or not, that can lead to particular types of learning difficulties.

- All students with demonstrable learning needs are entitled to appropriate accommodations in the form of special education programs and services.

- There are 5 Categories and 12 Definitions of Exceptionalities:

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>INTELLECTUAL</th>
<th>MULTIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour</td>
<td>Giftedness</td>
<td>Multiple Exceptionalities</td>
</tr>
<tr>
<td>Mild Intellectual Disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Disability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
<th>PHYSICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>Physical Disability</td>
</tr>
<tr>
<td>Deaf and Hard-of-Hearing</td>
<td>Blind and Low Vision</td>
</tr>
<tr>
<td>Language Impairment</td>
<td></td>
</tr>
<tr>
<td>Speech Impairment</td>
<td></td>
</tr>
<tr>
<td>Learning Disability</td>
<td></td>
</tr>
</tbody>
</table>

- These categories were first put in place as part of the enactment of Bill 82 passed in 1980, and fully enacted in all school boards in Ontario in 1985.
Categories of Exceptionality (cont.)

- Inclusion of some medical conditions (e.g., autism) in the Guide's definitions of the five categories of exceptionalities is not intended to exclude any other medical condition that may result in learning difficulties, such as (but not limited to) Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD) and Fetal Alcohol Syndrome (FAS).

- The determining factor for the provision of special education programs or services is not any specific diagnosed or undiagnosed medical condition, but rather the needs of individual students based on the individual assessment of strengths and needs.

- Advocacy groups have historically pressured government to both amend the current categories and definitions of exceptionalities and to add more to the list. There are a number of reasons for resisting this:
  - There is a significant difference between a medical diagnosis and an educational identification.
  - Stakeholders have a wide variance in their perspectives; and
  - We would never have a list of every medical condition requiring educational accommodation that would satisfy all stakeholders.
System Supports

- Learning for All K-12
- Individual Education Plans (IEPs) and Transition Plan
- Special Needs Strategy
- Students with Autism Spectrum Disorders (ASD)
- Implementation of Policy/Program memorandum 8: Identification of and Program Planning for Students with Learning Disabilities
- Special Education Funding
- Children’s Mental Health and Addictions
- Educational Programs in Care, Treatment, Custodial and Correctional (CTCC) Settings
- Integrated Transition Planning for Young People with Developmental Disabilities
Learning for All, K – 12 and Regional Projects

*Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (Learning for All, K-12)* describes an integrated process of assessment and instruction that supports personalized and precise teaching and learning.

*Learning for All, K-12 (2013)* is available on the ministry website.

Learning for All K-12 Regional Projects 2014-15

The Ministry has provided funding to all school boards to support continued use of the resource guide and professional learning. In 2014-15 Learning for All K-12 regional projects will integrate the following areas of focus:

• “knowing your student” and “students knowing themselves as learners” and the use of an integrated process of assessment and instruction through collaborative inquiry

• fostering continuous improvement of Individual Education Plans (IEPs) and transition plans as critical tools in driving student achievement and well-being for students with special education needs.
Individual Education Plans and Transition Plans

- Individual Education Plans (IEPs) are an important tool in driving student achievement and well-being for students with special education needs. In response to the IEP Provincial Review 2012, IEPs samples have been revised and updated to reflect current policies and initiatives. They will be released Fall 2014 and available on the EDU Gains/EDU Source website, along with other resources to support IEPs and Transition Plans.

- Implementation of Policy and Program Memorandum 156 (PPM156) : Supporting Transitions for All Student With Special Education Needs takes effect September 2014. PPM 156 provides direction to school boards regarding the development of a transition plan as part of the students’ Individual Education Plan (IEP) for all students with special education needs, including those formally identified through an Identification, Placement Review Committee, those not identified and at the discretion of a Principal, one may be developed for a student who is receiving special education programs and/or supports.

- The ministry will continue to provide funds to mobilize knowledge and sustain professional learning pertaining to the resource guide “Learning for All, K-12” (2013). This funding will continue to support Learning for All K-12 regional projects and professional learning that integrate the following areas of focus:
  - “knowing your student” and “students knowing themselves as learners” -implementation of the resource guide “Learning for All, K-12” (2013) and the use of an integrated process of assessment and instruction through collaborative inquiry; and
  - continuous improvement of Individual Education Plans (IEPs) and transition plans as critical tools in driving student achievement and well-being for students with special education needs.
Special Needs Strategy

• On February 20th, 2014, the Honourable Teresa Piruzza, Minister of Children and Youth Services introduced a strategy to improve services for children and youth with special needs and their families.

• The goal of the strategy is to connect children and youth to the services they need as early as possible and improve the service experience of families in three key areas:
  ▪ **Identifying kids earlier and getting them the right help sooner**
    The government will develop (and validate with external experts) a new preschool developmental screen and implement the screen across child-serving sectors.
  ▪ **Coordinating service planning**
    Putting in place coordinated child-and family-centred service planning for children and youth with multiple and/or complex needs. New service planning coordinators will connect families to the right services and supports.
  ▪ **Making supports and service delivery seamless**
    Working with communities to implement an integrated approach to the delivery of rehabilitation services (speech-language therapy, occupational therapy and physiotherapy).

• In October 2014, service providers will be attending Regional Information Sessions to learn more about the proposal development process for coordinated service planning and integrated delivery of rehabilitation services.

• These sessions will provide more information about the process, including the guidelines for the proposals, and offer service providers an opportunity to meet their partners and begin planning.
Students with Autism Spectrum Disorders (ASD)

- Approximately 17,600 students identified with ASD are currently being supported by the publicly funded school system (2012-13 school year).

- Applied behaviour analysis (ABA) has been found to benefit achievement of all students, including students with ASD, where appropriate.

- Starting in 2007, EDU provided annual funding to school boards to further ABA training ($25 million cumulative 2007-08 till 2013-14) and support school boards’ compliance with PPM 140, Incorporating Methods of Applied Behaviour Analysis into Programs for Students with Autism Spectrum Disorders.

- School boards receive funding to hire additional ABA expertise to provide and coordinate ASD training and resources, and to facilitate collaboration between service providers and schools ($68.30 million cumulative since 2008-09 till 2014-15).

- EDU and MCYS are partners in the province-wide implementation of the Connections for Students model to support school-aged children with ASD transitioning from Intensive Behaviour Intervention (IBI) therapy services to ABA instructional methods in publicly-funded schools.

- Since 2006 more than 17,000 educators have been trained and prepared to support ABA in schools.

- In April 2014 the ministry announced a list of requirements that may be included in training opportunities provided by school boards to educators who work or may work with students with ASD.

- EDU continues its partnership with Geneva Centre for Autism in providing training opportunities through the annual summer training institute and beginning in September 2014, Geneva will offer an ABA Certificate Course for Educators through online e-Learning modules that focus on comprehensive training on ABA.
Revised PPM 8: Identification of and Program Planning for Students with Learning Disabilities

- More than 42% of all exceptional students have learning disabilities (LDs) (2012-13 school year). This is the largest exceptionality group of the twelve sub-categories of exceptionalities.

- The Ministry of Education’s Policy/Program Memorandum (PPM) 8, Learning Disabilities, was released in 1982. The LD definition was re-issued in 1999. Since that time there has been significant advancements on LDs and new policy directives were issued by the Ministry. Special education policies and school board practices have also evolved which made it necessary to review the PPM.

- The Learning Disabilities Working Group (LDWG) was established to provide expertise and share knowledge with the Ministry in the area of LDs and inform the review of PPM 8. The membership of the LDWG was comprised of educators, researchers and stakeholders.

- The revised PPM 8 was released in August 2014. Its implementation will support improved achievement of students with LDs and promote consistent practices in identification, assessment and program planning across the province. Implementation of PPM 8 is scheduled for January 2, 2015.
PPM 8... cont’d

- The revised PPM 8 introduces a new definition of LD. The definition has been updated and aligned with the definition of the Learning Disabilities Association of Canada and referenced with the Diagnostic and Statistical Manual of Mental Disorders – 5 (DSM-5). The definition emphasizes that students with LDs have at least average intellectual abilities and that cognitive processes are impacted.
- The revised PPM 8 emphasizes the important link between assessment and program planning. The definition is for the use of Identification, Placement and Review Committee (IPRC) when identifying students with LDs. The PPM stresses the importance of early and ongoing screening and provides direction to school boards regarding the recognition, assessment, and identification of LDs.
- Program Planning section on pages 5–8 of this memorandum also applies to any other students who demonstrate difficulties in learning and who would benefit from special education programs and/or services that are appropriate for students with learning disabilities.
- The Program Planning section of PPM 8 provides more detailed directions to school boards in the use of assessment data to inform the development of Individual Education Plans (IEPs) for students with LDs.
- It promotes the implementation of an integrated process of assessment and instruction as described in Learning for All, K-12 (2013)
The Ministry will develop the following resources to strengthen school boards’ capacities to comply with the revised PPM 8 requirements:

- English and French information sessions through Adobe Connect with the Supervisory Officers and Coordinators of Special Education from district school boards, school authorities, Demonstration Schools as well as representatives from Provincial Schools Branch and Field Services Branch.
- Presentations on revised PPM 8 for English Regional Special Education Councils and French Provincial Special Education Council.
- A webinar for educators on the revised PPM 8 posted on Edugains.
- Guidelines for the Delivery of Special Education Programs and Services for Students with Learning Disabilities, release date to be determined.

The Ministry is providing funding to the Learning Disabilities Association of Ontario to develop a range of online resources and conduct Summer Educators’ Institutes to further enhance the understanding of evidence-based and research informed assessment and instructional strategies in the field of LDs (2014 and 2015).
Overview of Special Education Funding

Overview of the Special Education Grant (SEG):

• Education funding starts with the Pupil and School Foundation Grants, which give every school board a basic level of funding for each student. Additional funding is provided through 12 special purpose grants, including the Special Education Grant (SEG), which respond to the varying circumstances of boards, schools, and students. The operation and maintenance of school buildings and the construction of new schools or additions are funded through the School Facility Operations and Renewal Grant.

• SEG funding is enveloped which means this funding can only be used for those students who are reported to be receiving special education programs, services and/or equipment.
  – Any unspent funding must be placed in a special education deferred revenue fund.
  – Boards have the flexibility to use other GSN funding to meet the needs of their students with special education needs.
  – Boards are required to report total expenditure on special education programs and/or services, including any overspending of SEG.
Special Education Grant 2014-15

• The Special Education Grant is projected to increase to approximately $2.72 billion in 2014–15, which is an increase of $1.09 billion or over 67 percent since 2002–03.

  ▪ The Special Education Grant is made up of six allocations:
  ▪ Special Education Per Pupil Amount (SEPPA) Allocation – $1.41 billion,
  ▪ High Needs Amount (HNA) Allocation – $1.05 billion,
  ▪ Special Equipment Amount (SEA) Allocation – $91.8 million,
  ▪ Special Incidence Portion (SIP) Allocation – $60.3 million,
  ▪ Facilities Amount (FA) Allocation – $96.0 million, and
  ▪ Behaviour Expertise Amount (BEA) Allocation – $11.6 million.

• The Special Education Grant provides additional funding for students who need special education programs, services, and/or equipment. The Special Education Grant may only be used for special education. Any unspent funding must be treated as deferred revenue for special education.
The New HNA Funding Model

[Graph showing the distribution of funding over years with different categories represented by colors.]

Support every child reach every student.

Ontario
The New HNA Funding Components: Placemat

<table>
<thead>
<tr>
<th>Proposed HNA Transition</th>
<th>Bucket #1 – 73%</th>
<th>Bucket #2</th>
<th>Bucket #3 – 3%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SESPM</td>
<td>MOV Factors</td>
<td>NEW MOV Factors</td>
</tr>
<tr>
<td></td>
<td>Special Education Statistical Prediction Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developed by Dr. D. Williams</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Bucket #1 Measures of Variability (MOV) – 24%

<table>
<thead>
<tr>
<th>Category 1 Programs &amp; Services</th>
<th>Category 2 &amp; 3 EQAO, Credits Accumulation, LD &amp; K-courses</th>
<th>Category 4 - Remote &amp; Rural Changed R&amp;R to align with GSN (Remote &amp; Rural Allocation in Geographic Circumstance Grant)</th>
<th>Category 5 FNMI Aligned with GSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORIGINAL MOV FACTORS</td>
<td>REVISED MOV FACTORS</td>
<td>REVISED MOV FACTORS</td>
<td>NEW MOV FACTORS</td>
</tr>
<tr>
<td>7.8%</td>
<td>11.6%</td>
<td>1.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>1.4%</td>
<td>1.1%</td>
<td>1.1%</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

### Approach
- Same approach known to boards for 4 years.
- Uses SES to predict special education needs (annual update).

### Impact
- Uses external data sources (less influenced by board behavior).
- Supports improved student achievement for students with special education needs.
- Provides every board with a minimum level of resources/funds.

### Formula Elements
- All reported board data on students receiving special education programs and services through OnSIS and 2006 Census.
- Supports Ministry focus on Aboriginal Education (may eventually include self-identification data).

---

**support every child**

**reach every student**

**Ontario**
Current Issues and Next Steps in Special Education Funding

High Needs Allocation (HNA)
- Implement the new HNA funding approach over the next 4 years.
- Continue to support/work with school boards on understanding the new HNA allocation model throughout this 4 year phase-in process.

Special Education Grant
- Continue to work with the SEFWG and education stakeholders on the evolution of the Special Education Grant.
- School boards maintain an expectation of increased funding and/or greater redistribution of HNA funds.

Other
- Increasing consistency in special education data across the province to enhance the ministry’s ability to grow SESPM and HNA MOV more equitably.
The 2011-12 Ontario budget announcement included $93M by 2013-14 to support a comprehensive Mental Health and Addictions (MHA) Strategy (“Strategy”).

- EDU funding grew from $3.57M in 2011-12 to $11.58M in 2013-14
- EDU was approved for multi-year funding, to be confirmed each year through the government’s budget process.

In June 2011 the government released *Open Minds, Healthy Minds*, Ontario’s Comprehensive Mental Health and Addictions Strategy.

The first three years (2011-12 to 2013-14) focused on creating a more integrated child and youth mental health system through:

- Providing fast access to high quality services for children, youth and their families;
- Identifying and intervening in child and youth mental health and addictions needs early; and
- Closing critical service gaps for vulnerable children and youth, Aboriginal children and youth, those at key transition points and those in remote communities

EDU funding provides for enhanced curricula including video resources for educators, the K-12 Educator Guide, *Supporting Minds*, a provincial implementation support team (School Mental Health ASSIST), Mental Health Leaders in each district school board and a shared resource between school authorities, and mental health literacy training for educators.

Phase 2 (“years 4-10”) of the 10-year Strategy, was approved by Cabinet in April 2014. The Ministry of Health and Long-Term Care is leading the implementation of Phase 2 with other ministries including EDU.

- EDU continues to implement its initiatives from the first three years by supporting School Mental Health ASSIST as they work closely with the Mental Health Leaders as school boards develop their comprehensive mental health and addictions strategies.
Care, Treatment, Custody and Correctional (CTCC) Programs

- Educational CTCC programs are provided for students who are unable to attend regular school settings because of their need for care, treatment or because of a court-order to serve a custody or detention sentence.
- In 2014-15, the Ministry will fund 558 CTCC education programs and approximately 5600 full time equivalent student spaces, for approximately $96M. The actual number of students served over the course of a year is higher due to the number of students who enter and exit the programs as their need for treatment and/or custody arises.
- These programs are provided in a range of settings including custody facilities, mental health agencies and hospital or school settings.
- CTCC Program Guidelines were consolidated as part of the 2014-15 application process. The following items were consolidated: PPM No. 85, CTCC Program Guidelines (2005-06) and Essential Elements for CTCC Programs (2009).
- In response to several reviews and reports, a “Framework for Action” was developed to ensure these programs are an integrated part of Ontario’s education system, CTCC programs provide a critical support for the needs of students unable to attend regular schools, and specific pathways to enable future educational success. This framework articulates the proposed plan for moving forward and includes the following goals:
  1. Modernize governance, funding, accountability and increasing ownership of these students.
  2. Improve student learning, achievement and well-being
  3. Improve collaboration across all systems to provide seamless programs and services for student.
- The approved transformation of children’s mental health services delivered through MCYS has the potential to impact how these programs are delivered across the province. During the transformation the Ministry will work with District School Boards to preserve service continuity.
Integrated Transition Planning for Young People with Developmental Disability

• A Tri-Ministry memo was released on January 31, 2013 emphasizing the shared goal of the ministries that district school boards, school authorities, provincial and/or demonstration schools and community service providers will work together to integrate current district school board and MCYS/MCSS transition planning processes by revising and building on existing regional protocols. The goal of integrated transition planning processes is that it leads to one transition plan for the young person for post-secondary activities such as work, further education and community living.

• Protocols have been revised and implementation of integrated transition planning begins September 2014. Protocols are intended to be living agreements that are regularly reviewed and updated by regional offices in consultation with school boards and community service providers to ensure they remain current with any legislation, regulations, policy, resource or community changes.

• A monitoring framework has been developed and MCYS/MCSS agencies will collect information and monitor the following:
  - Implementation of Tri-Ministry integrated transition planning protocols;
  - Data on single integrated transition plans complete and waitlist for single integrated transition plans; and
  - The satisfaction of young people and families with the integration transition planning process.

• September 2015 a parent and young person survey will be launched to determine their satisfaction with the transition planning process.
Special Education in Ontario: Kindergarten to Grade 12


- *Special Education in Ontario: Kindergarten to Grade 12* sets out the policies and requirements of the Ministry of Education that govern special education programs and services in elementary and secondary schools in Ontario. The sector has expressed the need for the clarification of special education policies and requirements through the consolidation of information found in previous documents developed over time by the Ministry.

- The document is intended for school and school board administrators but will be of interest to the broader educational community.

- *Special Education in Ontario: Kindergarten to Grade 12* is scheduled for electronic release in 2015.