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# **Special Education Funding Overview**

**May 2010**

# Continuing the Transformation of Special Education Funding

- The Special Education Grant (SEG) is part of the Grants for Student Needs (GSN). The SEG provides additional funding to District School Boards (DSBs) for students who need special education programs, services and equipment.
- The Ministry has been transforming the SEG in response to the 2002 Education Equality Task Force (Rozanski), the 2006 Working Table on Special Education and input from stakeholders.
- The Ministry has committed to continue the transformation of the components of the SEG in the context of the Grants for Student Needs (GSN), to ensure allocations better reflect the variability of students with special education needs and boards' ability to respond to these needs.
- Beginning in 2003-04 the present government began to change special education funding to ensure that the special education funding approach would:
  - support students with special education needs,
  - reduce administrative burden,
  - improves student outcomes, and
  - places less emphasis on the identification process for students with special education needs.
- As the special education funding approach evolves, the SEG in 2010-11 is projected to increase to a provincial total of over \$2.31 billion. This is an increase of over \$687 million since 2002-03, or 42 per cent.



# Overview: Students Receiving Special Education Programs & Services

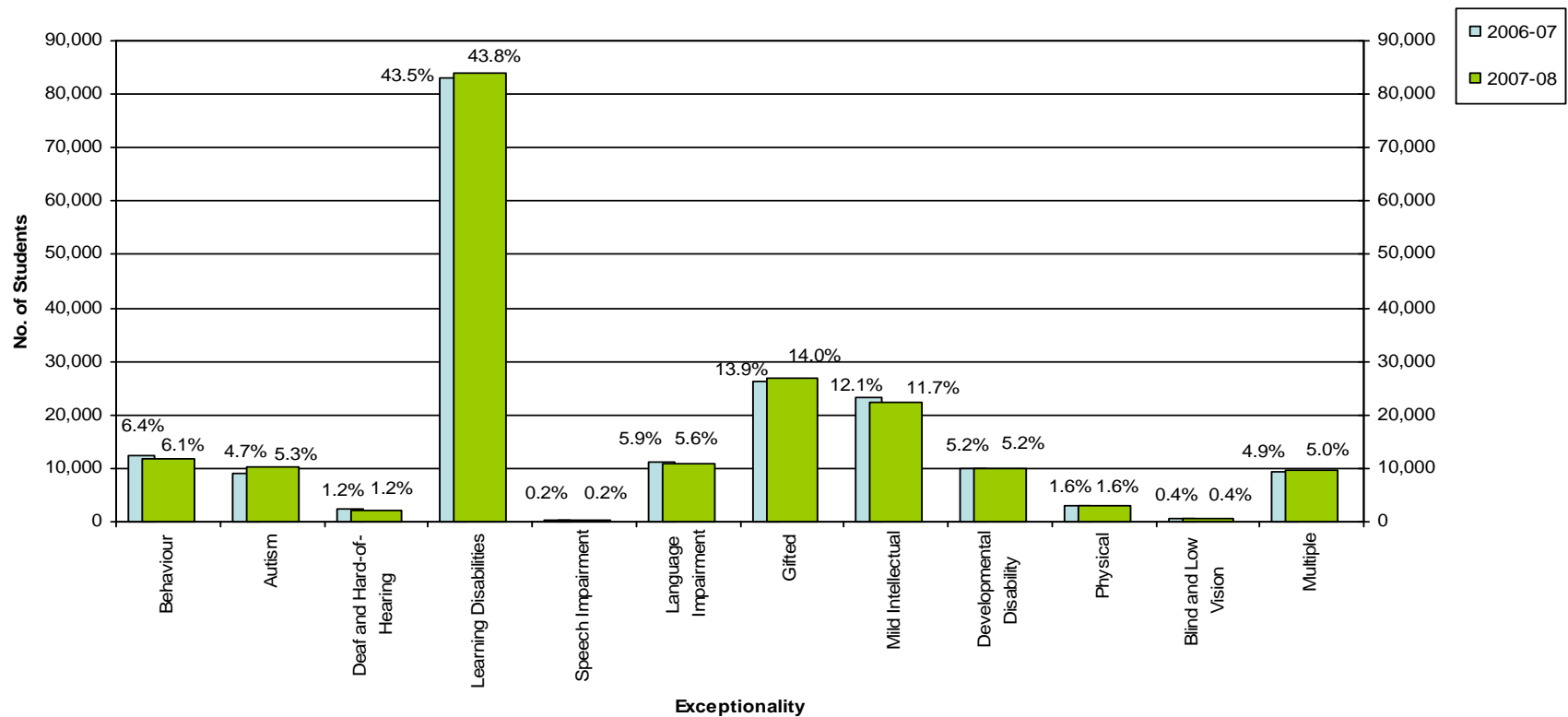
- In 2007-08 school boards reported that 13.82% of the total student population, or 288,526 students were receiving special education programs and services.

Students formally identified as "Exceptional" by an IPRC				Students NOT formally identified as "Exceptional" by an IPRC			
	<i>Number of students</i>	<i>Percentage of panel</i>	<i>Percentage of all students</i>		<i>Number of students</i>	<i>Percentage of panel</i>	<i>Percentage of all students</i>
<i>Elementary</i>	97,065	7.08%	4.65%	<i>Elementary</i>	71,172	5.19%	3.41%
<i>Secondary</i>	94,834	13.24%	4.54%	<i>Secondary</i>	25,455	3.55%	1.22%
<b>Total</b>	<b>191,899</b>		<b>9.19%</b>	<b>Total</b>	<b>96,627</b>		<b>4.63%</b>

- Approximately 80% of all students (84% secondary) receiving special education are placed in regular classrooms for more than half of the instructional day.
  - At least 26,000 students reported to be receiving special education programs and services do not have an IEP.
- The above figures do not include approximately 5,000 students attending *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.)

# Overview: Students Receiving Special Education Programs & Services (Cont'd)

In the 2007-08 school year, 191,899 students (94,834 secondary) were identified as “exceptional” by school board Identification, Placement and Review Committees (IPRCs).



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# Overview: Special Education Funding

- Special education funding is provided for students receiving special education programs and services in various settings.
  - SEG Funding
    - District School Boards
    - Educational programs in (S23) Care and/or Treatment, Custody and/or Correctional Facilities (CTCC) including divested programs
  - Corporate Funding
    - S68 Hospital School Authorities
    - 4 School authorities operating independently after 2009 merger
    - 9 Provincial / Demonstration Schools
  - Education Program Other (EPO) & Other Investments
    - EPO example: Autism Supports and Training

## NOTE:

1. First Nations tuition agreements can be negotiated with all areas listed above.

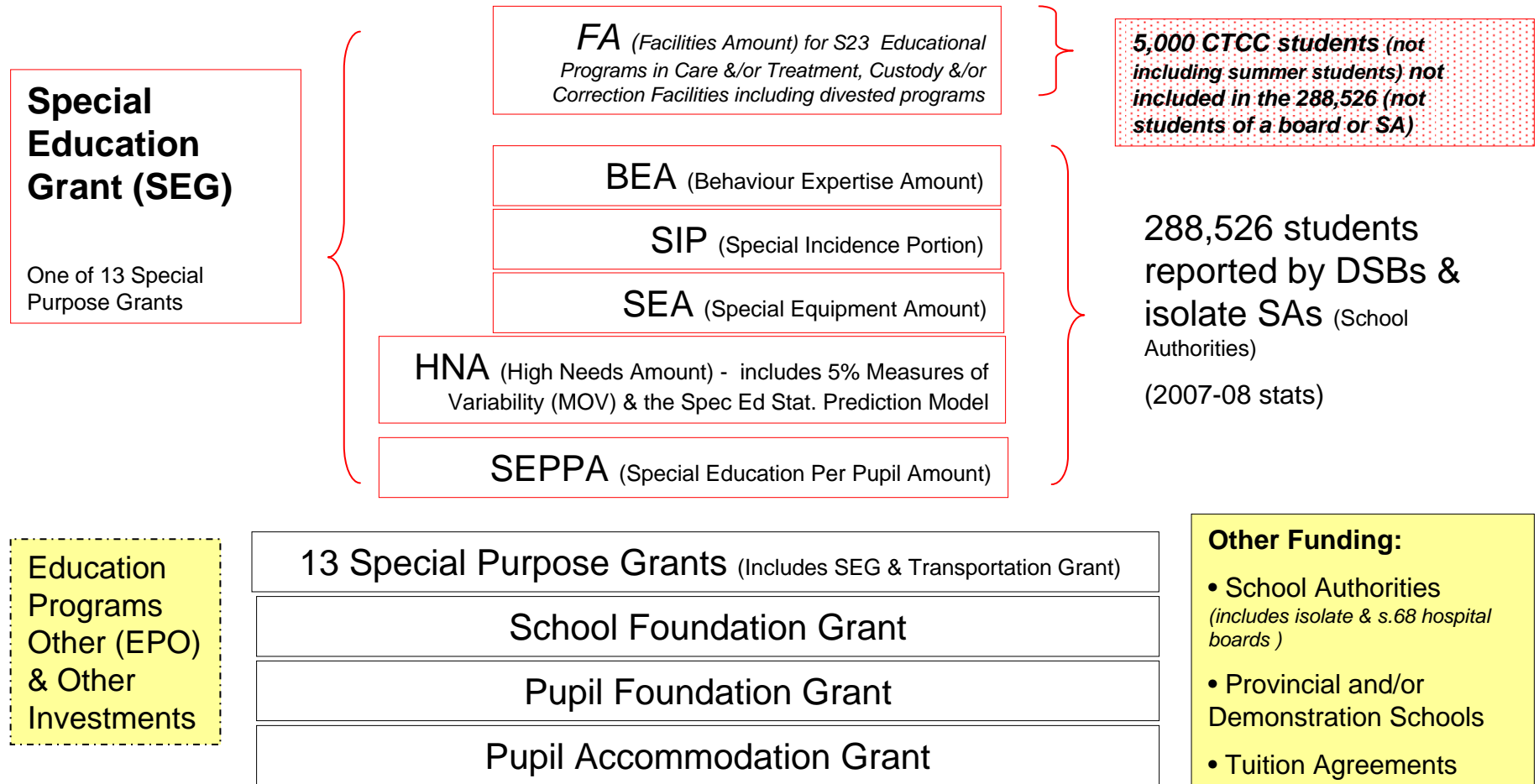


# Overview of the Special Education Grant (SEG)

- Education funding starts with the Pupil and School Foundation Grants, which gives every school board a basic level of funding for each student. Additional funding is provided through special purpose grants, including the SEG, based on specific costs or needs that affect some boards and some students more than others. The operation and maintenance of school buildings and the construction of new schools or additions are funded through the Pupil Accommodation Grant.
- SEG funding is enveloped which means this funding can only be used for those students who require special education programs, services or equipment.
  - Any unspent funding must be placed in a special education reserve fund/deferred revenue.
  - 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.
- The 2010-11 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) (*new*).



# Overview: 2010-11 Special Education Grant (SEG) Funding in Context of GSN and Other Funding



# 2010-11 Special Education Grant (SEG): 6 components

2010-11 SEG funding will be provided through six components:

- **Special Education Per Pupil Amount (SEPPA):** Funding provided based on a board's total enrolment to recognize the cost of providing additional assistance to the majority of students with special education needs (enrolment based); current per pupil amounts are:
- **High Needs Amount (HNA):** Funding provided to address the cost of providing the intensive staff support required by the small number of pupils with high needs (enrolment plus the board-specific incidence of students with high needs ).
- **Behaviour Expertise Amount (BEA):** supports the hiring additional board level Applied Behaviour Analysis (ABA) expertise to support principals, teachers, and multi-disciplinary transition teams.
- **Special Incidence Portion (SIP):** Funding provided for students with extraordinarily high needs who require more than two full-time staff to address health and safety needs to a maximum of \$27,000 per claim (claim based).



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# 2010-11 Special Education Grant (SEG): 6 components (Cont'd)

- **Special Equipment Amount (SEA):** Beginning in 2010–11, the Special Equipment Amount (SEA) Allocation will be made up of two components: SEA Per-Pupil Amount and a SEA Claims-Based Amount.
  - **SEA Per-Pupil Amount** – supports 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.
  - **SEA Claims-Based Amount** – supports the purchase, through a claims-based process with an \$800 deductible, 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.
- **Facilities Amount (FA):** Funds educational programs for school-aged children and youth in Government-approved facilities such as hospitals, custody or correctional facilities, or a care and/or treatment facility (program based).



# The SEG changes for 2010-11

- As the special education funding approach evolves, the SEG in 2010-11 is projected to increase by **\$65.5 million**, to a provincial total of **\$2.31 billion**. This is an increase of over **\$687 million** since 2002-03, or 42 per cent.
- The 2010-11 total increase of \$65.5M to the SEG will support the following changes:
  - SEPPA** - updated benchmarks
    - \$799.76 per JK to Grade 3 student;
    - \$615.66 per Grade 4 to 8 student;
    - \$406.18 per Grade 9 to 12 student.
  - HNA**
    - Continued transitional support to school boards by funding 50% of the transitional HNA Stabilization;
    - Refinement of the Measures of Variability (MOV) amount (approximately 5 per cent) with 23 factors
    - Introduction of the Special Education Statistical Prediction Model Component
  - SIP**
    - Continued support for the Special Incidence Portion (SIP) claim-based applications;
    - Introduction of 3-year approval process for SIP Health claims which will reduce administrative burden.
  - SEA**
    - Beginning in 2010–11, the Special Equipment Amount (SEA) Allocation will be made up of two components: SEA Per-Pupil Amount and a SEA Claims-Based Amount.
    - Funding increase of approximately 7% for total Special Equipment Amount (SEA)
  - BEA** - Introduction of the Behaviour Expertise Amount (BEA) through GSN - \$10.8M
  - FA** (no changes)



# 2010-11 High Needs Amount

- In 2010–11 the HNA Allocation will be made up of:
  - the HNA base amount,
  - the Measures of Variability (MOV) amount, and
  - the new MOV Special Education Statistical Prediction Model.
- The 2010–11 HNA Allocation will continue to provide school boards with funding stability and will continue to revise school boards' high needs profiles to better reflect the variability of high needs students and factors that impact a board's ability to respond to these needs, through the HNA Measures of Variability (MOV) amount.
- The 2010–11 Measures of Variability (MOV) amount will introduce new data elements, including secondary data, and will feature the introduction of the Special Education Statistical Prediction Model.
- In 2010–11, school boards facing declining enrolment will be provided with 50 percent of the transitional HNA stabilization approach.
- Overall, the HNA Allocation (*Base Amount + MOV + Special Education Statistical Prediction Model*) is projected to be \$998.2 million for 2010–11.



# HNA Base Amount

- The **HNA base amount** will be determined by first calculating of the greater of:
  - (A) multiplying the board-specific high needs per-pupil amount by the board's projected 2010–11 total ADE, or
  - (B) the amount determined for the board for 2009–10.
- Where (B) is greater, half the difference between (A) and (B) is added to (A).
  - Therefore, school boards facing declining enrolment will be provided with 50 percent of the transitional HNA stabilization.
- This amount will then be multiplied by 94.89 percent to arrive at the HNA base amount.



# MOV for 2010-11

## (approximately 5.11% or \$50M)

### Measures of Variability (MOV) Amount

- The 2010–11 MOV Amount will be 5.11 percent of the HNA, or approximately \$50 million.
- The provincial MOV Amount will be distributed among all school boards based on 4 categories of data where each category has an assigned percentage of the total MOV amount.
  - Each category has one or more factors, for a total of 23, and
  - Each factor has an assigned percentage of the category total, and
  - Each factor is weighted within a specified range related to the provincial average of the prevalence of the factor.

<b>Category #1: Prevalence of Students reported as receiving special education programs and services (2007-08 School Year)</b>	
2007-08 data as reported by boards; 36% of MOV	<i>1 factor</i>
<b>Category #2: Participation and achievement in EQAO assessments by students with special education needs (2008-09 School Year)</b>	
2A - EQAO Achievement - Grade 3; 12% of MOV	<i>6 factors</i>
2B - EQAO Achievement - Grade 6; 12% of MOV	<i>6 factors</i>
2C - EQAO Accommodations; 12% of MOV	<i>2 factors</i>
<b>Category #3: Credit Accumulation and Participation in Locally Developed (LD) and K-Courses by students with special education needs (2007-08 School Year)</b>	
3A - Credit Accumulation; 15% of MOV	<i>2 factors</i>
3B - Enrolled in LD Courses; 1.2% of MOV	<i>2 factors</i>
3C - Enrolled in K- Courses; 1.8% of MOV	<i>2 factors</i>
<b>Category #4: Size and Rural Status Category (2010-11 School Year - Projected)</b>	
Board size and Urban/Rural Designation (10% of MOV)	<i>2 factors</i>



# HNA MOV Approach

- The 2010-11 HNA MOV will use twenty-three factors (see following tables) to calculate each school board's MOV amount.
  - The percent of MOV funding available for the category/subcategory (from the category table) multiplied by the percent of funding available for the factor (from the factor tables below) multiplied by the provincial MOV amount determines the provincial funding for that factor.
  - The board's prevalence for each factor determines the weight based on the ranges provided below.
  - The board's weight for the factor multiplied by the board's ADE determines the board's factor number. The board's factor number is divided by the total of all 72 boards' factor numbers combined for that factor and multiplied by the result of step above for that factor to determine the funding for the board for that factor.
  - A board's total MOV amount is the sum of funding generated through the calculations for all 23 factors.



# MOV Category 1

- Prevalence of Students reported as receiving special education programs and services (2007-08 School Year)
  - Prevalence for this category is the total number of students reported as receiving special education programs and services divided by total enrolment.
  - one factor, 36% of MOV (approximately \$18M)

## Programs & Services Category (36 % of MOV)

Provincial Amount (Proj)

**\$18,000,000**

Weight	Range
0.8	<9.67%
0.9	=>9.67% to <12.43%
1	=>12.43% to <15.2%
1.1	=>15.2% to <17.96%
1.2	=>17.96%

**Provincial Average:**

**13.82%**



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# MOV Category 2

- **Category #2:** Participation and achievement in EQAO assessments by students with special education needs (2008-09 School Year)
  - Prevalence for this category is the participation and achievement in EQAO assessments by students with special education needs in Elementary divided by the total number of students with special education needs who were eligible to take that EQAO assessment (Elementary enrolment counts only).
  - Category 2 is made up of 3 Sub-Categories
  - Fourteen factors, 36% of MOV (approximately \$18M)





## MOV Category 2 (Cont'd)

- SubCategory 2A:** Prevalence of participation and achievement in Grade 3 EQAO assessments by students with special education needs, including gifted, who were exempt, below, or reached Level 1 or less (six factors for Grade 3)

### EQAO - Achievement - Grade 3 (12% of MOV)

Provincial Amount (P	\$1,200,000	\$900,000	\$1,200,000	\$900,000	\$900,000	\$900,000
Weight	Males - Reading (20% of 2a)	Females - Reading (15% of 2a)	Males - Writing (20% of 2a)	Females - Writing (15% of 2a)	Males - Mathematics (15% of 2a)	Females - Math (15% of 2a)
0.8	<27.14%	<28.22%	<11.91%	<10.69%	<16.88%	<18.3%
0.9	=>27.14% to <34.9%	=>28.22% to <36.28%	=>11.91% to <15.31%	=>10.69% to <13.75%	=>16.88% to <21.71%	=>18.3% to <23.53%
1	=>34.9% to <42.65%	=>36.28% to <44.34%	=>15.31% to <18.71%	=>13.75% to <16.81%	=>21.71% to <26.53%	=>23.53% to <28.76%
1.1	=>42.65% to <50.41%	=>44.34% to <52.4%	=>18.71% to <22.11%	=>16.81% to <19.86%	=>26.53% to <31.35%	=>28.76% to <33.99%
1.2	=>50.41%	=>52.4%	=>22.11%	=>19.86%	=>31.35%	=>33.99%
<b>Provincial Average:</b>	<b>38.78%</b>	<b>40.31%</b>	<b>17.01%</b>	<b>15.28%</b>	<b>24.12%</b>	<b>26.15%</b>



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## MOV Category 2 (Cont'd)

- SubCategory 2B:** Prevalence of participation and achievement in Grade 6 EQAO assessments by students with special education needs, including gifted, who were exempt, below, or reached Level 1 or less (six factors for Grade 6)

### EQAO - Achievement - Grade 6 (12% of MOV)

Provincial Amount (P	\$1,200,000	\$900,000	\$1,200,000	\$900,000	\$900,000	\$900,000
Weight	Males - Reading (20% of 2b)	Females - Reading (15% of 2b)	Males - Writing (20% of 2b)	Females - Writing (15% of 2b)	Males - Mathematics (15% of 2b)	Females - Math (15% of 2b)
0.8	<18.62%	<16.31%	<9.09%	<7.12%	<20.38%	<21.25%
0.9	=>18.62% to <23.95%	=>16.31% to <20.97%	=>9.09% to <11.68%	=>7.12% to <9.16%	=>20.38% to <26.2%	=>21.25% to <27.32%
1	=>23.95% to <29.27%	=>20.97% to <25.64%	=>11.68% to <14.28%	=>9.16% to <11.19%	=>26.2% to <32.02%	=>27.32% to <33.39%
1.1	=>29.27% to <34.59%	=>25.64% to <30.3%	=>14.28% to <16.87%	=>11.19% to <13.23%	=>32.02% to <37.85%	=>33.39% to <39.46%
1.2	=>34.59%	=>30.3%	=>16.87%	=>13.23%	=>37.85%	=>39.46%
<b>Provincial Average:</b>	<b>26.61%</b>	<b>23.30%</b>	<b>12.98%</b>	<b>10.18%</b>	<b>29.11%</b>	<b>30.35%</b>



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## MOV Category 2 (Cont'd)

- **SubCategory 2C:** Prevalence of students, including gifted students, with an IEP who required 3 or more accommodations (e.g., extra time, coloured paper, SEA equipment use, etc.) for EQAO Grade 3 and Grade 6 assessments (two factors)

### EQAO - Accommodations (12% of MOV)

Provincial Amount (Proj)

\$3,000,000

\$3,000,000

Weight	Grade 3 (50% of 2c)	Grade 6 (50% of 2c)
0.8	<23.41%	<13.85%
0.9	=>23.41% to <30.09%	=>13.85% to <17.81%
1	=>30.09% to <36.78%	=>17.81% to <21.76%
1.1	=>36.78% to <43.47%	=>21.76% to <25.72%
1.2	=>43.47%	=>25.72%
<b>Provincial Average:</b>	<b>33.44%</b>	<b>19.78%</b>



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## MOV Category 3

- Category #3: Credit accumulation and participation in locally developed and alternative non-credit courses (K courses) by students with special education needs (Secondary – Grades 9 and 10 only).
  - Prevalence for this category is the credit accumulation and participation in locally developed and alternative non-credit courses (K courses) by students with special education needs divided by the total number of students with special education needs who were eligible to participate (Secondary – Grades 9 and 10 only).
  - Category 2 is made up of 3 Sub-Categories
  - Six factors, 18% of MOV (approximately \$9M)



## MOV Category 3 (Cont'd)

- **SubCategory 3A:** Prevalence of Grade 9 and 10 credit accumulation for students with special education needs (with IEP). Prevalence for Grade 9 is that of those who earned 5 or less credits; and prevalence for Grade 10 is that of those who earned 13 or less credits. (two factors)

### Credit Accumulation of students with IEP - Grade 9 and 10 (15% of MOV)

Provincial Amount (Proj)

\$3,000,000

\$4,500,000

Weight	Earned 5 or less credits in Grade 9 (40% of 3a)	Earned 13 or less credits in Grade 10 (60% of 3a)
0.8	<15.28%	<23.26%
0.9	=>15.28% to <19.65%	=>23.26% to <29.9%
1	=>19.65% to <24.01%	=>29.9% to <36.55%
1.1	=>24.01% to <28.38%	=>36.55% to <43.19%
1.2	=>28.38%	=>43.19%
<b>Provincial Average:</b>	<b>21.83%</b>	<b>33.22%</b>



## MOV Category 3 (Cont'd)

- SubCategory 3B:** Prevalence of Grade 9 and Grade 10 students with special education needs enrolled in locally developed courses (two factors)

### Participation in Locally Developed Courses - Grade 9 and 10 (1.2% of MOV)

Provincial Amount (Proj)

\$240,000

\$360,000

Weight	Locally Developed Courses - Grade 9 (40% of 3b)	Locally Developed Courses - Grade 10 (60% of 3b)
0.8	<22.42%	<21.55%
0.9	=>22.42% to <28.83%	=>21.55% to <27.71%
1	=>28.83% to <35.23%	=>27.71% to <33.87%
1.1	=>35.23% to <41.64%	=>33.87% to <40.03%
1.2	=>41.64%	=>40.03%
<b>Provincial Average:</b>	<b>32.03%</b>	<b>30.79%</b>



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## MOV Category 3 (Cont'd)

- SubCategory 3C:** Prevalence of Grade 9 and Grade 10 students with special education needs enrolled in alternative non-credit courses (K courses) (two factors)

**Participation in K-Courses - Grade 9 and 10 (1.8% of MOV)**

**Provincial Amount (Proj)**

**\$360,000**

**\$540,000**

Weight	K- Courses - Grade 9 (40% of 3c)	K- Courses - Grade 10 (60% of 3c)
0.8	<7.63%	<5.13%
0.9	=>7.63% to <9.81%	=>5.13% to <6.6%
1	=>9.81% to <11.99%	=>6.6% to <8.06%
1.1	=>11.99% to <14.18%	=>8.06% to <9.53%
1.2	=>14.18%	=>9.53%
<b>Provincial Average:</b>	<b>10.90%</b>	<b>7.33%</b>



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# MOV Category 4

- Category #4: Size and Rural Status Category
  - Will address school board size and school board rural status. Only those school boards with ADE less than 22,000 will qualify for this category. School boards that qualify may get up to a maximum weight of 4. The factors are weighted as follows:

## Size

- DSBs with ADE less than 10,000 get a weight of 2,
- DSBs with ADE between 10,000 and less than 22,000 get a weight of 1.

## Rural

- DSBs with a rural designation get a weight of 2,
- DSBs with a urban/rural designation get a weight of 1.
- All other boards with ADE of 22,000 or over get a weight of 0.
- Two factors, 10% of MOV (approximately \$5M)





# Special Education Statistical Prediction Model

- For the 2010–11 school year, the Ministry will enhance the HNA MOV amount by providing a \$10 million investment to support the introduction of a new MOV Special Education Statistical Prediction Model developed by Dr. D. Willms, University of New Brunswick, Canadian Research Institute for Social Policy, (UNB-CRISP).
- The logistic regression Special Education Statistical Prediction Model drew from 2007–08 Ontario Ministry of Education anonymized student data (most recent available), merged with UNB-CRISP Census indicators from the 2006 Canadian Census data and other data sources, to estimate the number of students predicted to receive special education programs and services in each of Ontario's district school boards.



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# Special Equipment Amount

Beginning in 2010–11, the Special Equipment Amount (SEA) Allocation will be made up of two components:

- SEA Per-Pupil Amount, and
- SEA Claims-Based Amount.

## SEA Per-Pupil Amount

- The new SEA Per-Pupil Amount component is part of a 5-year plan to provide boards with greater flexibility and predictability by converting part of the SEA allocation (approximately 85 percent of funds) into a single SEA Per-Pupil Amount for all school boards by 2014–15.
- The SEA Per-Pupil Amount will be allocated for the purchase of all computers, software, computing-related devices and required supporting furniture; and to support training for staff and students (where applicable), equipment set-up, maintenance and repair as determined by the board for all SEA equipment, including SEA equipment funded through the SEA claims-based process.
- The SEA Per-Pupil Amount component will be calculated using the following formula:

$$\text{Base Amount } \$10,000 \quad + \quad (\text{DSB specific per pupil amount} \times \text{DSB's ADE})$$

## SEA Claims-Based Amount

- Will continue to support 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, will continue to be claims-based with an \$800 deductible.



# Fall 2010 Process

- The ministry has been meeting with the Special Education Working Group: Council of Ontario Directors of Education (CODE), Council of Council of School Business Officials (COSBO) since August 2008. The ministry will expand the membership of this group to include Superintendents of Special Education and will meet throughout 2010
- In addition, in Spring 2010, the Ministry will:
  - Attend regular stakeholder meetings such as Regional Special Education Councils (RSECs) and Minister's Advisory Council on Special Education (MACSE) to support understanding of the changes to special education funding in the 2010-11 GSN
  - Respond to questions from individual boards and stakeholders to ensure they have a consistent understanding of the current model and receive preliminary feedback on the 2010-11 SEG allocation.
- Between September and December 2010 the Ministry will hold regional meetings across the province to discuss the transformation of special education funding.
  - School boards would be invited to send up to 5-8 representatives, including Supervisory Officers (Special Education and Curriculum), Business Officials, Principals and Special Education Advisory Committee Members.
- Participants will be asked to consider effectiveness and efficiency in the use of existing resources, focussing the discussion on the relationship among: special education funding; the delivery of programs and services; and student achievement. Particular attention will be needed on:
  - High Needs Amount (HNA) base, 50% stabilization, the amended Measures of Variability (MOV) with 23 factors, and,
  - Introduction of the Special Education Prediction Model.
- Additional meetings would also be held with the Education Partnership Table, MACSE, the Provincial Parent Advisory Committee on Special Education Advisory Committees, Trustee Associations and provincial unions.
- Feedback will be used in support of the development of the GSN/SEG for 2011-12.

