

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 – \$1,286.0 million,
- High Needs Amount (HNA) Allocation – \$998.1 million,
- Special Equipment Amount (SEA) Allocation – \$81.5 million,
- Special Incidence Portion (SIP) Allocation – \$41.0 million,
- Facilities Amount (FA) Allocation – \$100.1 million, and
- Behaviour Expertise Amount (BEA) Allocation – \$11.3 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 Ministry continues to review and refine the various components of the grant.

The Special Education Grant is projected to be almost \$2.52 billion in 2011–12, an increase of \$196.4 million over 2010–11 and is an increase of \$893.3 million or 55 percent since 2002–03.

The \$196.4 million will:

- provide more support for Education Assistants, as per PDT agreements, through the Special Education Per Pupil Amount (SEPPA)
- continue to support the Measures of Variability (MOV) amount and the Special Education Statistical Prediction Model Component, as part of the HNA allocation to better reflect the variability of high needs students and boards' ability to respond to these needs, so that HNA can be revised without relying on a claims-based process,
- support a funding increase of approximately 2 percent to the Special Equipment Amount (SEA) Per-Pupil Amount total, and continue support for SEA claims-based applications,
- continue to support the Special Incidence Portion (SIP) claim-based applications,
- continue to support education programs for school-aged children and youth in Government-approved care and/or treatment, custody, and correctional facilities, and
- continue to support for the Behaviour Expertise Amount (BEA).

The Ministry continues to implement the recommendations of the Working Table on Special Education by reviewing and refining the components of the grant and consulting with stakeholders to ensure that the evolution of the funding approach supports students with special education needs, improves student outcomes, and places less emphasis on the identification process for students with high needs.

In the Spring of 2011, the Ministry will initiate a review for the purpose of examining reasons for the variation in board reporting of students with special education needs. Among other things, this review will look into reporting practices and will examine SEA claims-based applications to ensure compliance with SEA guidelines, and to engage in a discussion with school boards regarding the SEA Per-Pupil Amount.

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 SEPPA amounts for 2011–12 are:

\$935.38 per JK to Grade 3 student

\$718.49 per Grade 4 to 8 student

\$475.24 per Grade 9 to 12 student.

The SEPPA Allocation is projected to be almost \$1.3 billion in 2011–12.

High Needs Amount (HNA) Allocation

The High Needs Amount (HNA) Allocation addresses the cost of providing intensive staff support required by a small number of students with high needs.

In 2011–12 the HNA Allocation is made up of:

- the HNA base amount, including transitional HNA stabilization,
- the Measures of Variability (MOV) amount, and
- the MOV Special Education Statistical Prediction Model.

The 2011–12 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.

Similar to last year, in 2011–12, school boards facing declining enrolment will be provided with 50 percent of the transitional HNA stabilization approach. The HNA Allocation is projected to be \$998.1 million for 2011–12.

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 2011–12 total ADE,

OR

(B) the amount determined for the board for 2010–11.

Where (B) is greater, half the difference between (A) and (B) is added to (A).

This amount will then be multiplied by 94.89 percent to arrive at the HNA base amount.

Measures of Variability (MOV) Amount

The 2011–12 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 four 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. Finally, each factor is weighted within a specified range related to the provincial average of the prevalence of the factor.

Twenty-three factors (see table below) will be used in the calculation of the 2011–12 HNA MOV Amount for each board as follows:

- The percent of MOV funding available for the category/subcategory (from the table below) 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 (a) 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.

	Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
1	Students reported as receiving special education programs and services	2008–09 data as reported by boards (one factor)	36%	
2	Participation and achievement in EQAO assessments by students with special education needs	2009–10 data for: Sub-Category 2A: Grade 3 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors) Sub-Category 2B: Grade 6 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors) Sub-Category 2C: Grade 3 and Grade 6 students with special education needs (including gifted) with three or more Accommodations (two factors)	36%	12% 12% 12%
3	Credit Accumulations and participation in Locally Developed and Alternative non-credit courses (K-Courses) by students with special education needs.	2008–09 data for: Sub-Category 3A: Students with special education needs earned 5 or less credits in Grade 9 or earned 13 or less credits in Grade 10 (two factors) Sub-Category 3B: Grade 9 and Grade 10 Students with Special Education Needs enrolled in Locally Developed Courses (two factors) Sub-Category 3C: Grade 9 and Grade 10 Students with Special Education Needs enrolled in K-Courses (two factors)	18%	15% 1.2% 1.8%
4	Board size and rural/urban designation	2011–12 projected ADE (two factors) board size and rural board size and rural/urban	10%	

CATEGORY 1: Prevalence of students reported as receiving special education programs and services 2008–09 data as reported by boards (one factor). Prevalence for this category is the total number of students reported as receiving special education programs and services divided by total enrolment.

2008–09 data as reported by boards: 36% of MOV	
Weight	Range
0.8	<10.07%
0.9	≥10.07% to <12.95%
1	≥12.95% to <15.83%
1.1	≥15.83% to <18.71%
1.2	≥18.71%

CATEGORY 2: 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).

Sub-Category 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)

2A – EQAO Achievement – Grade 3; 12% of MOV						
Weight	Males - Reading (20% of 2A)	Females – Reading (15% of 2A)	Males – Writing (20% of 2A)	Females – Writing (15% of 2A)	Males – Math (15% of 2A)	Females – Math (15% of 2A)
0.8	<26.08%	<28.03%	<9.28%	<8.27%	<15.06%	<17.97%
0.9	≥26.08% to <33.53%	≥28.03% to <36.04%	≥9.28% to <11.93%	≥8.27% to <10.63%	≥15.06% to <19.36%	≥17.97% to <23.10%
1	≥33.53% to <40.98%	≥36.04% to <44.05%	≥11.93% to <14.58%	≥10.63% to <13.00%	≥19.36% to <23.66%	≥23.10% to <28.23%
1.1	≥40.98% to <48.44%	≥44.05% to <52.06%	≥14.58% to <17.23%	≥13.00% to <15.36%	≥23.66% to <27.96%	≥28.23% to <33.37%
1.2	≥48.44%	≥52.06%	≥17.23%	≥15.36%	≥27.96%	≥33.37%

Sub-Category 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)

2B – EQAO Achievement – Grade 6; 12% of MOV						
Weight	Males - Reading (20% of 2B)	Females – Reading (15% of 2B)	Males – Writing (20% of 2B)	Females – Writing (15% of 2B)	Males – Math (15% of 2B)	Females – Math (15% of 2B)
0.8	<17.10%	<16.69%	<8.07%	<6.15%	<19.18%	<19.99%
0.9	≥17.10% to <21.98%	≥16.69% to <21.46%	≥8.07% to <10.38%	≥6.15% to <7.91%	≥19.18% to <24.66%	≥19.99% to <25.71%
1	≥21.98% to <26.87%	≥21.46% to <26.23%	≥10.38% to <12.69%	≥7.91% to <9.67%	≥24.66% to <30.14%	≥25.71% to <31.42%
1.1	≥26.87% to <31.75%	≥26.23% to <31.00%	≥12.69% to <15.00%	≥9.67% to <11.43%	≥30.14% to <35.62%	≥31.42% to <37.13%
1.2	≥31.75%	≥31.00%	≥15.00%	≥11.43%	≥35.62%	≥37.13%

Sub-Category 2C: Prevalence of students with special education needs (including gifted) 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)

2C – EQAO accommodations; 12% of MOV		
Weight	Grade 3 (50% of 2C)	Grade 6 (50% of 2C)
0.8	<41.63%	<31.18%
0.9	≥41.63% to <53.52%	≥31.18% to <40.08%
1	≥53.52% to <65.41%	≥40.08% to <48.99%
1.1	≥65.41% to <77.30%	≥48.99% to <57.90%
1.2	≥77.30%	≥57.90%

CATEGORY 3: Credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs (Secondary enrolment counts only).

Sub-Category 3A: Prevalence of Grade 9 and 10 credit accumulation for students with special education needs. 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)

3A – Credit accumulation; 15% of MOV		
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	<12.40%	<20.23%
0.9	≥12.40% to <15.94%	≥20.23% to <26.01%
1	≥15.94% to <19.49%	≥26.01% to <31.79%
1.1	≥19.49% to <23.03%	≥31.79% to <37.57%
1.2	≥23.03%	≥37.57%

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

3B – Enrolled in LD Courses; 1.2% of MOV		
Weight	Enrolled in LD Courses Grade 9 (40% of 3B)	Enrolled in LD Courses Grade 10 (60% of 3B)
0.8	<21.85%	<20.69%
0.9	≥21.85% to <28.10%	≥20.69% to <26.60%
1	≥28.10% to <34.34%	≥26.60% to <32.51%
1.1	≥34.34% to <40.58%	≥32.51% to <38.42%
1.2	≥40.58%	≥38.42%

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

3C – Enrolled in alternative non-credit courses (K Courses); 1.8% of MOV		
Weight	Enrolled in K-Courses Grade 9 (40% of 3B)	Enrolled in K-Courses Grade 10 (60% of 3B)
0.8	<6.18%	<5.11%
0.9	≥6.18% to <7.95%	≥5.11% to <6.57%
1	≥7.95% to <9.72%	≥6.57 to <8.02%
1.1	≥9.72% to <11.49%	≥8.02% to <9.48%
1.2	≥11.49%	≥9.48%

CATEGORY 4: Size and Rural Status Category (two factors)

Size

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

Rural

- boards with a rural designation get a weight of 2,
- boards 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.

MOV Special Education Statistical Prediction Model Amount

In the 2010–11 school year, the Ministry enhanced the HNA MOV amount by providing a \$10 million investment to support the introduction of the MOV Special Education Statistical Prediction Model developed by Dr. J. Douglas Willms, University of New Brunswick, Canadian Research Institute for Social Policy, (UNB-CRISP).

The logistic regression Special Education Statistical Prediction Model has been updated for 2011–12 and it draws from 2008–09 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.

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 (e.g., $Y_i = 1$ if reported; $Y_i = 0$ if not reported) as a function of a set of n covariates or predictors.

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 would receive special education programs and services.

The functional form of the model is:

$$\text{Probability} \left(\begin{array}{l} 1, \text{ given a student's} \\ Y_i = \text{set of background} \\ \text{characteristics} \end{array} \right) = \frac{1}{[1 + \exp - (\beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_n x_n)]}$$

where Y_i denotes whether or not a child was reported as receiving special education programs and/or services; and
 $x_1 \dots x_n$ are the child's grade, sex and 2006 Census-derived demographic characteristics.

§§ There are 5 Categories and 12 Definitions of Exceptionalities as follows:

BEHAVIOUR - Behaviour;
 INTELLECTUAL- Giftedness, Mild Intellectual Disability, Developmental Disability;
 COMMUNICATION - Autism, Deaf and Hard-of-Hearing, Language Impairment, Speech Impairment, Learning Disability;
 PHYSICAL - Physical Disability, Blind and Low Vision; and
 MULTIPLE EXCEPTIONALITIES - Multiple Exceptionalities

The regression coefficients, $\beta_0, \beta_1, \dots, \beta_n$ are estimated from the anonymized data for all Ontario students in 2008–09. With these estimates the model estimates the probability that a student with a particular set of background characteristics would 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 ADE to determine each board's proportion of this \$10 million funding enhancement - MOV Prediction Model amount.

Special Equipment Amount (SEA) Allocation

The 2011–12 Special Equipment Amount (SEA) Allocation is made up of two components:

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

The Special Equipment Amount (SEA) Allocation^{***} is projected to be \$81.5 million in 2011–12.

SEA Per-Pupil Amount

The SEA Per-Pupil Amount component, which was introduced in 2010–11, is part of a 5-year plan to provide boards with greater flexibility and predictability by converting part of the SEA allocation into a single SEA Per-Pupil Amount for all school boards by 2014–15.

In 2011–12, each school board will receive a projected SEA Per-Pupil Amount, which includes a base amount of \$10,000 for each school board plus an amount based on the board's average 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.

^{***} Each board's Special Equipment Allocation is set out in the *Grants for Student Needs – Legislative Grants for the 2011-2012 School Board Fiscal Year* regulation.

In addition, the SEA Per-Pupil Amount helps school boards in providing 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. Technicians and training costs are no longer submitted through the SEA claims process.

The direction being taken for the calculation for the SEA Per-Pupil Amount will transition schools boards from a school board-specific per-pupil amount that is based primarily on each board's historical access to SEA funding, to a single provincial per-pupil amount by 2014–15.

The SEA Per-Pupil Amount component will be calculated using the following formula:

$$\text{Base Amount} + \left(\frac{\text{School board specific}}{\text{per – pupil amount}} \times \text{ADE} \right)$$

\$10,000

SEA Claims-Based Amount

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. Eligibility requirements for SEA are outlined in the *Special Education Funding Guidelines: Special Equipment Amount (SEA), 2011–12 Spring 2011*^{†††}.

For 2011–12, vision support equipment required by a student that has a computer interface, but whose primary function is to help address the vision support needs of the student may be included in a SEA claim.

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 2010–11, 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.

Equipment purchased with the SEA funding travels with the student as provided in the *Grants for Student Needs – Legislative Grants for the 2011-2012 School Board Fiscal Year* regulation and described in the *Special Education Funding Guidelines: Special Equipment Amount (SEA), 2011–12, Spring 2011*^{*}.

^{†††} These documents are available on the Ministry of Education website, < <http://www.edu.gov.on.ca/eng/policyfunding/funding.html> >.

Special Incident Portion (SIP) Allocation

The Special Incident Portion (SIP) Allocation supports pupils who require more than two full-time 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 of others at their school. Eligibility criteria for SIP are outlined in the *Special Education Funding Guidelines: Special Incident Portion (SIP), 2011–12 Spring 2011**. SIP claims are submitted to the Ministry of Education Regional Offices for approval.

The SIP Allocation is projected to be \$41.0 million in 2011–12.

Facilities Amount (FA) Allocation

The Facilities Amount (FA) Allocation supports education programs for school-aged children and youth in Government-approved care and/or treatment, custody and correctional facilities operated by the Ministry of Children and Youth Services, the Ministry of Community and Social Services, the Ministry of Health and Long-Term Care, and/or the Ministry of Community Safety and Correctional Services. These facilities include hospitals, children's mental health centres, psychiatric institutions, detention and correctional facilities, community group homes, and other social services agencies. The provision of education in these facilities is subject to an agreement between a district school board and the facility.

The FA Allocation is projected to be \$100.1 million in 2011–12.

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

Revenue is reduced for boards when a program is operating on a smaller scale than was projected or ceases to operate during the school year.

The Ministry provides funding to school boards to help offset the accommodation and transportation costs of classrooms in care and treatment and custody settings that operate in school board space. This funding is included in the School Facility Operations and Renewal Grant and the Student Transportation Grant calculations.

Behaviour Expertise Amount (BEA) Allocation

The Behaviour Expertise Amount Allocation (BEA) provides funding for school boards to hire additional board level Applied Behaviour Analysis (ABA) expertise to support

principals, teachers, and multi-disciplinary transition teams. School board personnel with ABA expertise provide and coordinate training on ABA instructional methods and resources at the school board and school level to increase capacity within the publicly funded school system to use ABA methods. The services provided by ABA expertise professionals are applicable to all students and have been found to be specifically effective in working with students with Autism Spectrum Disorder (ASD) where appropriate. In addition, ABA expertise professionals continue to play a role in the successful implementation of the Connections for Students model for students with ASD.

The BEA allocation is projected to be \$11.3 million in 2011–12.

The Ministry will be allocating funding based on the following formula:

$$\$83,615 \text{ per school board} + (\$2.80 \times \text{school board's ADE})$$