

**Ministry of Education**

Special Education /  
Success for All Branch  
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**Ministère de l'Éducation**

Direction de l'éducation de l'enfance en  
difficulté et de la réussite pour tous  
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900, rue Bay  
Toronto ON M7A 1L2

**2017: SB11**

**MEMORANDUM TO:** Directors of Education  
Superintendents of Special Education

**FROM:** Louise Sirisko  
Director  
Special Education / Success for All Branch

**DATE:** May 19, 2017

**SUBJECT:** Special Education Grant Funding in 2017-18

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*Achieving Excellence: A Renewed Vision for Education in Ontario* outlines a strong commitment to achieving equity in access to learning for our students with special education needs. As senior leaders in the province, your commitment to this goal is demonstrated daily in your outstanding work to support our most vulnerable learners. Thank you for your leadership and your dedication to put into place the programs, supports and services that are essential to enable students with special education needs to achieve personal excellence. This memorandum and other funding related documents outline special education funding for the coming year, specifically adjustments to the Differentiated Special Education Needs (DSENA) allocation.

I encourage you to reach a deep understanding of the funding model and reflect on it together with your operating practices within your board. The students with special education needs in Ontario continue to reach greater levels of achievement. Together, we will continue to see the achievement gap narrow for students with special education needs. Together, we will ensure equity.

In 2017-18 the total Special Education Grant (SEG) is projected to be approximately \$2.856 billion.

**NOTICE:**

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Lieutenant Governor in Council under the Education Act. Such regulations have not yet been made. Therefore the content of this memo should be considered to be subject to such regulations, if and when made.

## **A. DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT (DSENA)**

### **New for 2017-18 – Adjustments to the DSENA Measures of Variability (MOV) Amount**

The new DSENA allocation model, which was first introduced in 2014-15, will be fully implemented in 2017–18.

In addition, the Ministry will invest \$15M in the DSENA MOV Amount in 2017-18. This includes a \$4M increase to the Remote and Rural Adjustment and the introduction of a new French-Language School Board Adjustment of \$11M. This investment recognizes that boards operating in remote and rural communities and/or in a minority language context have unique challenges in supporting students with special education 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 provides greater fairness and equity within the system by phasing out the historical High Needs Amount (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.

In 2017–18, the new DSENA allocation model will be fully implemented. The proportion of funding that is allocated through both the SESPM and the MOV will once again increase, the Base Amount for Collaboration and Integration will be maintained at \$450,000 per board and the legacy HNA per-pupil amounts will no longer be in effect.

The Differentiated Special Education Needs Amount allocation is projected to be approximately \$1.065 billion in 2017–18.

### **2017-18 Differentiated Special Education Needs Amount (DSENA) Allocation**

The 2017-18 DSENA Allocation will be made up of the following:

- the Special Education Statistical Prediction Model (SESPM). This component is projected to be \$763.2 million;
- the Measures of Variability (MOV) amount. This component is projected to be \$269.4 million; and
- the Base Amount for Collaboration and Integration. This component is projected to be \$32.4 million, which represents \$450,000 per board.

Further details regarding these DSENA allocation components can be found below. In addition, a copy of the projected DSENA MOV and SESPM Table Amounts for each

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school board, as found in the DSENA Table of the *Grants For Student Needs — Legislative Grants for the 2017-2018 School Board Fiscal Year*, are also copied below.

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

The logistic regression Special Education Statistical Prediction Model developed by Dr. J. Douglas Willms has been updated for 2017–18. It draws from 2014-15 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 (e.g.,  $Y_1 = 1$  if reported;  $Y_1 = 0$  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<sup>1</sup>, one for

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<sup>1</sup> There are five categories and twelve 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

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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 all 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.

The functional form of the model is:

$$\text{Probability} \left( \begin{array}{l} 1, \text{ given a student's } \\ Y_1 = \text{ set of background } \\ \text{characteristics} \end{array} \right) = \frac{1}{[1 + \exp^{-(\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n)}]}$$

where  $Y_1$  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, gender and 2006 Census-derived demographic characteristics.

The regression coefficients,  $\beta_0, \beta_1, \dots, \beta_n$  are estimated from the anonymized data for all Ontario students in 2014-15. 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 average daily enrolment (ADE) to determine each board's proportion of this allocation.

### Measures of Variability (MOV)

The Measures of Variability uses six 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 six 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 category/subcategory (see Table 1 below) multiplied by the provincial MOV amount, determines the provincial funding for that factor.

**Table 1: Provincial Funding for Each Factor of MOV**

<b>Category</b>	<b>Factor(s)</b>	<b>% of MOV Funding for Category</b>	<b>% of MOV Funding for Sub-Category</b>
1	Students reported as receiving special education programs and/or services	2014-15 data as reported by boards (one factor)	<b>30.2%</b>
2	Participation and achievement in EQAO assessments by students with special education needs	2015-16 data for:	<b>30.2%</b>
		<b>Sub-Category 2A:</b> Grade 3 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)	10.4%
		<b>Sub-Category 2B:</b> Grade 6 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)	10.4%
		<b>Sub-Category 2C:</b> Grade 3 and Grade 6 students with special education needs (including gifted) with three or more Accommodations (two factors)	9.4%
3	Credit Accumulation and participation in Locally Developed and Alternative non-credit courses (K-	2014-15 data for:	<b>15.1%</b>
		<b>Sub-Category 3A:</b> Students with special education needs earned 5 or less credits in Grade 9 or earned 13 or less credits in Grade 10 (two factors)	12.3%
		<b>Sub-Category 3B:</b> Grade 9 and Grade 10 Students with Special Education Needs enrolled in Locally Developed Courses (two factors)	1.3%

**Table 1: Provincial Funding for Each Factor of MOV**

<b>Category</b>	<b>Factor(s)</b>	<b>% of MOV Funding for Category</b>	<b>% of MOV Funding for Sub-Category</b>
Courses) by students with special education needs	<b>Sub-Category 3C:</b> Grade 9 and Grade 10 Students with Special Education Needs enrolled in K-Courses (two factors)		1.5%
4 Remote and Rural Adjustment	2017-18 Projected allocations for:	<b>12.8%</b>	
	<b>Sub-Category 4A:</b> Board Enrolment This component recognizes that smaller school boards often have higher per-pupil costs for goods and services. (one factor)		6.4%
	<b>Sub-Category 4B:</b> Distance/Urban Factor/French-Language Equivalence This component takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres, and recognizes that French-language school boards operating in minority language context face higher costs in obtaining goods and services (one factor)		1.4%
	<b>Sub-Category 4C:</b> School Dispersion This component recognizes the higher costs of providing goods and services to students in widely dispersed schools (one factor)		5.0%
5 Indigenous Education Grant Adjustment*	Indigenous Education Grant's Per-Pupil Amount Allocation. (one factor)	<b>7.6%</b>	
6 French-language School Board Adjustment (NEW)	Recognition of school boards operating in an official language minority context and their size.	<b>4.1%</b>	
	<b>Sub-Category 6A:</b> Base amount of \$450,000 per board (one factor).		2.0%

**Table 1: Provincial Funding for Each Factor of MOV**

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
	<b>Sub-Category 6B:</b> Board Enrolment, (one factor).		2.1%

*\*Note: The Indigenous Education Grant Adjustment (formerly the First Nation, Métis, and Inuit Adjustment) contains changes related to the phase-in of 2011 National Household Survey data in the Per-Pupil Amount Allocation. Further details regarding these changes can be found in the Grants for Student Needs (GSN) [Technical Paper](#).*

The six MOV categories and its twenty-seven factors are described below.

### **MOV Categories 1 to 3:**

The first three categories of MOV use data to develop a school board profile of 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. The MOV weights for categories 1 to 3 are calculated as follows:

Weight	Data ranges (DSB vs. Provincial Average)
0.8	<-30%
0.9	-30% to < -10%
1	-10% to < +10% (of Provincial Average)
1.1	+10% to < +30%
1.2	≥ +30%

The calculation for these three categories is as follows:

- a) The board's data for each factor determines its weight, using the ranges described above. Specific ranges for each data point can be found below.
- b) 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. This ratio is then multiplied by the amount of funding available for that factor to determine the board's funding for that factor.

The following tables summarize the proportion of the MOV total that is allocated to each category and its factors, as well as, the ranges for each category or factor.

**Category 1:** Prevalence of students reported as receiving special education programs and services by school boards. Prevalence for this category is the total number of students reported as receiving special education programs and services divided by total enrolment. (one factor)

<b>Prevalence of students reported as receiving special education programs and services: 30.2% of MOV</b>	
<b>Weight</b>	<b>Range</b>
0.8	< 11.90%
0.9	11.90% to < 15.30%
1.0	15.30% to < 18.70%
1.1	18.70% to < 22.10%
1.2	≥ 22.10%

**Category 2:** Participation and achievement in EQAO assessments by 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).

<b>2A – EQAO Achievement – Grade 3; 10.4% of MOV</b>						
<b>Weight</b>	<b>Males Reading (20% of 2A)</b>	<b>Females Reading (15% of 2A)</b>	<b>Males Writing (20% of 2A)</b>	<b>Females Writing (15% of 2A)</b>	<b>Males Math (15% of 2A)</b>	<b>Females Math (15% of 2A)</b>
0.8	< 13.57%	< 12.61%	< 8.12%	< 6.60%	< 17.86%	< 21.38%
0.9	13.57% to < 17.45%	12.61% to < 16.22%	8.12% to < 10.43%	6.60% to < 8.49%	17.86% to < 22.96%	21.38% to < 27.49%
1	17.45% to < 21.32%	16.22% to < 19.82%	10.43% to < 12.75%	8.49% to < 10.37%	22.96% to < 28.06%	27.49% to < 33.60%
1.1	21.32% to < 25.20%	19.82% to < 23.42%	12.75% to < 15.07%	10.37% to < 12.26%	28.06% to < 33.17%	33.60% to < 39.71%
1.2	≥ 25.20%	≥ 23.42%	≥ 15.07%	≥ 12.26%	≥ 33.17%	≥ 39.71%

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).

<b>2B – EQAO Achievement – Grade 6; 10.4% of MOV</b>						
<b>Weight</b>	<b>Males Reading (20% of 2B)</b>	<b>Females Reading (15% of 2B)</b>	<b>Males Writing (20% of 2B)</b>	<b>Females Writing (15% of 2B)</b>	<b>Males Math (15% of 2B)</b>	<b>Females Math (15% of 2B)</b>
0.8	< 8.88%	< 7.51%	< 6.98%	< 5.16%	< 28.80%	< 32.37%
0.9	8.88% to < 11.42%	7.51% to < 9.66%	6.98% to < 8.98%	5.16% to < 6.64%	28.80% to < 37.03%	32.37% to < 41.62%
1	11.42% to < 13.96%	9.66% to < 11.80%	8.98% to < 10.97%	6.64% to < 8.11%	37.03% to < 45.25%	41.62% to < 50.86%
1.1	13.96% to < 16.50%	11.80% to < 13.95%	10.97% to < 12.97%	8.11% to < 9.58%	45.25% to < 53.48%	50.86% to < 60.11%
1.2	≥ 16.50%	≥ 13.95%	≥ 12.97%	≥ 9.58%	≥ 53.48%	≥ 60.11%

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).

<b>2C – EQAO accommodations; 9.4% of MOV</b>		
<b>Weight</b>	<b>Grade 3 (50% of 2C)</b>	<b>Grade 6 (50% of 2C)</b>
0.8	< 46.97%	< 36.36%
0.9	46.97% to < 60.39%	36.36% to < 46.75%
1	60.39% to < 73.81%	46.75% to < 57.14%
1.1	73.81% to < 87.23%	57.14% to < 67.53%
1.2	≥ 87.23%	≥ 67.53%

**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).

<b>3A – Credit accumulation; 12.3% of MOV</b>		
<b>Weight</b>	<b>Earned 5 or less credits in Grade 9 (40% of 3A)</b>	<b>Earned 13 or less credits in Grade 10 (60% of 3A)</b>
0.8	< 9.57%	< 15.06%
0.9	9.57% to < 12.30%	15.06% to < 19.36%
1	12.30% to < 15.04%	19.36% to < 23.67%
1.1	15.04% to < 17.77%	23.67% to < 27.97%
1.2	≥ 17.77%	≥ 27.97%

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

<b>3B – Enrolled in LD Courses; 1.3% of MOV</b>		
<b>Weight</b>	<b>Enrolled in LD Courses Grade 9 (40% of 3B)</b>	<b>Enrolled in LD Courses Grade 10 (60% of 3B)</b>
0.8	< 18.32%	< 18.00%
0.9	18.32% to < 23.56%	18.00% to < 23.15%
1	23.56% to < 28.79%	23.15% to < 28.29%
1.1	28.79% to < 34.03%	28.29% to < 33.43%
1.2	≥ 34.03%	≥ 33.43%

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).

<b>3C – Enrolled in alternative non-credit courses (K Courses); 1.5% of MOV</b>		
<b>Weight</b>	<b>Enrolled in K-Courses Grade 9 (40% of 3C)</b>	<b>Enrolled in K-Courses Grade 10 (60% of 3C)</b>

**3C – Enrolled in alternative non-credit courses (K Courses);  
1.5% of MOV**

Weight	Enrolled in K-Courses Grade 9 (40% of 3C)	Enrolled in K-Courses Grade 10 (60% of 3C)
0.8	< 5.48%	< 4.33%
0.9	5.48% to < 7.05%	4.33% to < 5.56%
1	7.05% to < 8.61%	5.56% to < 6.80%
1.1	8.61% to < 10.18%	6.80% to < 8.03%
1.2	≥ 10.18%	≥ 8.03%

**MOV Categories 4 to 6**

Categories 4 to 6 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 three categories are: Remote and Rural Adjustment, Indigenous Education Grant Adjustment and French-language School Board Adjustment.

**Category 4: Remote and Rural Adjustment**

The MOV’s Remote and Rural Adjustment will provide school boards with funding based on 3 sub-categories/factors that align with the Remote and Rural allocation of the Geographic Circumstances Grant of the GSN – they are:

- Sub-Category 4A: Board Enrolment, which recognizes that school boards with fewer pupils often have higher per-pupil costs for goods and services (one factor);
- Sub-Category 4B: Distance/Urban Factor/French-Language Equivalence, which takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres. This component also recognizes that, much like remote school boards, French-language school boards operating in minority language context face higher costs in obtaining goods and services. (one factor); and
- Sub-Category 4C: School Dispersion, which recognizes the higher costs of providing goods and services to students in widely dispersed schools (one factor).

**Category 5: Indigenous Education Grant Adjustment**

Each school board will receive a percentage of their Indigenous Education Grant’s Per-Pupil Amount Allocation. This allocation estimates the percentage of Indigenous population in a school board, while guaranteeing a minimum funding amount to each school board (please refer to *2017-18 Technical Paper* for more details regarding the Indigenous Education Grant’s Per-Pupil Amount Allocation). This complements the

ministry's effort to better reflect 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 (one factor).

### **Category 6: French-Language School Board Adjustment (NEW)**

This category recognizes that boards operating in a minority language context have unique challenges supporting students with special education needs; while also recognizing board size. There are two factors in this category.

- Sub-Category 6A: Base amount of \$450,000 per board in a minority language context (one factor).
- Sub-Category 6B: Board Enrolment, (one factor).

### **Base Amount for Collaboration and Integration**

The Base Amount for Collaboration and Integration provides every board a minimum level of base funding of \$450,000. Its purpose is to explore collaborative and integrated approaches to serving students with special education needs.

### **B. FACILITIES AMOUNT (FA) CHANGES**

The Guidelines for the Facilities Amount (FA) programs are reviewed and updated on an annual basis. New *Guidelines for Approval and Provision of Care and/or Treatment, Custody and Correctional (CTCC) Programs 2017-18* have been released on the Ministry of Education, [Financial Analysis and Accountability Branch website](#).

These guidelines are designed to simplify the administration of CTCC programs by consolidating the following documents:

- *Guidelines 2005-06 For Approval of Educational Programs for Pupils In Government Approved Care and/or Treatment, Custody and Correctional Facilities*
- *Policy/Program Memorandum No. 85 – Educational Programs for Pupils in Government Approved Care and/or Treatment Facilities*
- *Ministry of Education Essential Elements for Education Programs for Pupils in Government Approved Care and/or Treatment, Custody and Correctional Facilities (February 2009)*

The above named documents are no longer in force and school boards should refer to the *Guidelines 2017-18* for any questions related to the administration of CTCC programs. The *Guidelines 2017-18* are designed to provide direction to school boards regarding the provision of CTCC Education Programs in order to obtain Ministry approval and Ministry funding. This includes criteria for funding of teachers, teacher assistants and administrator/liaison positions and outlines specific elements to inform the delivery of CTCC education programs.

In order to allow the impact of new and transformative programs to be fully reviewed, the ministry will not be accepting applications for new and/or expanded programs in 2017-18.

Thank you once again for your work with students with special education needs.

Sincerely,

*Original signed by*

Louise Sirisko  
Director  
Special Education / Success for All Branch

cc. Special Education Advisory Committees

**Table 1**  
**2017-18 DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT**

<b>Item</b>	<b>Column 1 Name of board</b>	<b>Column 2 Projected Measures of Variability (MOV) Amount</b>	<b>Column 3 Projected SESPM amount</b>
		<b>(\$)</b>	<b>(\$)</b>
1	Algoma District School Board	3,054,352	4,181,192
2	Algonquin and Lakeshore Catholic District School Board	2,285,704	4,702,109
3	Avon Maitland District School Board	1,890,468	6,930,394
4	Bluewater District School Board	2,245,879	7,277,100
5	Brant Haldimand Norfolk Catholic District School Board	1,785,868	4,113,706
6	Bruce-Grey Catholic District School Board	1,166,883	2,009,743
7	Catholic District School Board of Eastern Ontario	2,351,488	5,658,984
8	Conseil des écoles publiques de l'Est de l'Ontario	3,597,952	5,388,849
9	Conseil scolaire catholique Providence	3,446,992	3,445,294
10	Conseil scolaire de district catholique Centre-Sud	3,978,494	5,569,420
11	Conseil scolaire de district catholique de l'Est ontarien	3,060,326	4,225,684
12	Conseil scolaire de district catholique des Aurores boréales	1,185,345	316,381
13	Conseil scolaire de district catholique des Grandes Rivières	2,991,004	2,623,087
14	Conseil scolaire de district catholique du Centre-Est de l'Ontario	4,618,457	7,834,073
15	Conseil scolaire de district catholique du Nouvel-Ontario	3,285,218	2,674,735
16	Conseil scolaire de district catholique Franco-Nord	1,606,644	1,280,692

<b>Item</b>	<b>Column 1 Name of board</b>	<b>Column 2 Projected Measures of Variability (MOV) Amount</b>	<b>Column 3 Projected SESPM amount</b>
		<b>(\$)</b>	<b>(\$)</b>
17	Conseil scolaire de district du Grand Nord de l'Ontario	1,828,143	984,065
18	Conseil scolaire de district du Nord-Est de l'Ontario	1,861,677	924,699
19	Conseil scolaire Viamonde	3,695,819	3,806,857
20	District School Board of Niagara	4,018,151	15,108,441
21	District School Board Ontario North East	2,661,679	3,174,093
22	Dufferin-Peel Catholic District School Board	8,162,957	28,917,049
23	Durham Catholic District School Board	2,107,359	7,685,437
24	Durham District School Board	7,534,974	26,168,650
25	Grand Erie District School Board	3,261,026	11,191,639
26	Greater Essex County District School Board	4,008,210	14,041,222
27	Halton Catholic District School Board	3,257,418	11,698,407
28	Halton District School Board	6,636,533	21,909,125
29	Hamilton-Wentworth Catholic District School Board	3,037,889	11,534,718
30	Hamilton-Wentworth District School Board	5,827,834	20,150,243
31	Hastings and Prince Edward District School Board	2,430,442	6,680,619
32	Huron Perth Catholic District School Board	1,143,448	1,898,605
33	Huron-Superior Catholic District School Board	1,984,678	2,008,055
34	Kawartha Pine Ridge District School Board	3,759,436	13,145,132
35	Keewatin-Patricia District School Board	2,741,131	2,209,907
36	Kenora Catholic District School Board	833,967	598,090
37	Lakehead District School Board	2,650,780	3,724,580

<b>Item</b>	<b>Column 1 Name of board</b>	<b>Column 2 Projected Measures of Variability (MOV) Amount</b>	<b>Column 3 Projected SESPM amount</b>
		<b>(\$)</b>	<b>(\$)</b>
38	Lambton Kent District School Board	2,604,009	9,302,552
39	Limestone District School Board	2,624,871	8,206,620
40	London District Catholic School Board	2,129,670	7,590,155
41	Near North District School Board	2,456,551	4,521,903
42	Niagara Catholic District School Board	2,256,943	8,768,039
43	Nipissing-Parry Sound Catholic District School Board	830,623	1,142,329
44	Northeastern Catholic District School Board	1,003,309	975,588
45	Northwest Catholic District School Board	914,050	535,423
46	Ottawa Catholic District School Board	4,465,246	15,531,101
47	Ottawa-Carleton District School Board	7,802,585	26,220,550
48	Peel District School Board	16,356,841	52,809,508
49	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1,935,545	6,031,645
50	Rainbow District School Board	3,117,831	5,601,748
51	Rainy River District School Board	1,062,837	1,104,564
52	Renfrew County Catholic District School Board	1,313,450	2,061,185
53	Renfrew County District School Board	2,102,894	4,385,220
54	Simcoe County District School Board	6,685,858	21,377,937
55	Simcoe Muskoka Catholic District School Board	2,954,806	8,658,347
56	St. Clair Catholic District School Board	1,820,313	3,636,084
57	Sudbury Catholic District School Board	1,710,338	2,487,447
58	Superior North Catholic District School	442,515	279,334



<b>Item</b>	<b>Column 1 Name of board</b>	<b>Column 2 Projected Measures of Variability (MOV) Amount</b>	<b>Column 3 Projected SESPM amount</b>
		<b>(\$)</b>	<b>(\$)</b>
	Board		
59	Superior-Greenstone District School Board	728,818	652,511
60	Thames Valley District School Board	8,321,546	30,106,842
61	Thunder Bay Catholic District School Board	2,171,226	3,220,850
62	Toronto Catholic District School Board	9,187,288	34,742,913
63	Toronto District School Board	25,606,683	89,636,938
64	Trillium Lakelands District School Board	2,475,817	7,551,225
65	Upper Canada District School Board	4,009,348	11,853,826
66	Upper Grand District School Board	3,698,480	13,083,608
67	Waterloo Catholic District School Board	2,392,747	8,088,672
68	Waterloo Region District School Board	7,369,862	23,640,937
69	Wellington Catholic District School Board	1,589,955	2,934,638
70	Windsor-Essex Catholic District School Board	2,183,590	7,872,228
71	York Catholic District School Board	5,136,072	19,254,197
72	York Region District School Board	11,942,856	43,542,261