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**Ministère de l'Éducation**

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**2019: SB07**

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

**FROM:** Claudine Munroe  
Director  
Special Education / Success for All Branch

**DATE:** May 24, 2019

**SUBJECT:** Special Education Grant Funding for 2019-20

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This memorandum provides an overview of all Special Education Grant (SEG) allocations and highlights key funding changes for the 2019-20 school year. In addition, it provides technical details regarding the Differentiated Special Education Needs Amount (DSENA) allocation, including a projected DSENA Table for 2019-20, and a revised 2018-19 DSENA Table using 2018-19 Revised Estimates information.

This information is provided in the following sections:

- A.** Key Changes for 2019-20
- B.** Overview of all Special Education Grant (SEG) allocations

Similar to previous years, Appendix 1 contains the Differentiated Special Education Needs Amount (DSENA) Tables.

As senior education leaders in the province, thank you for your continued dedication to establish programs, supports and services that help set students with special education needs up for success.

**NOTICE:**

Some of the elements and proposals set out in this memorandum require that regulations be made under the *Education Act*, the necessary appropriations be made by the Ontario Legislature, and/or transfer payment agreements be entered into. Therefore, the content of this memorandum should be understood as dependent on these requirements being met.

## **A. KEY CHANGES FOR 2019-20**

### **Additional \$15.2 million Investment in the Behaviour Expertise Amount**

The ministry is investing an additional \$15.2 million in the Behaviour Expertise Amount allocation, an increase of approximately one hundred per cent over 2018–19. This investment will allow school boards to hire more professional staff at the board level who have expertise in Applied Behaviour Analysis (ABA), including Board Certified Behaviour Analysts (BCBAs), and double the training opportunities that will build school board capacity in ABA.

## **B. OVERVIEW OF SPECIAL EDUCATION GRANT**

### **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. Funding will be allocated to school boards using the following benchmarks:

- \$1,015.60 per JK to Grade 3 student,
- \$780.12 per Grade 4 to 8 student, and
- \$515.04 per Grade 9 to 12 student.

The SEPPA Allocation is projected to be approximately \$1.57 billion in 2019–20.

### **DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT (DSENA) ALLOCATION**

The Differentiated Special Education Needs Amount (DSENA) allocation addresses the variation among school boards with respect to their population of students with special education needs and school boards' ability to support these needs.

The DSENA allocation is projected to be approximately \$1.14 billion in 2019-20.

It is made up of the following four components:

- Special Education Statistical Prediction Model (SESPM): This component is projected to be \$779.9 million;
- Measures of Variability (MOV): This component is projected to be \$275.3 million;
- Base Amount for Collaboration and Integration: This component is projected to be \$33.1 million, which represents approximately \$459,874 per board; and
- Multi-Disciplinary Supports Amount: this component is projected to be \$51.3 million
  - Multi-Disciplinary Team component (approximately \$28.6 million) and
  - Other Staffing Resources component (approximately \$22.7 million).

Technical details regarding these DSENA allocation components can be found below. In addition, Appendix 1 of this memorandum (*Differentiated Special Education Needs Amount (DSENA) Tables*) contains a copy of the 2019-20 projected DSENA MOV, SESPM and Other Staffing Resources Table Amounts for each school board, as will be found in the DSENA Table of the *Grants For Student Needs — Legislative Grants for the 2019-20 School Board Fiscal Year*.

Appendix 1 of this memorandum also contains a revised 2018-19 DSENA Table, based on 2018-19 Revised Estimates average daily enrolment submissions. As always, once final average daily enrolment is known for any given school year, the DSENA Table amounts will be finalized.

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

In 2019-20 the SESPM amount allocation is projected to be approximately \$779.9 million. The logistic regression Special Education Statistical Prediction Model developed by Dr. J. Douglas Willms has been updated for the 2019-20 school year. It draws from 2016-17 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 ministry determined that some Grants for Student Needs (GSN) funding allocations, especially those that use data at lower levels of geography, could not be reliably updated with the 2011 National Household Survey data. This includes the SESPM. Ministry staff are presently examining 2016 census data to determine its reliability for updating funding components of the GSN that use Census data, such as the SESPM.

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 Statistics 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 student will receive special education programs and/or services is estimated with a logistic regression model, which models the probability of a student being identified as 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 definitions within the ministry’s categories of exceptionalities<sup>1</sup>, 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 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 student was reported as receiving special education programs and/or services; and  $x_1 \dots x_n$  are the student'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 2016-17. 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 school board.

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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  
 MULTIPLE – Multiple Exceptionalities

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)**

In 2019-20 the MOV allocation is projected to be approximately \$275.3 million. The MOV 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.

<b>Table 1: Provincial Funding for Each Factor of MOV</b>			
<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	2016-17 data as reported by boards (one factor)	30.2%
2	Participation and achievement in EQAO assessments by students with special education needs	2017-18 data for:	30.2%
		<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%

**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>
3 Credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs	2016-17 data for:	<b>15.1%</b>	
	<b>Sub-Category 3A:</b> Students with special education needs earned five 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%
	<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	2019-20 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%

**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>
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	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 \$459,873.86 per board (one factor).		2.0%
	<b>Sub-Category 6B:</b> Board Enrolment, (one factor).		2.1%

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:

<b>Weight</b>	<b>Data ranges (DSB vs. Provincial Average)</b>
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/or services by school boards. Prevalence for this category is the total number of students reported as receiving special education programs and/or 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	< 12.29%
0.9	12.29% to < 15.80%
1.0	15.80% to < 19.31%
1.1	19.31% to < 22.82%
1.2	≥ 22.82%

**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	< 12.39%	< 10.85%	< 8.88%	< 6.94%	< 18.22%	< 22.05%
0.9	12.39% to < 15.93%	10.85% to < 13.94%	8.88% to < 11.42%	6.94% to < 8.93%	18.22% to < 23.43%	22.05% to < 28.35%
1	15.93% to < 19.47%	13.94% to < 17.04%	11.42% to < 13.95%	8.93% to < 10.91%	23.43% to < 28.63%	28.35% to < 34.65%
1.1	19.47% to < 23.01%	17.04% to < 20.14%	13.95% to < 16.49%	10.91% to < 12.90%	28.63% to < 33.84%	34.65% to < 40.95%
1.2	≥ 23.01%	≥ 20.14%	≥ 16.49%	≥ 12.90%	≥ 33.84%	≥ 40.95%



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	< 7.70%	< 6.09%	< 7.76%	< 5.78%	< 31.52%	< 34.12%
0.9	7.70% to < 9.90%	6.09% to < 7.83%	7.76% to < 9.98%	5.78% to < 7.43%	31.52% to < 40.52%	34.12% to < 43.87%
1	9.90% to < 12.11%	7.83% to < 9.57%	9.98% to < 12.20%	7.43% to < 9.08%	40.52% to < 49.53%	43.87% to < 53.61%
1.1	12.11% to < 14.31%	9.57% to < 11.31%	12.20% to < 14.42%	9.08% to < 10.73%	49.53% to < 58.53%	53.61% to < 63.36%
1.2	≥ 14.31%	≥ 11.31%	≥ 14.42%	≥ 10.73%	≥ 58.53%	≥ 63.36%

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	< 17.00%	< 15.05%
0.9	17.00% to < 21.85%	15.05% to < 19.35%
1	21.85% to < 26.71%	19.35% to < 23.65%
1.1	26.71% to < 31.57%	23.65% to < 27.95%
1.2	≥ 31.57%	≥ 27.95%

**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 five 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 five 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	< 9.40%	< 14.28%
0.9	9.40% to < 12.09%	14.28% to < 18.36%
1	12.09% to < 14.77%	18.36% to < 22.45%
1.1	14.77% to < 17.46%	22.45% to < 26.53%
1.2	≥ 17.46%	≥ 26.53%

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	< 15.90%	< 15.31%
0.9	15.90% to < 20.44%	15.31% to < 19.68%
1	20.44% to < 24.98%	19.68% to < 24.06%
1.1	24.98% to < 29.52%	24.06% to < 28.43%
1.2	≥ 29.52%	≥ 28.43%

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>
0.8	< 4.54%	< 4.02%
0.9	4.54% to < 5.84%	4.02% to < 5.17%
1	5.84% to < 7.14%	5.17% to < 6.31%
1.1	7.14% to < 8.44%	6.31% to < 7.46%
1.2	≥ 8.44%	≥ 7.46%

### **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 three sub-categories/factors that align with the Remote and Rural Allocation of the 2019-20 Geographic Circumstances Grant (please refer to 2019-20 [Technical Paper](#) for more details regarding the Remote and Rural Allocation). These three sub-categories 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 schools that are widely dispersed over the school board's geographic area (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 2019-20 [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**

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

- Sub-Category 6A: Base amount of \$459,873.86 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 \$459,873.86. Its purpose is to enable boards to explore collaborative and integrated approaches to serving students with special education needs.

### **Multi-Disciplinary Supports Amount**

The Multi-Disciplinary Supports Amount allows school boards to hire specialists, including registered social workers, psychologists, behavioural specialists and speech-language pathologists. This amount supports all students with special education needs. There are two components in this amount:

#### **a. Multi-Disciplinary Team Component**

Funding is provided for a Multi-Disciplinary Team for all boards (funding is provided for up to four additional FTEs per school board), to build board capacity, support special education assessments and help teachers, educational assistants, and other staff better understand and respond to the unique needs of their students. The Multi-Disciplinary Team members should reflect local need, and could include any combination of a psychologist, behavioural specialist, speech-language pathologist, registered social worker, or a person in a position that requires similar qualifications.

Boards generate funding for the Multi-Disciplinary Team component based on the number of multi-disciplinary team members hired. Each multi-disciplinary team member hired, up to a maximum of four, generates \$99,420.88 for the school board.

If the cost of these multi-disciplinary team members is less than the amount of funding generated, this unspent funding will be made available for other special education expenditures (broader special education envelope). Any eligible spending in excess of the funding for multi-disciplinary team members will be included in the special education spending that will be measured against the broader special education envelope.

**b. Other Staffing Resources Component**

Funding will be provided to all school boards for other staffing to support students with special education needs. School boards have flexibility to use this funding for special education staffing that will address their local needs. This component will be allocated to school boards as per the DSENA Table of the Grants For Student Needs — Legislative Grants for the 2019-20 School Board Fiscal Year, which is also included in Appendix 1 of this memorandum.

**SPECIAL EQUIPMENT AMOUNT (SEA) ALLOCATION**

The Special Equipment Amount (SEA) allocation supports the purchase of equipment that may be required by students with special education needs. The 2019–20 SEA Allocation is made up of two components:

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

**SEA Per-Pupil Amount**

In 2019–20, each school board will receive a projected SEA Per-Pupil Amount component, which includes a base amount of \$10,000 for each school board plus an amount based on the board’s ADE.

$$\$10,000 \text{ per school board} + (\$36.101 \times \text{ADE})$$

The SEA Per-Pupil Amount is allocated for the purchase of all computers, software, robotics, computing-related devices, and required supporting furniture, as identified for use by students with special education needs in accordance with the SEA funding guidelines.

In addition, the SEA Per-Pupil Amount funding supports school boards to provide training for staff and students, where required, and it supports the set-up, maintenance, and/or repair of SEA equipment funded through the SEA claims-based process.

**SEA Claims-Based Amount**

The SEA Claims-Based Amount provides funding to school boards for the purchases of other non-computer based equipment to be utilized by students with special education needs, including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment, and physical assists support equipment, through a claims-based process with an \$800 deductible. Eligibility requirements for SEA are outlined in the [Special Education Funding Guidelines: Special Equipment Amount \(SEA\), 2019–20, Spring 2019](#). SEA claims are submitted to the Ministry of Education regional offices for approval.

The SEA Allocation is projected to be \$123.4 million in 2019–20.

## **SPECIAL INCIDENCE PORTION (SIP) ALLOCATION**

The 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 others at their school.

For the 2019-20 school year the maximum SIP amount per eligible claim will increase by 1 per cent over 2018-19 from \$27,405 to \$27,679. Eligibility criteria for SIP are outlined in the [Special Education Funding Guidelines: Special Incidence Portion \(SIP\), 2019–20, Spring 2019](#). SIP claims are submitted to the Ministry of Education regional offices for approval.

The SIP Allocation is projected to be \$126.1 million in 2019–20.

## **CARE, TREATMENT, CUSTODY AND CORRECTIONAL (CTCC) AMOUNT**

The CTCC Amount provides funding to school boards to provide education programs for school-aged children and youth in care and/or treatment centres, and in custody and correctional facilities.

### **CTCC Guidelines 2019-20**

The CTCC program guidelines, updated on an annual basis, set out program requirements and ministry expectations, roles and responsibilities as well as criteria for approval and funding and overall program delivery. The 2019-20 CTCC guidelines and associated materials are available on the Ministry of Education's Financial Analysis and Accountability Branch website at the following link: [Funding for Educational Programs in Care and/or Treatment, Custodial and Correctional \(CTCC\) Facilities](#).

CTCC funding supports school boards' provision of education programs to school aged children and youth in care, and/or treatment centres, and in custody and correctional facilities. Eligible facilities include hospitals, children's mental health centres, psychiatric institutions, detention and correctional facilities, community group homes, and social services agencies. A school board provides these education programs under a written agreement (Memorandum of Understanding) between the school board and the facility. The funding for the education component, which must be approved by the ministry, is used for recognized costs that include teachers, educational assistants, liaison administrative positions and program costs.

Funding is adjusted from the approved projected amount to the final approved expenditure.

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

The CTCC Amount is projected to be \$110.4 million in 2019–20.

## BEHAVIOUR EXPERTISE AMOUNT (BEA) ALLOCATION

The BEA allocation provides funding for school boards to hire board-level Applied Behaviour Analysis (ABA) expertise professionals, including Board Certified Behaviour Analysts (BCBAs), and to provide training opportunities that will build school board capacity in ABA. The ministry is investing an additional \$15.2 million in the Behaviour Expertise Amount allocation, an increase of approximately one hundred per cent over the 2018–19 school year.

The 2019–20 BEA allocation will have two components:

- Applied Behaviour Analysis (ABA) Expertise Professionals Amount - \$24.5 million, and
- ABA Training Amount - \$6 million.

### **ABA Expertise Professionals Amount**

The ABA Expertise Professionals Amount provides funding for school boards to hire professionals with an expertise in ABA, including Board Certified Behaviour Analysts (BCBAs). The use of ABA instructional approaches has proven to be effective for students with Autism Spectrum Disorder (ASD) and other students with special education needs. ABA expertise professionals will support principals, teachers, educators and other school staff by providing and coordinating ABA coaching, training and resources; facilitating school boards' collaboration with community service providers, parents and schools; and supporting the Connections for Students model.

The ministry will allocate ABA Expertise Professionals Amount funding based on a formula which includes a base amount of \$176,642 for each school board plus an amount based on the board's ADE.

$$\$176,642 \text{ per school board} + (\$5.83 \times \text{ADE})$$

### **ABA Training Amount**

The ABA Training Amount provides funding for training opportunities to build school board capacity in ABA. School boards may utilize the ABA Training Amount for:

- professional development (including travel, meals, accommodation),
- procurement or development of resources/programs, and
- release time/supply costs for staff on training (EAs/Educators/school teams).

The formal or informal ABA training opportunities and/or mentoring must be practical and oriented at developing capacity to apply and individualize ABA and should comply with a list of training requirements communicated by the ministry to school boards in a memorandum from April 30, 2014 titled [Applied Behaviour Analysis \(ABA\) Training Requirements to support students with Autism Spectrum Disorder](#).

The ministry will allocate ABA Training Amount funding based on a formula which includes a base amount of \$1,500 for each school board plus an amount based on the board's ADE.

$$\$1,500 \text{ per school board} + (\$2.95 \times \text{ADE})$$

ABA Training Amount funding can only be used by boards for the purpose of ABA training. Any unspent ABA Training Amount funding must be reported in a deferred revenue account to be used for ABA training in future years.

The BEA Allocation is projected to be \$30.5 million in 2019–20.

I trust that you will find this information regarding the 2019-20 Special Education Grant helpful. Thank you once again for your outstanding work across your school boards to support students with special education needs.

Sincerely,

*Original signed by*

Claudine Munroe  
Director  
Special Education / Success for All Branch

cc. Special Education Advisory Committees



## C. APPENDIX 1

### 2019-20 Projections - DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT

Item	Column 1 Name of Board	Column 2 Projected Measures of Variability Amount, in dollars	Column 3 Projected Special Education Statistical Prediction Model Amount, in dollars	Column 4 Projected Other Staffing Resources Amount, in dollars
1.	Algoma District School Board	3,232,508	4,378,547	167,970
2.	Algonquin and Lakeshore Catholic District School Board	2,312,754	4,858,310	158,813
3.	Avon Maitland District School Board	1,768,454	6,901,031	189,997
4.	Bluewater District School Board	2,204,094	7,484,534	211,207
5.	Brant Haldimand Norfolk Catholic District School Board	1,854,439	4,331,887	138,319
6.	Bruce-Grey Catholic District School Board	1,208,452	2,191,081	80,321
7.	Catholic District School Board of Eastern Ontario	2,363,961	5,585,210	175,006
8.	Conseil des écoles catholiques du Centre-Est	4,949,997	8,729,242	294,259
9.	Conseil des écoles publiques de l'Est de l'Ontario	3,698,871	6,048,841	212,437
10.	Conseil scolaire catholique de district des Grandes Rivières	3,027,022	2,624,477	127,188
11.	Conseil scolaire catholique du Nouvel-Ontario	3,446,958	2,691,350	137,319
12.	Conseil scolaire catholique MonAvenir	3,981,681	5,750,454	212,113
13.	Conseil scolaire catholique Providence	3,519,831	3,567,141	157,063
14.	Conseil scolaire de district catholique de l'Est ontarien	3,088,883	4,188,744	161,030
15.	Conseil scolaire de district catholique des Aurores boréales	1,176,767	331,253	40,955
16.	Conseil scolaire de district catholique Franco-Nord	1,564,976	1,241,165	67,971
17.	Conseil scolaire public du Grand Nord de l'Ontario	1,897,380	1,036,233	70,624
18.	Conseil scolaire public du Nord-Est de l'Ontario	1,837,917	929,959	67,175
19.	Conseil scolaire Viamonde	3,811,031	4,273,749	177,829
20.	District School Board of Niagara	4,257,097	15,550,217	421,794
21.	District School Board Ontario North East	2,748,515	3,168,707	132,718
22.	Dufferin-Peel Catholic District School Board	8,270,855	28,739,695	779,823
23.	Durham Catholic District School Board	2,128,963	7,912,329	218,547
24.	Durham District School Board	7,652,489	26,706,332	724,636
25.	Grand Erie District School Board	3,255,652	11,187,604	310,159
26.	Greater Essex County District School Board	4,005,927	14,431,885	393,293
27.	Halton Catholic District School Board	3,375,884	12,749,978	345,177
28.	Halton District School Board	6,596,696	22,563,315	616,440
29.	Hamilton-Wentworth Catholic District School Board	2,987,848	11,892,491	319,256
30.	Hamilton-Wentworth District School Board	5,790,653	20,129,892	549,021
31.	Hastings and Prince Edward District School Board	2,469,801	6,678,455	199,961
32.	Huron Perth Catholic District School Board	1,178,769	2,002,166	75,771
33.	Huron-Superior Catholic District School Board	1,933,892	1,908,387	89,535
34.	Kawartha Pine Ridge District School Board	3,868,732	13,615,066	373,438
35.	Keewatin-Patricia District School Board	2,834,292	2,235,895	115,090
36.	Kenora Catholic District School Board	733,461	574,133	36,784

<b>Item</b>	<b>Column 1 Name of Board</b>	<b>Column 2 Projected Measures of Variability Amount, in dollars</b>	<b>Column 3 Projected Special Education Statistical Prediction Model Amount, in dollars</b>	<b>Column 4 Projected Other Staffing Resources Amount, in dollars</b>
37.	Lakehead District School Board	2,714,758	3,686,823	142,798
38.	Lambton Kent District School Board	2,569,205	9,455,416	259,823
39.	Limestone District School Board	2,703,601	8,132,377	235,086
40.	London District Catholic School Board	2,297,119	8,617,800	236,729
41.	Near North District School Board	2,459,236	4,572,619	155,916
42.	Niagara Catholic District School Board	2,237,833	8,541,754	233,912
43.	Nipissing-Parry Sound Catholic District School Board	845,199	1,188,275	51,891
44.	Northeastern Catholic District School Board	1,006,917	1,018,134	51,715
45.	Northwest Catholic District School Board	866,874	511,641	38,260
46.	Ottawa Catholic District School Board	4,692,061	16,180,840	443,971
47.	Ottawa-Carleton District School Board	8,287,271	27,525,639	754,898
48.	Peel District School Board	17,043,223	53,600,684	1,479,790
49.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1,898,858	6,131,672	176,700
50.	Rainbow District School Board	3,461,513	5,722,659	200,709
51.	Rainy River District School Board	1,085,536	1,158,937	56,282
52.	Renfrew County Catholic District School Board	1,342,145	2,151,033	82,270
53.	Renfrew County District School Board	2,135,585	4,194,967	141,320
54.	Simcoe County District School Board	7,205,229	21,812,135	613,471
55.	Simcoe Muskoka Catholic District School Board	3,308,512	9,314,523	272,277
56.	St. Clair Catholic District School Board	1,801,576	3,671,101	123,466
57.	Sudbury Catholic District School Board	1,739,253	2,471,649	97,207
58.	Superior North Catholic District School Board	372,257	261,676	22,764
59.	Superior-Greenstone District School Board	685,216	662,835	37,626
60.	Thames Valley District School Board	8,850,554	31,607,210	851,565
61.	Thunder Bay Catholic District School Board	2,250,274	3,101,156	120,943
62.	Toronto Catholic District School Board	9,291,323	35,031,043	931,994
63.	Toronto District School Board	25,914,716	89,834,244	2,418,502
64.	Trillium Lakelands District School Board	2,389,156	7,442,701	214,188
65.	Upper Canada District School Board	4,099,309	11,856,887	341,646
66.	Upper Grand District School Board	3,729,992	13,347,936	364,991
67.	Waterloo Catholic District School Board	2,514,839	8,882,428	246,767
68.	Waterloo Region District School Board	7,478,665	24,245,472	669,804
69.	Wellington Catholic District School Board	1,549,495	2,989,086	104,026
70.	Windsor-Essex Catholic District School Board	2,224,676	7,907,997	220,449
71.	York Catholic District School Board	4,976,207	18,625,310	500,758
72.	York Region District School Board	12,247,469	45,299,652	1,207,224

## 2018-19 Revised Estimates - DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT

Item	Column 1 Name of board	Column 2 Revised Estimates measures of variability amount, in dollars	Column 3 Revised Estimates special education statistical prediction model amount, in dollars	Column 4 Revised Estimates Other staffing resources, in dollars
1.	Algoma District School Board	3,244,508	4,400,899	168,585
2.	Algonquin and Lakeshore Catholic District School Board	2,281,272	4,805,143	156,953
3.	Avon Maitland District School Board	1,804,811	6,894,238	190,510
4.	Bluewater District School Board	2,182,218	7,462,966	210,199
5.	Brant Haldimand Norfolk Catholic District School Board	1,867,767	4,302,099	137,880
6.	Bruce-Grey Catholic District School Board	1,212,224	2,134,587	79,134
7.	Catholic District School Board of Eastern Ontario	2,375,111	5,718,895	177,920
8.	Conseil des écoles catholiques du Centre-Est	4,796,271	8,346,159	282,974
9.	Conseil des écoles publiques de l'Est de l'Ontario	3,653,777	5,845,431	207,161
10.	Conseil scolaire catholique de district des Grandes Rivières	3,041,325	2,613,160	127,155
11.	Conseil scolaire catholique du Nouvel-Ontario	3,408,850	2,663,396	135,848
12.	Conseil scolaire catholique MonAvenir	3,958,115	5,678,858	210,028
13.	Conseil scolaire catholique Providence	3,435,446	3,547,069	154,791
14.	Conseil scolaire de district catholique de l'Est ontarien	3,010,986	4,159,525	158,703
15.	Conseil scolaire de district catholique des Aurores boréales	1,160,649	328,308	40,474
16.	Conseil scolaire de district catholique Franco-Nord	1,570,140	1,250,275	68,180
17.	Conseil scolaire public du Grand Nord de l'Ontario	1,871,086	1,008,512	69,412
18.	Conseil scolaire public du Nord-Est de l'Ontario	1,801,898	907,820	65,877
19.	Conseil scolaire Viamonde	3,777,056	4,129,995	174,029
20.	District School Board of Niagara	4,351,426	15,356,710	419,602
21.	District School Board Ontario North East	2,764,499	3,172,929	133,043
22.	Dufferin-Peel Catholic District School Board	8,020,019	28,548,560	770,455
23.	Durham Catholic District School Board	2,130,486	7,830,886	216,778
24.	Durham District School Board	7,570,512	26,365,888	715,682
25.	Grand Erie District School Board	3,305,957	11,301,735	313,465
26.	Greater Essex County District School Board	4,103,704	14,430,758	395,178
27.	Halton Catholic District School Board	3,279,450	12,243,058	332,502
28.	Halton District School Board	6,486,521	22,108,101	604,523
29.	Hamilton-Wentworth Catholic District School Board	3,094,204	11,700,591	317,359
30.	Hamilton-Wentworth District School Board	5,890,308	20,072,956	549,766
31.	Hastings and Prince Edward District School Board	2,489,729	6,715,812	201,050
32.	Huron Perth Catholic District School Board	1,154,494	1,998,774	75,107
33.	Huron-Superior Catholic District School Board	1,960,662	1,963,543	91,149
34.	Kawartha Pine Ridge District School Board	3,769,388	13,312,972	364,961
35.	Keewatin-Patricia District School Board	2,814,016	2,183,185	113,478
36.	Kenora Catholic District School Board	766,832	588,131	37,685

<b>Item</b>	<b>Column 1 Name of board</b>	<b>Column 2 Revised Estimates measures of variability amount, in dollars</b>	<b>Column 3 Revised Estimates special education statistical prediction model amount, in dollars</b>	<b>Column 4 Revised Estimates Other staffing resources, in dollars</b>
37.	Lakehead District School Board	2,778,086	3,734,478	145,011
38.	Lambton Kent District School Board	2,567,078	9,458,482	259,733
39.	Limestone District School Board	2,679,329	8,161,261	235,074
40.	London District Catholic School Board	2,243,667	8,267,139	228,212
41.	Near North District School Board	2,498,866	4,677,873	158,832
42.	Niagara Catholic District School Board	2,182,730	8,621,153	234,310
43.	Nipissing-Parry Sound Catholic District School Board	842,019	1,167,513	51,306
44.	Northeastern Catholic District School Board	1,026,298	1,036,634	52,418
45.	Northwest Catholic District School Board	861,649	515,255	38,142
46.	Ottawa Catholic District School Board	4,522,008	15,791,329	432,195
47.	Ottawa-Carleton District School Board	8,108,590	27,048,441	741,082
48.	Peel District School Board	16,712,410	53,300,144	1,466,401
49.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1,888,303	6,063,972	174,971
50.	Rainbow District School Board	3,428,240	5,717,648	199,809
51.	Rainy River District School Board	1,084,195	1,141,228	55,799
52.	Renfrew County Catholic District School Board	1,340,639	2,100,620	81,100
53.	Renfrew County District School Board	2,080,953	4,214,862	140,501
54.	Simcoe County District School Board	7,080,225	21,427,686	602,719
55.	Simcoe Muskoka Catholic District School Board	3,197,803	8,905,840	261,358
56.	St. Clair Catholic District School Board	1,783,846	3,650,610	122,577
57.	Sudbury Catholic District School Board	1,762,306	2,456,578	97,281
58.	Superior North Catholic District School Board	380,235	259,724	22,806
59.	Superior-Greenstone District School Board	687,737	651,808	37,364
60.	Thames Valley District School Board	8,784,001	31,289,937	843,399
61.	Thunder Bay Catholic District School Board	2,246,922	3,146,393	121,720
62.	Toronto Catholic District School Board	9,135,708	35,032,287	928,594
63.	Toronto District School Board	25,675,183	89,889,076	2,414,299
64.	Trillium Lakelands District School Board	2,322,879	7,678,581	217,613
65.	Upper Canada District School Board	4,084,633	11,852,701	341,134
66.	Upper Grand District School Board	3,687,739	13,096,409	358,756
67.	Waterloo Catholic District School Board	2,355,091	8,600,634	237,470
68.	Waterloo Region District School Board	7,521,241	23,942,903	664,236
69.	Wellington Catholic District School Board	1,569,353	3,006,174	104,703
70.	Windsor-Essex Catholic District School Board	2,279,010	8,061,873	224,676
71.	York Catholic District School Board	4,924,631	18,806,500	503,317
72.	York Region District School Board	12,272,736	44,538,829	1,191,697