Common Reference Standards for 2026-27 Routing Simulation

Ontario Ministry of Education

October 2025

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Overview

This document provides a common set of parameters, called Common Reference Standards (CRS), which are used to derive key inputs to allocate the Student Transportation Fund (STF) within the Core Education (Core Ed) Funding.

Using the CRS noted in this document, school boards and their respective student transportation consortia are required to produce a Routing Simulation (RS) that determines the optimal number of vehicles required to deliver home-to-school transportation services to students during the regular school year.

The RS for the 2026-27 school year must:

- Reflect opt-in/opt-out processes approved and implemented by the consortia/boards.
- Include ALL routes under the consortium/boards' contracts to transport any student (eligible or ineligible) between home and school daily (on a specified schedule) during the regular school year. Specifically, it should reflect:
    - Pupils of the school board under the age of 21, as of October 31st, 2025.
    - Students enrolled in a Provincial or Demonstration School, or the Centre Jules-Léger Consortium.
    - Students enrolled in programs such as Education and Community Partnership Program (ECPP) or Section 23 Programs, Care and Treatment Education Program (CTEP), and students with Hospital Boards/School Authorities (or Section 68).
    - Students living on a First Nations reserve and attending a school operated by one of the 72 school boards where transportation is managed by the consortium.
    - Students attending a school operated by a First Nations Entity on a reserve where transportation is managed by the consortium.
    - Other students who are not pupils of the school board, such as international students, where transportation is managed by the consortium.

For the purposes of providing RS ahead of the start of the 2026-27 school year, school boards and consortia can use student enrolment information on or prior to October 31st, 2025. This information should reflect adjustments such as the projected grade of the student, attending school, and bell-times for the 2026-27 school year.

Contact Information:
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1. Eligibility Criteria for Student Transportation Fund

The following outlines criteria used to determine eligibility of students.

1.1. Distance Eligibility

The distance between a student's designated address to their designated school that meets the distance condition set out below:

Designated Address: The address specified by a parent/guardian. It can be a residential address (e.g., a home address) or an alternate (non-residential) address (e.g., a childcare centre).

- To determine distance eligibility, only one designated address per student should be used.
- The student may be provided transportation to and from multiple addresses with the school board's approval (e.g., custody arrangements).

Designated School: The school determined based on the designated address and the catchment area of a school, as established by the school board. A designated school can be:

- A regular school whose catchment area covers the designated address. If the designated school is deemed to be operating at over capacity by the school board, an alternate school can be assigned; or
- A program school, such as French Immersion Programs, Gifted, or Magnet, whose catchment area covers the designated address.

NOTE: The designated school should not reflect a program school that does not include the designated address within its catchment area.

Distance Measurement: The distance between a student's designated address and designated school is measured from the closest point of the property line of a student's designated address to the property line of the designated school.

Distance eligibility criteria is met if the measured distance, as noted above, is equal to or greater than the thresholds specified in Table 1.1. based on the student's grade projected for the 2026-27 school year as determined by the school board.

Table 1.1. Distance Thresholds

	JK/SK	Grades 1 to 8	Grades 9 to 12
Distance between Designated Address and Designated School	0.8km	1.6km	3.2km

1.2. Eligibility Other than Distance

In cases where a student does not meet the distance eligibility criteria noted in Section 1.1., the following conditions can be considered for eligibility:

a. **Student with Special Transportation Needs (STN):** A student is considered STN if at least one of the following conditions is met:
   - The school board has determined that the student requires transportation e.g., through Identification, Placement and Review Committee (IPRC) or Individual Education Plan (IEP) etc.
   - Approved documentation, such as a medical note, indicating a medical condition requiring transportation.

b. **Hazard Walking Conditions:** Conditions that may pose safety risks for a student to walk from their designated address to the designated school and vice versa. These conditions include at least one of the following:
   - Multi-lane roads with higher speed limits and/or higher volumes of traffic.
   - Infrastructure and physical characteristics such as body of water and/or areas with a lack of sidewalks.
   - Un-controlled crossings such as those without stop signs, traffic lights, or crossing guards etc.
   - Railway crossings without signals or crossing rails.
   - Other safety factors identified by law enforcement or municipal authorities.

The application of hazard conditions may vary based on the student needs, geography, and local circumstances.

1.3. Transportation Eligibility/Ineligibility Categories

Based on the above guidelines and the assessment conducted by the board or consortium, each student should be categorized under one of the following categories:

Table 1.3. Eligibility/Ineligibility Categories for STF

Eligible for STF	
General Distance	A student attending a regular school who meets the criteria in Section 1.1 and does not meet the criteria in Section 1.2.a.
Program Distance	A student attending a specialized program school who meets the criteria in Section 1.1 and does not meet the criteria in Section 1.2.a.
STN Distance	A student attending a regular school or a specialized program school who meets both the criteria in Section 1.1 and Section 1.2.a.

STN	A student who does not meet the criteria in Section 1.1 but meets criteria in Section 1.2.a.
Hazard	A student who does not meet criteria in Section 1.1 but meets criteria in Section 1.2.b.
Ineligible for STF	
Not Distance Eligible	A student who does not meet criteria in Section 1.1 or Section 1.2 and has not been assigned any transportation.
Courtesy	A student who does not meet criteria in Section 1.1 or Section 1.2 but has been assigned transportation space (e.g., an empty seat) on an existing run.
Provincial/Demonstration Schools	A student enrolled in a Provincial or Demonstration School or the Centre Jules Léger Consortium.
ECPP	A student enrolled in one of the following programs: • Education and Community Partnership Programs (ECPP), formerly known as Section 23 Programs • Care and Treatment Education Programs (CTEP) • Programs requiring transportation under School Authorities or Hospital Boards (known as Section 68).
Tuition Agreement	• A student attending a school operated by one of 72 school boards, where transportation is managed by the consortium and the student is living on a First Nation reserve (tuition/fee agreement applies) • An international student attending a school operated by one of 72 school boards, where transportation is managed by the consortium (tuition/fee agreement applies). • Any other student (with tuition/fee agreement) whose transportation is managed by the consortium and who does not fall into other ineligible categories. For example, a student attending 1) a school operated by a First Nation Entity on a reserve, or 2) a private school.

2. Optimizing Ridership (Opt-In/Opt-Out)

To ensure the RS reflects an efficient and optimal transportation plan, opt-in and/or opt-out processes should be implemented to identify students who require and actively utilize transportation services. This alignment helps ensure that simulation results accurately represent actual ridership.

Each school board/consortium must incorporate one or both of the following in the RS for the 2026-27 school year:

- **Opt-In:** Eligible students and families are expected to actively "sign up" to receive transportation services.
- **Opt-Out:** Eligible students and families are assumed to require transportation services unless they explicitly decline by "opting out."

The impact of these opt-in/opt-out policies on the number of students assigned transportation can be assessed using RS results. For example, the ratio between the number of eligible students and the number of transported students would serve as a proxy opt-in/opt-out. This and other types of metrics can be compared over time and across consortia to assess optimality of routing results.

3. Assigning Mode of Transportation

Assigning an appropriate mode of transportation (school bus, contracted vehicle, public transit, taxi company-operated vehicle, and parent-operated vehicle) may be based on several factors, such as:

- **Student Needs:** Examples include students who require adapted/accessible vehicles and students designated as “ride alone”.
- **Safety and Service-Level:** Examples include the type of vehicle needed for local geographies (e.g., certain road conditions).
- **Availability of Mode of Transportation:** Examples include asset supply based on the contractor or regional availability and accessibility.
- **Cost Effectiveness:** Examples include the relative cost of alternate modes of transportation.
- **Routing Strategy:** Examples include the number of runs and the available capacity on vehicles.

Table 3.1 provides guidance on assigning the mode of transportation from high to low preference based on needs.

An optimal RS should maximize the utilization of existing routes/vehicles and minimize the number of distinct routes/vehicles needed.

Optimization strategies could include:

1) Placing students on existing runs or creating new runs on existing routes before net new routes.

2) Adjusting bell times and arrival-departure windows to maximize use of existing runs and routes before adding net new routes.

Table 3.2 provides the definitions of various vehicle types.

Table 3.1. Assigning mode of transportation based on needs

Type of Need	**Description** (For eligible students)	**Preference to assign students to an existing run or route by vehicle type**
		Most → **Least**
General (Elementary)	Elementary students without any additional needs	Full-Size, Mid-Size, Mini-Size, Parent, Taxi, CSPV
General (Secondary)	Secondary students without any additional needs	Public Transit, Full-Size, Mid-Size, Mini-Size, Parent, Taxi, CSPV
STN Equipment	Students requiring vehicles with specialized equipment	Full-Size-Adapt, Mid-Size-Adapt, Mini-Size-Adapt, Adaptive CSPV
Geography (Road Conditions)	Road conditions that require heavier vehicles (e.g., unpaved road with steep climbs)	Full-Size, Mid-Size, Mini-Size, Parent, Taxi, CSPV
Geography (Other Conditions)	Road conditions that require smaller vehicles (e.g., turn-around, back-up)	Parent, Taxi, CSPV, Mini-Size, Mid-Size, Full-Size
Ride-alone	Students who need to ride on their own due to an IEP or other acceptable reasons	
Service Standards	When assigning a student to an existing route increases ride-time	
Low Volume Demography	Not enough students on a route	

Table 3.2 Vehicle Types

Vehicle Type	Definition
School Bus	There are six school bus types based on size, capacity, and accessibility:
1. Full-Size	A school bus, commonly referred to as Type C or Type D, with passenger seating capacity of 49 and over
2. Full-Size-Adapt	A Full-Size school bus, which includes wheelchair station(s). Full-Size-Adapt seating capacity is generally less than that of a Full-Size
3. Mid-Size	A school bus, commonly referred to as Type B, with passenger seating capacity of up to 48
4. Mid-Size-Adapt	A Mid-Size school bus, which includes wheelchair station(s). Mid-Size-Adapt seating capacity is generally less than that of a Mid-Size
5. Mini-Size	A school bus, commonly referred to as Type A, with passenger seating capacity of up to 30
6. Mini-Size-Adapt	A Mini-Size school bus, which includes wheelchair station(s). Mini-Size-Adapt seating capacity is generally less than that of a Mini-Size
Contracted Special Purpose Vehicle (CSPV) (see Note 1)	There are five contracted special purpose vehicle sizes:
1. Sedan	A school-purpose sedan with passenger seating capacity of up to 3
2. Mini-Van	A school-purpose minivan with passenger seating capacity of up to 6
3. Mini-Van-Adapt	A Mini-Van, which includes wheelchair station(s) and ambulatory. Mini-Van-Adapt seating capacity is generally less than that of a Mini-Van
4. Large-Van	A school-purpose large van with passenger seating capacity of up to 14
5. Large-Van-Adapt	A Large-Van, which includes wheelchair station(s) and ambulatory. Large-Van-Adapt seating capacity is generally less than that of a Large-Van
Parent-Operated	A vehicle owned and operated by a parent used to transport their own children and children other than their own for home-to-school (and vice versa) student transportation
Taxi-Company-Operated	A taxi company-operated vehicle (including Taxi and Taxi-Adapt), licensed by a local municipality and used for fare-paying customers; the primary purpose of this vehicle is not for student transportation services

The actual capacity of a vehicle may be affected by other factors such as seat belts, built-in integrated seats, seat width, child safety seats (car seats), and the load factor capacity (refer to Section 4.3 for more information).

Note 1: contracted special purpose vehicle's capacity noted above does not include capacity for the driver and passenger on the front seat of the vehicle.

4. Service Standard Parameters

Outlined below are commonly used service standard parameters aimed at supporting service levels for students and optimizing transportation planning.

Consortia should monitor the variance between these service standard parameters and the RS results and examine the factors contributing to the variance.

4.1. Maximum Walk-to-Stop Distance

The walk-to-stop distance represents the distance from a designated address to a bus stop that a student is expected to walk (i.e., pickup and drop-off location) to access transportation to their designated school.

Table 4.1. outlines the specified maximum walk-to-stop distances for different grades that should be reflected in the RS.

Table 4.1. Maximum Walk-to-Stop Distance

Maximum Walk-to-Stop Distance	JK/SK	Grades 1 to 8	Grades 9 to 12
	0.8km	0.8km	1.6km

Several factors affect the placement of bus stops, including safety for boarding or space considerations for students to wait in groups.

Certain circumstances, such as dead-end streets, private driveways, or road conditions, may require exceptions to the walk-to-stop thresholds noted above.

The RS results should allow consortia to examine the number and proportion of students whose walk-to-stop distances exceeds the thresholds noted above.

4.2. Maximum Ride Time

Ride time refers to one-way travel time between a student's designated address and their designated school under typical conditions, and vice-versa.

Table 4.2 outlines the specified maximum ride time for different grades that should be reflected in the RS.

Table 4.2. Maximum Ride Time (One-way travel: From Home to School or vice-versa)

Maximum Ride Time	JK to Grade 8	Grades 9 to 12
	75min	90min

Geographic circumstances such as the distance between the student's designated address and school may require exceptions to the thresholds noted above, especially in rural communities.

The RS results should allow consortia to examine the number and proportion of students whose ride time (morning and/or afternoon) exceeds the thresholds noted above.

4.3. Load Factor Capacity

Load factor capacity pertains to the number of students that can be accommodated in a Vehicle.

For each of the six school-bus types, the non-STN students in grades JK to 6 should be assigned 3 to a seat (weighted as 1), while students in grades 7 to 12 should be assigned 2 to a seat (weighted as 1.5).

For CSPVs, taxis, and parent-operated vehicles, the non-STN students/riders are assigned a weight of 1.

The loading factor capacity may vary for STN students based on the assigned vehicles and their distinct needs.

4.4. Bell Times, Arrival and Departure Windows

Bell times, which reflect the start and end of an instructional school day, typically determine when students need to arrive and are ready to depart from the school. Staggering bell-times (start/end times varying by schools) can allow one vehicle to service multiple schools during the day, providing an opportunity to reduce the number of vehicles needed without materially affecting the number of students transported/schools served.

However, school vehicles can arrive at a school before the bell-time (arrival window) or depart from a school after the bell-time (departure window). These windows are influenced by supervision staff, especially in elementary schools.

School boards and consortia are responsible for continually assessing and optimizing arrival and departure windows and bell-times to promote continuous improvement and identify efficiencies (such as reducing the number of routes) in transportation planning and delivery.

The RS results should allow consortia to examine statistics such as distribution of bell-times and run-to-route ratios.

5. Instructions on Routing Simulation Reports

5.1. Students Report

Column Name	Definition	Instructions
Consortia Number	A unique consortium ID, which is assigned by the ministry to consortia.	Numeric (From 1 to 34)
School Year	The year to which the data in the RS report pertains.	YYYY-YY (i.e., 2024-25)
Reporting Date	The date when the RS reports are generated.	YYYY-MM-DD
Board ID	A five-digit school board (financial) ID assigned by the ministry to school boards. Refer to Annex A.	- Numeric (digits: 5) - Blank for rows of Total Run/Load, Link/Slack, and Deadhead
School BSID	A six-digit school (facility) ID assigned by the ministry to a school board's individual schools. Refer to Annex A.	- Numeric (digits: 6) - If the school is new and does not yet have an assigned BSID, enter 99999 - Blank for rows of Total Run/Load, Link/Slack, and Deadhead
Anonymized Student Number	Unique number assigned to an individual student.	Numeric (digits: 32)
Grade	The grade that a student is in (as indicated by the board).	Text
BLANK		Leave blank
Transportation Eligibility Type	The student's transportation eligibility type, based on their distance eligibility, circumstances, and/or program attended. These eligibility categories are defined in Section 1.3.	General Distance, Program Distance, STN Distance, STN, Hazard, Provincial/Demonstration Schools, ECPP, Not Distance Eligible, Courtesy, Tuition Agreement
Assigned Transportation	The indication of whether a student has been assigned a seat on a vehicle or not. This should reflect the results of the opt-in/opt-out process. This includes students who are assigned transportation on public transit and will receive public transit tickets or passes.	"Y", "N"
Transportation Mode	The transportation mode (i.e., vehicle) used to transport the student from home-to-school (and vice versa).	School Bus, CSPV, Parent-Operated, Taxi-Company-Operated, Public Transit, Not Transported

Column Name	Definition	Instructions
Out-of-District	An indication of whether a student is within a school board's boundaries or not.	"Y" for students within board district, "N" for students outside board district
Distance from Home Address to School (km)	The distance from the student's home address to the student's designated school.	Numeric >=0 (Measured in km with 2-decimal points)
Walk Distance from Transportation Service Address to Pickup Point (km)	The distance from the student's transportation service address to pickup point (e.g., bus stop). It can be the designated address, or an alternate address approved by school boards. If the student transportation address changes from one day to the next, then insert a separate row for each address.	Numeric >=0 (Measured in km with 2-decimal points)
Ride Distance from Pickup Point to School (km)	The distance from the pickup point (e.g., bus stop) to the student's designated school.	Numeric >=0 (Measured in km with 2-decimal points)
Ride Time from Pickup Point to School (min)	The time from the pickup point (e.g., bus stop) to the student's designated school.	Numeric >=0 (Measured in min with 2-decimal points)
Ride Distance from School to Drop-off Point (km)	The distance from the student's designated school to the drop-off point (e.g., bus stop).	Numeric >=0 (Measured in km with 2-decimal points)
Ride Time from School to Drop-off Point (min)	The time from the student's designated school to the drop-off point (e.g., bus stop).	Numeric >=0 (Measured in min with 2-decimal points)
Walk Distance from Drop-off Point to Transportation Service Address (km)	The distance from the drop-off point (e.g., bus stop) to the student's transportation service address. It can be the designated address, or an alternate address approved by school boards. If the student transportation address changes from one day to the next, then insert a separate row for each address.	Numeric >=0 (Measured in km with 2-decimal points)
FSA	The Forward Sortation Area (FSA) that a student's home address is located in.	The first 3 digits of the postal code (A1A)

5.2. Routes Report

Column Name	Definition	Instructions
Consortia Number	A unique consortium ID assigned by the ministry to consortia.	Numeric (From 1 to 34)
School Year	The year to which the data in the RS report pertains.	YYYY-YY (i.e., 2024-25)
Reporting Date	The date when the RS reports are generated.	YYYY-MM-DD
Vehicle Type	The transportation mode (i.e., vehicle) used to transport the student from home-to-school (and vice versa). A student's transportation mode can fall into one of the vehicle types in Table 3.2.	Full-Size, Full-Size-Adapt, Mid-Size, Mid-Size-Adapt, Mini-Size, Mini-Size-Adapt, Sedan, Mini-Van, Mini-Van-Adapt, Large-Van, Large-Van-Adapt, Parent-Operated, Taxi-Company-Operated
Route ID	A unique identifier for a route, which is a path that a vehicle follows throughout the course of a single day. A route should contain at least one run in the morning and at least one run at noon and/or in the afternoon. The distance and time attributed to this route is equal to the sum of the distance and time of the run, deadhead, link, and slack associated with each run that is part of the route. Each route must have a unique ID.	Alphanumeric (assigned by consortia)
Start Time	Start time refers to the specific points in time related to the transportation operations of a school or organization, and is specified as follows: • For **Run** rows: The time marking the start of the school's transportation service, signifying when the first student at the school is picked up. • For **Run RL** rows: The time denoting the start of the entire transportation run, representing when the first student of the overall run is picked up. • For **Link/Slack** rows: The start time of the link or slack that will connect to the next run, occurring after the last student of the previous run has been dropped off.	24-hour time format as hh:mm

Column Name	Definition	Instructions
	• For **Deadhead** rows: The time when the last student of the last run is dropped off, indicating the end of the transportation service for the given run.	
Run ID	An identifier for a run which is a single journey during which at least one student is transported on a vehicle from home-to-school or vice versa, and is specified as follows: • For **Run** rows: **Each route must have its own distinct Run ID.** Run IDs should not be reused across multiple routes • For **Total Run/Load** rows: Corresponding Run ID followed by "-RL" • For **Link/Slack** rows**:** "Link/Slack" • For **Deadhead** rows**:** "Deadhead"	Examples: R1-AM1, R1-AM1-RL, R2-AM1, R2-PM1, Link/Slack, Deadhead
Schedule	The time of day when the run occurs. There are three types of schedules for a run: • AM: A run in the morning, where students are transported from home-to-school. • Noon: A mid-day run, where students are transported either from home-to-school or school-to-home. • PM: A run in the afternoon, where students are transported from school-to-home.	AM, NOON, PM,
Board ID	A five-digit school board (financial) ID assigned by the ministry to school boards. If a route is integrated between different boards, then list each board ID in a separate row. Refer to Annex A for Board IDs.	- Numeric (digits: 5) - Blank for rows of Total Run/Load, Link/Slack, and Deadhead
School BSID	A six-digit school (facility) ID assigned by the ministry to a school board's individual schools. If a route is integrated between different schools, then list each School BSID in a separate row. Refer to Annex A for School BSIDs.	- Numeric (digits: 6) - If the school is new and does not yet have an assigned BSID, enter 99999 - Blank for rows of Total Run/Load, Link/Slack, and Deadhead
Eligibility	The Routes Report should reflect ALL routes under the consortium/boards contract, whether they transport eligible or	- "Y" for Eligible students, "N" for Ineligible students

Column Name	Definition	Instructions
	ineligible students. Each run on a route must specify if the riders are eligible or ineligible, as per the categories in Section 1.3. • If a run transports a mix of eligible and ineligible students, then the run must be entered in two separate rows: one for eligible riders and one for ineligible riders. • If a run transports multiple types of eligible students to the same school (e.g., distance eligible and STN eligible), then it should be entered as one row. It will specify the school board ID and the school ID in the respective columns. • If a run transports multiple types of ineligible students, then it should be entered in separate rows: with the respective Board IDs and School BSIDs. See Annex A.	- Blank for rows of Total Run/Load, Link/Slack and Deadhead
# of Riders Weighted as 1	The number of riders with the assigned weights as per Section 4.3.	- Numeric >=0 - 0 for rows of Total Run/Load, Link/Slack and Deadhead
# of Riders Weighted as 1.5		
# of STN Riders	The number of riders (students) who are eligible as per Section 1.1a.	
Weight of STN Riders	The weight assigned to an STN rider as per Section 4.3.	
# of Transfer Riders Weighted as 1	The number of riders with the assigned weights as per Section 4.3 who are transferring to this run from another prior run.	
# of Transfer Riders Weighted as 1.5		
# of Transfer STN Riders	The number of STN riders who are transferring to this run from another prior run.	
Weight of Transfer STN Riders	The weight assigned to an STN rider as per Section 4.3 who are transferring from one run to another.	
# of Monitors	The number of attendants or assistants who aid in the supervision of students. They DO NOT include Educational Assistants (EAs) who are paid by the school boards.	

Column Name	Definition	Instructions
Monitor Weight	Like riders, monitors can also be given a weight, based on their age, size, and accommodation needs.	
Deadhead (km)	The distance from the drop-off location of the last run of a route back to the pickup location of the first run of the route.	- Numeric >=0 (Measured in km with 2-decimal points) - 0 for rows of Total Deadhead
Link (km)	The distance between two runs (from the last drop-off of one run to the first pickup of the next run), excluding deadhead.	
Run/Load for the School (km)	The distance the run covers while students are onboard for a given school.	
Total Run/Load (km)	The total distance the run operates with students onboard for all schools encompasses the duration from the first student being picked up to the last student being dropped off for a particular run.	
Total Ride Distance by School (km)	Aggregate total ride distance traveled by each student during the run.	
Deadhead (min)	The time from the drop-off location of the last run of a route back to the pickup location of the first run of the route.	- Numeric >=0 (Measured in min with 2-decimal points) - 0 for rows of Total Run/Load, Link/Slack and Deadhead
Link (min)	The time between two runs (from the last drop-off of one run to the first pickup of the next run), excluding deadhead.	
Slack (min)	A measurement in time between two runs where the vehicle is idle and waiting for the next run to begin.	
Run/Load for the School (min)	Time for the run while students are onboard for a given school.	
Total Run/Load (min)	Total time the run operates with students onboard for all schools (from the time the first student is picked up to the time the last student is dropped off for a given run).	
Total Ride Time by School (min)	Aggregate total ride time traveled by each student during the run.	
Operator BIN	An operator’s Business Identification Number.	Numeric (e.g., 123456789)
Start Date	The date on which a route is planned to begin operating.	YYYY-MM-DD
End Date	The date on which a route is planned to stop operating.	YYYY-MM-DD
Number of Days per Week	Number of days per week (during the regular school year) the route operates.	Planned number of days per week

Column Name	Definition	Instructions
Number of Days per Year	Number of days per year (during the regular school year) the route operates.	Planned number of days per year

Annex A: List of Board and School IDs

Board attending	Board ID	School attending	School BSID
One of 72 school boards	Use five-digit school board ID assigned by the ministry	A school operated by one of the 72 school boards	Use ministry assigned BSID of the school.
		A government-approved facility to provide education programs under an ECPP between the board and the facility	• Use ministry assigned BSID for ECPP (facility not operated by the board) • If no BSID is available for the program, then use 66666
One of the following 6 Hospital boards: Bloorview School Authority	80012	NA	Use 77777
CHEO School Authority	80055		
Grandview School Authority	80020		
John McGivney Children's Centre School Authority	80047		
KidsAbility Education Authority	80039		
Niagara Peninsula Children's Centre School Authority	80004		
Provincial and Demonstration Schools	76686	E C Drury/Trillium Demonstration School – Elementary	554596
		E C Drury/Trillium Demonstration School – Secondary	909203
		Ernest C Drury School for the Deaf – Elementary	417580
		Ernest C Drury School for the Deaf – Secondary	909190
		Robarts Provincial School for the Deaf – Elementary	480452
		Robarts Provincial School for the Deaf – Secondary	947202

Board attending	Board ID	School attending	School BSID
		Robarts/Amethyst Demonstration Elementary School	487210
		Robarts/Amethyst Demonstration Secondary School	947229
		Sir James Whitney School for the Deaf – Elementary	417572
		Sir James Whitney School for the Deaf – Secondary	941840
		Sir James Whitney/Sagonaska Elementary School	554600
		Sir James Whitney/Sagonaska Secondary School	941859
		W Ross Macdonald Deaf Blind Elementary School	135470
		W Ross Macdonald Deaf Blind Secondary School	932310
		W Ross Macdonald Provincial School for Elementary	417564
		W Ross Macdonald Provincial Secondary School	932302
First Nation Entities (such as a band, a council of a band, the Crown in right of Canada or an education authority)	Use 88888	A school operated by a First Nation Entity on a reserve	Use 88888