

Ministry of Education

Special Education Policy
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Ministère de l'Éducation

Direction des politiques et des
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**2014: SB04**

MEMORANDUM TO: Directors of Education
Superintendents of Special Education

FROM: Barry Finlay
Director
Special Education Policy and Programs Branch

DATE: March 27, 2014

SUBJECT: Special Education Funding and Mental Health Leaders

First, I would like to thank you and your staff for your continued efforts to improve the learning, achievement and well-being of students with special education needs in your schools. As a result of your efforts we continue to see improved achievement results and a narrowing of the achievement gap for students with special education needs. Your efforts are making a difference.

The purpose of this memorandum is to provide you with information on the policy and funding changes to the High Needs Amount (HNA) of the Special Education Grant (SEG) for the 2014-15 school year. The memorandum will provide you with a detailed overview of the components of the HNA allocation, including the Special Education Statistical Prediction Model (SESPM), the HNA Measures of Variability (MOV) and the new High Needs Base Amount for Collaboration and Integration. Additionally, the Ministry is transferring funding for Mental Health Leaders from Education Program Other (EPO) funding to the Learning Opportunities Grant (LOG). Finally, this memorandum will provide an update on other aspects of the Special Education Grant (SEG) for the 2014-15 school year.

A. HIGH NEEDS AMOUNT (HNA) FUNDING AND POLICY CHANGES**Sector Discussions**

The Ministry began meeting with the Special Education Funding Working Group (SEFWG) in the Fall of 2008. SEFWG is composed of French and English representatives from the Council of Directors of Education (CODE), Council of Business Officials (COSBO) and Supervisory Officers of Special Education. This group has advised the Ministry on how to redesign the HNA allocation. The Ministry is committed

to implementing a new HNA funding approach over the next four years and we will continue to work with the SEFWG.

High Needs Amount (HNA)

In 2014-15, a 4-year transition to phase out the historical HNA Per Pupil Amounts and the transitional HNA Stabilization support will be introduced to provide greater fairness and equity within the system. As these historical components are phased-out, HNA funds will be redistributed through:

- the new High Needs Base Amount for Collaboration and Integration,
- the HNA Measures of Variability Amount (MOV), and
- the Special Education Statistical Prediction Model (SESPM).

The Ministry is maintaining the current funding levels of the HNA allocation; however, there will be redistributive impacts on school boards. To mitigate these redistributive impacts this funding change will take place over 4 years.

Specifically, the HNA Per Pupil Amount allocation will be phased out over the next 4 years, with a 25% reduction per year, beginning in 2014-15.

In each of the following three years, the HNA Per Pupil Amounts will be reduced as follows: to 50% in 2015-16; to 25% in 2016-17 and completely eliminated by 2017-18. The transitional HNA Stabilization support will be eliminated as of 2014-15.

The 2014–15 HNA Allocation will be made up of the following:

- the historical HNA Per Pupil Amount allocation, funded at 75% of historical HNA Per Pupil Amounts. This component is projected to be \$748.3 million;
- the Special Education Statistical Prediction Model (SESPM). This component is projected to be \$198.8 million;
- the Measures of Variability (MOV) amount. This component is projected to be \$66.3 million; and
- a new High Needs Base Amount for Collaboration and Integration. This component is projected to be \$32.4 million, which represents \$450,000 per board.

We believe that this most recent step in the evolution of the HNA Allocation will better reflect the variation among boards with respect to students with special education needs and the ability of boards to meet those needs.

Further details regarding these HNA allocation components can be found 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 2014–15 and it draws from 2011–12 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., $Y_i = 1$ if reported; $Y_i = 0$ if not reported) as a function of a set of n covariates or predictors.

The analysis entailed the estimation of 14 separate logistic regression models – one for each of the 12 categories within the Ministry's definitions of exceptionalities¹, one for

¹ 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 EXCEPTIONALITIES – Multiple Exceptionalities

students 'non-identified with an Individual Education Plan (IEP),' and one for students 'non-identified without an IEP.'

For each school board, the prediction formulae for these 14 models were used to predict the total number of students in each category, given the demographic characteristics of the students served by the school board, and then summed to achieve an estimate of the predicted number of students who would receive special education programs and/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 2011–12. With these estimates the model estimates the probability that a student with a particular set of background characteristics would receive special education programs and/or services.

Therefore, in a school board with 10,000 students, where each student's age, grade, and Census-derived demographic characteristics are known, the prediction model can be used to estimate the probability that each student would receive special education programs and/or services. The sum of these probabilities for the 10,000 students provides an estimate of the total number of students that are likely to receive special education programs and/or services in that board.

The board-by-board predicted value is then multiplied by the board's ADE to determine each board's proportion of this allocation.

Measures of Variability (MOV)

The 2014-15 MOV Amount will be approximately \$66.3 million or 6% of the HNA allocation.

The provincial MOV Amount will be distributed among all school boards based on five 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 2014-15 MOV Amount includes a revision to the Remote and Rural Category, to align with the Remote and Rural Allocation in the GSN; and it includes a new Category -

First Nations, Métis, and Inuit Education (FNMI) adjustment, which also aligns with the FNMI Supplement of the GSN (see details below).

Twenty-five factors, as described in the table below, will be used in the calculation of the 2014-15 HNA MOV Amount.

- For Categories 1 to 3 each board’s MOV amount is calculated as follows:
 - a) The percent of MOV funding available for each of the category/subcategory (from the table below) multiplied by the percent of funding available for the factor (from the factors table below) multiplied by the provincial MOV amount determines the provincial funding for that factor.
 - b) The board’s prevalence for each factor determines the weight based on the ranges provided below.
 - c) The board’s weight for the factor multiplied by the board’s ADE determines the board’s factor number. The board’s factor number is divided by the total of all 72 boards’ factor numbers combined for that factor and multiplied by the result of step (A) above for that factor to determine the funding for the board for that factor.
- For Category 4, Remote and Rural Adjustment, school boards will receive a percentage of the following components of their Remote and Rural Allocation - Board Enrolment, Distance/Urban Factor/French-Language Equivalence and School Dispersion.
- For Category 5, FNMI adjustment, school boards will receive a percentage of their FNMI Per-Pupil Amount allocation.
- A board’s total MOV amount is the sum of funding generated through the calculations for all 5 categories and 25 factors.

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
1	Students reported as receiving special education programs and services	2011-12 data as reported by boards (one factor)	32%

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
2 Participation and achievement in EQAO assessments by students with special education needs	2012-13 data for:	32%	11%
	Sub-Category 2A: Grade 3 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)		
	Sub-Category 2B: Grade 6 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)		11%
	Sub-Category 2C: Grade 3 and Grade 6 students with special education needs (including gifted) with three or more Accommodations (two factors)		10%
3 Credit Accumulations and participation in Locally Developed and Alternative non-credit courses (K-Courses) by students with special education needs.	2011-12 data for:	16%	
	Sub-Category 3A: Students with special education needs earned 5 or less credits in Grade 9 or earned 13 or less credits in Grade 10 (two factors)		13%
	Sub-Category 3B: Grade 9 and Grade 10 Students with Special Education Needs enrolled in Locally Developed Courses (two factors)		1.4%
	Sub-Category 3C: Grade 9 and Grade 10 Students with Special Education Needs enrolled in K-Courses (two factors)		1.6%
4 Remote and Rural Adjustment *	2014-15 Projected ADE data for:	12%	
	Sub-Category 4A: Board Enrolment This component recognizes that smaller school boards often have higher per-pupil costs for goods and services. (one factor)		6%

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
	Sub-Category 4B: 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 (one factor)		1.4%
	Sub-Category 4C: School Dispersion This component recognizes the higher costs of providing goods and services to students in widely dispersed schools (one factor)		4.6%
5	FNMI Adjustment *	8%	
	Calculated by using the estimated percentage of First Nations, Métis, and Inuit population derived from 2006 Census data, a weighting factor and 2014-15 projected ADE (one factor)		

*Note: Further details regarding the Remote and Rural Allocation and the FNMI Per-Pupil Amount Allocation can be found in the GSN's Technical Paper. With regards to FNMI Adjustment, please note that only the FNMI Per-Pupil Amount Allocation of the FNMI Supplement is used in this category.

Category 1: Prevalence of students reported as receiving special education programs and services as reported by 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)

Prevalence of students reported as receiving special education programs and services: 32% of MOV	
Weight	Range
0.8	< 10.93%
0.9	≥ 10.93% to < 14.05%
1.0	≥ 14.05% to < 17.18%
1.1	≥ 17.18% to < 20.30%
1.2	≥ 20.30%

Category 2: Participation and achievement in EQAO assessments by students with special education needs divided by the total number of students with special education needs who were eligible to take that EQAO assessment (Elementary enrolment counts only).

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

2A – EQAO Achievement – Grade 3; 11% of MOV						
Weight	Males - Reading (20% of 2A)	Females - Reading (15% of 2A)	Males - Writing (20% of 2A)	Females - Writing (15% of 2A)	Males - Math (15% of 2A)	Females - Math (15% of 2A)
0.8	< 18.40%	< 17.84%	< 9.03%	< 7.77%	< 14.28%	< 16.95%
0.9	≥ 18.40% to < 23.66%	≥ 17.84% to < 22.94%	≥ 9.03% to < 11.61%	≥ 7.77% to < 9.99%	≥ 14.28% to < 18.36%	≥ 16.95% to < 21.79%
1	≥ 23.66% to < 28.92%	≥ 22.94% to < 28.04%	≥ 11.61% to < 14.19%	≥ 9.99% to < 12.21%	≥ 18.36% to < 22.44%	≥ 21.79% to < 26.64%
1.1	≥ 28.92% to < 34.17%	≥ 28.04% to < 33.14%	≥ 14.19% to < 16.77%	≥ 12.21% to < 14.43%	≥ 22.44% to < 26.51%	≥ 26.64% to < 31.48%
1.2	≥ 34.17%	≥ 33.14%	≥ 16.77%	≥ 14.43%	≥ 26.51%	≥ 31.48%

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

2B – EQAO Achievement – Grade 6; 11% of MOV						
Weight	Males - Reading (20% of 2B)	Females – Reading (15% of 2B)	Males – Writing (20% of 2B)	Females – Writing (15% of 2B)	Males – Math (15% of 2B)	Females – Math (15% of 2B)
0.8	< 11.43%	< 10.56%	< 8.51%	< 6.52%	< 26.25%	< 30.79%
0.9	≥ 11.43% to < 14.70%	≥ 10.56% to < 13.57%	≥ 8.51% to < 10.94%	≥ 6.52% to < 8.38%	≥ 26.25% to < 33.75%	≥ 30.79% to < 39.59%
1	≥ 14.70% to < 17.97%	≥ 13.57% to < 16.59%	≥ 10.94% to < 13.37%	≥ 8.38% to < 10.24%	≥ 33.75% to < 41.25%	≥ 39.59% to < 48.38%
1.1	≥ 17.97% to < 21.23%	≥ 16.59% to < 19.60%	≥ 13.37% to < 15.80%	≥ 10.24% to < 12.11%	≥ 41.25% to < 48.75%	≥ 48.38% to < 57.18%
1.2	≥ 21.23%	≥ 19.60%	≥ 15.80%	≥ 12.11%	≥ 48.75%	≥ 57.18%

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

2C – EQAO accommodations; 10% of MOV		
Weight	Grade 3 (50% of 2C)	Grade 6 (50% of 2C)
0.8	< 42.93%	< 34.11%
0.9	≥ 42.93% to < 55.20%	≥ 34.11% to < 43.86%
1	≥ 55.20% to < 67.46%	≥ 43.86% to < 53.61%
1.1	≥ 67.46% to < 79.73%	≥ 53.61% to < 63.35%
1.2	≥ 79.73%	≥ 63.35%

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

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

3A – Credit accumulation; 13% of MOV		
Weight	Earned 5 or less credits in Grade 9 (40% of 3A)	Earned 13 or less credits in Grade 10 (60% of 3A)
0.8	< 10.17%	< 17.37%
0.9	≥ 10.17% to < 13.08%	≥ 17.37% to < 22.33%
1	≥ 13.08% to < 15.98%	≥ 22.33% to < 27.29%
1.1	≥ 15.98% to < 18.89%	≥ 27.29% to < 32.25%
1.2	≥ 18.89%	≥ 32.25%

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

3B – Enrolled in LD Courses; 1.4% of MOV		
Weight	Enrolled in LD Courses Grade 9 (40% of 3B)	Enrolled in LD Courses Grade 10 (60% of 3B)
0.8	< 19.54%	< 18.79%
0.9	≥ 19.54% to < 25.12%	≥ 18.79% to < 24.16%
1	≥ 25.12% to < 30.70%	≥ 24.16% to < 29.53%
1.1	≥ 30.70% to < 36.28%	≥ 29.53% to < 34.90%
1.2	≥ 36.28%	≥ 34.90%

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

3C – Enrolled in alternative non-credit courses (K Courses); 1.6% of MOV		
Weight	Enrolled in K-Courses Grade 9 (40% of 3C)	Enrolled in K-Courses Grade 10 (60% of 3C)
0.8	< 6.71%	< 4.56%
0.9	≥ 6.71% to < 8.63%	≥ 4.56% to < 5.87%
1	≥ 8.63% to < 10.54%	≥ 5.87% to < 7.17%
1.1	≥ 10.54% to < 12.46%	≥ 7.17% to < 8.47%
1.2	≥ 12.46%	≥ 8.47%

Category 4: Remote and Rural Adjustment

The MOV Remote and Rural Adjustment will provide school boards with funding under 3 sub-categories/factors – they are:

- Sub-Category 4A: Board Enrolment, which recognizes that smaller school boards 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 (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).

In an effort to align the Remote and Rural Category of the MOV with the GSN's Geographic Circumstances Grant for 2014-15, these sub-categories are funded at a percentage of the boards Remote and Rural Allocation for 2014-15.

Category 5: First Nations, Métis, and Inuit Education Adjustment

Each school board will receive a percentage of their FNMI Per-Pupil Amount allocation, part of the FNMI Supplement. This complements the Ministry's effort to better reflect the variation among boards with respect to students with special education needs and the ability of boards to meet those needs (one factor).

The projected HNA MOV and SESPM amounts for each school board can be found in the HNA Table of the *Grants For Student Needs — Legislative Grants For The 2014-2015 School Board Fiscal Year* (which is copied below).

High Needs Base Amount for Collaboration and Integration

The new High Needs Base Amount for Collaboration and Integration provides every board a minimum level of base funding of \$450,000 to establish and or access high needs services, while also exploring collaborative and integrated approaches to serve their students with special education needs.

B. MENTAL HEALTH LEADERS

Beginning in 2014-15, the Ministry will be providing \$8.64 million in funding to district school boards through the Learning Opportunities Grant (LOG) of the GSN to support a Mental Health Leader position for each district school board. An additional Mental Health leader will be funded to be shared by all four isolate boards. The Mental Health Leader positions will be funded at \$120,000 per board; these positions were previously funded through Education Program Other (EPO) funding.

The inclusion of the Mental Health Leader allocation in the GSN signals the importance that every school board have mental health leadership. This funding will be allocated under the LOG to align with the supports for student success strategy. In addition, the funding will be enveloped to ensure it is spent on its intended purpose.

The Mental Health Leaders play a vital role in meeting the government's commitment under the Mental Health and Addictions Strategy *Open Minds, Healthy Minds* to create a more integrated and responsive child and youth mental health and addictions system. The Mental Health Leaders work with school and board administrators, school staff, and community partners to fulfill the Strategy's goals of:

1. Providing children, youth and families with fast access to high quality services;
2. Identifying and intervening in child and youth mental health and addictions needs early; and
3. Closing critical service gaps for vulnerable children and youth.

C. OTHER SPECIAL EDUCATION GRANT FUNDING AND POLICY CHANGES

The SEG is projected to increase to approximately \$2.72 billion in 2014-15, which is an increase of \$1.1 billion or over 67% since 2002-03.

Special Equipment Amount (SEA)

The *Special Education Funding Guidelines: Special Equipment Amount (SEA), 2014-15* will be posted on the Ministry's website.

SEA Per Pupil Amount Allocation

As you know, in 2010-11 we introduced the SEA Per Pupil Amount allocation. The SEA Per Pupil Amount allocation has allowed school boards to seek efficiencies and optimize effectiveness in the purchase of all computers,

software, computing related devices, and required supporting furniture, as identified for use by students with special education needs in accordance with the SEA Funding Guidelines. This transition to a single SEA Per Pupil Amount for all boards is now concluded and for 2014-15 all school boards will receive \$36.10 per pupil.

SEA Claims Amount Allocation

The *Special Education Funding Guidelines: Special Equipment Amount (SEA), 2014-15* provide details on the SEA Claims Amount criteria and process.

Facilities Amount (FA)

New [Guidelines for Educational Programs for Students in Government Approved Care and/or Treatment, Custody and Correctional \(CTCC\) Facilities 2014-15](#) have been released on the Ministry of Education, Financial Analysis and Accountability Branch website.

These Guidelines are designed to simplify the administration of these 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 new Guidelines for any questions related to the administration of CTCC programs.

While there are no substantive policy changes in the revised Guidelines, the language has been updated to reflect regulatory changes and current practices, such as the role that education plays in supporting treatment outcomes.

Additionally, the revised Guidelines reference and align to new Ministry policies such as:

- *Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12. (Draft 2011)*
- *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. First Edition covering Grades 1 to 12, 2010.*
- PPM 156: Supporting Transitions for Students with Special Education Needs.
- 2014-2015 Enrolment Register Instructions for Elementary and Secondary Schools (to be released).

- Base School Operations Amount, School Operations Allocation of School Facility Operations and Renewal Grant.

These Guidelines will be updated on an annual basis to communicate system changes to school boards.

Special Education Per Pupil Amount (SEPPA) and Behaviour Expertise Amount (BEA)

There are no policy changes to the SEPPA and BEA allocations.

Special Incidence Portion (SIP)

The SIP allocation guidelines have been updated to reflect the transfer of funding for Ontario's Full-Day Kindergarten (FDK) program into the GSN. The *Special Education Funding Guidelines: Special Incidence Portion (SIP), 2014-15* will be posted on the Ministry's website.

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

Sincerely,



Barry Finlay
Director
Special Education Policy and Programs Branch

cc. Special Education Advisory Committees

**Table 1
2014-15 HIGH NEEDS AMOUNT**

Item	Column 1 Name of board	Column 2 High needs per pupil amount, in dollars	Column 3 Projected measures of variability (MOV) amount, in dollars	Column 4 Projected special education statistical prediction model amount, in dollars
1.	Algoma District School Board	740.53	814,503	1,107,462
2.	Algonquin and Lakeshore Catholic District School Board	606.42	586,297	1,234,886
3.	Avon Maitland District School Board	502.87	497,922	1,835,807
4.	Bluewater District School Board	628.62	561,052	1,913,652
5.	Brant Haldimand Norfolk Catholic District School Board	386.39	412,404	1,051,736
6.	Bruce-Grey Catholic District School Board	612.19	229,900	448,672
7.	Catholic District School Board of Eastern Ontario	704.49	619,931	1,521,393
8.	Conseil des écoles publiques de l'Est de l'Ontario	507.29	651,527	1,285,624
9.	Conseil scolaire catholique Providence	427.51	496,263	787,428
10.	Conseil scolaire de district catholique Centre-Sud	505.26	652,365	1,347,750
11.	Conseil scolaire de district catholique de l'Est ontarien	786.23	527,260	1,145,929
12.	Conseil scolaire de district catholique des Aurores boréales	1,498.34	153,368	71,819
13.	Conseil scolaire de district catholique des Grandes Rivières	506.20	542,928	727,381
14.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	605.22	712,149	1,906,731
15.	Conseil scolaire de district catholique du Nouvel-Ontario	740.04	563,915	717,832
16.	Conseil scolaire de district catholique Franco-Nord	1,161.84	256,366	336,256
17.	Conseil scolaire de district du Grand Nord de l'Ontario	1,673.35	330,243	241,347
18.	Conseil scolaire de district du Nord-Est de l'Ontario	1,586.50	376,384	247,132
19.	Conseil scolaire Viamonde	376.35	632,564	866,846

Item	Column 1 Name of board	Column 2 High needs per pupil amount, in dollars	Column 3 Projected measures of variability (MOV) amount, in dollars	Column 4 Projected special education statistical prediction model amount, in dollars
20.	District School Board of Niagara	355.46	1,078,320	3,964,487
21.	District School Board Ontario North East	728.52	658,624	909,960
22.	Dufferin-Peel Catholic District School Board	375.13	2,239,012	7,589,269
23.	Durham Catholic District School Board	383.93	622,754	2,139,013
24.	Durham District School Board	521.34	1,961,791	6,768,522
25.	Grand Erie District School Board	521.70	844,571	3,029,899
26.	Greater Essex County District School Board	414.03	1,099,480	3,712,908
27.	Halton Catholic District School Board	445.58	771,288	2,865,173
28.	Halton District School Board	601.81	1,586,782	5,466,446
29.	Hamilton-Wentworth Catholic District School Board	522.57	793,392	3,071,062
30.	Hamilton-Wentworth District School Board	443.28	1,590,351	5,323,273
31.	Hastings and Prince Edward District School Board	619.22	668,140	1,720,193
32.	Huron Perth Catholic District School Board	359.45	249,911	483,885
33.	Huron-Superior Catholic District School Board	391.66	453,166	517,963
34.	Kawartha Pine Ridge District School Board	583.61	1,010,728	3,533,121
35.	Keewatin-Patricia District School Board	1,235.18	586,658	562,612
36.	Kenora Catholic District School Board	822.37	161,286	158,424
37.	Lakehead District School Board	700.11	614,023	1,024,427
38.	Lambton Kent District School Board	452.78	654,274	2,423,937
39.	Limestone District School Board	771.86	704,870	2,228,462
40.	London District Catholic School Board	410.92	537,039	1,972,156
41.	Near North District School Board	804.64	607,703	1,165,549
42.	Niagara Catholic District School Board	487.42	595,999	2,412,928
43.	Nipissing-Parry Sound Catholic District School Board	1,058.34	212,959	306,190
44.	Northeastern Catholic District School Board	1,157.95	258,493	258,677
45.	Northwest Catholic District School Board	575.02	215,655	131,239

Item	Column 1 Name of board	Column 2 High needs per pupil amount, in dollars	Column 3 Projected measures of variability (MOV) amount, in dollars	Column 4 Projected special education statistical prediction model amount, in dollars
46.	Ottawa-Carleton District School Board	498.00	2,081,052	6,766,169
47.	Ottawa Catholic District School Board	379.82	1,081,341	3,910,503
48.	Peel District School Board	339.58	4,326,074	13,615,177
49.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	693.08	491,268	1,500,683
50.	Rainbow District School Board	496.60	741,630	1,532,444
51.	Rainy River District School Board	1,016.84	280,142	301,231
52.	Renfrew County Catholic District School Board	603.21	329,159	528,935
53.	Renfrew County District School Board	407.44	523,679	1,123,378
54.	Simcoe County District School Board	585.03	1,613,335	5,614,028
55.	Simcoe Muskoka Catholic District School Board	474.76	686,040	2,285,603
56.	St. Clair Catholic District School Board	481.01	437,719	925,240
57.	Sudbury Catholic District School Board	366.30	405,447	683,146
58.	Superior-Greenstone District School Board	766.72	182,918	176,292
59.	Superior North Catholic District School Board	1,541.37	97,636	73,429
60.	Thames Valley District School Board	479.03	2,165,262	7,826,199
61.	Thunder Bay Catholic District School Board	591.46	552,571	855,434
62.	Toronto Catholic District School Board	604.59	2,471,478	9,032,904
63.	Toronto District School Board	522.93	6,810,472	23,454,608
64.	Trillium Lakelands District School Board	738.12	665,250	1,941,465
65.	Upper Canada District School Board	750.59	1,089,488	3,219,256
66.	Upper Grand District School Board	365.38	904,546	3,367,064
67.	Waterloo Catholic District School Board	485.45	606,005	2,042,148
68.	Waterloo Region District School Board	487.24	1,901,775	6,109,806
69.	Wellington Catholic District School Board	361.92	358,188	770,349
70.	Windsor-Essex Catholic District School Board	486.85	648,961	2,185,195
71.	York Catholic District School Board	504.53	1,367,380	5,118,300
72.	York Region District School Board	447.56	3,042,680	11,273,872