

Ministry of Education

Special Education Policy
and Programs Branch
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Toronto ON M7A 1L2

Ministère de l'Éducation

Direction des politiques et des
programmes de l'éducation
de l'enfance en difficulté
18^e étage, 900, rue Bay
Toronto ON M7A 1L2

**2015: SB05**

MEMORANDUM TO: Directors of Education
Superintendents of Special Education

FROM: Barry Finlay
Director
Special Education Policy and Programs Branch

DATE: March 26, 2015

SUBJECT: Special Education Funding in 2015-16

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, we continue to see improved achievement results and a narrowing of the achievement gap for students with special education needs. You are making a difference.

The purpose of this memorandum is to provide you with information on the Special Education Grant (SEG) for the 2015-16 school year. This memorandum will provide you with details on the on-going transition to a new High Needs Amount (HNA) funding approach and with detailed information regarding the HNA Special Education Statistical Prediction Model (SESPM), the HNA Measures of Variability (MOV) and the HNA Base Amount for Collaboration and Integration. Additionally, this memorandum will also provide you with an overview of the changes being made to the Facilities Amount (FA) allocation.

Overall, in 2015-16 the SEG is projected to be approximately \$2.72 billion.

NOTICE:

Section 234 of the *Education Act* authorizes the Lieutenant Governor in Council to make regulations governing the making of grants. Such regulations, as they relate to the 2015–2016 fiscal year, have not yet been made. The information set out in this memorandum would come into effect only if such regulations are made that coincide with this memorandum.

The information included in this memorandum is provided for information purposes only and is not binding.

It is anticipated that the funding regulations for the 2015–2016 fiscal year would be entitled: Grants for Student Needs – Legislative Grants for the 2015–2016 School Board Fiscal Year; Calculation of Average Daily Enrolment for the 2015–2016 School Board Fiscal Year; and Calculation of Fees for Pupils for the 2015–2016 School Board Fiscal Year.

The Ministry will advise if such regulations are made.

A. HIGH NEEDS AMOUNT (HNA) ALLOCATION

In March 2014, after extensive consultations with stakeholder representatives, including the Special Education Funding Working Group, the ministry announced a four year transition to a new HNA funding model. This transition will provide greater fairness and equity within the system by phasing out the historical HNA Per Pupil Amounts and moving to an allocation composed of the SESPM, MOV and Base Amount for Collaboration and Integration. As communicated last year, the legacy HNA Per Pupil Amounts will be phased out over four 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 new HNA allocation will better reflect the variation among boards with respect to students with special education needs and boards' abilities to meet those needs. The new HNA allocation will create redistributive impacts on school boards and these will be mitigated by phasing in this transition over four years.

Stability During Transition To New HNA Allocation

As promised in 2014-15, the Ministry is maintaining the current funding levels of the HNA allocation during the transition. To provide this stability and to mitigate projected enrolment declines in 2014-15 and 2015-16, the Ministry will hold the provincial HNA total at \$1.05 billion over the four year transition to the new HNA model.

2015-16 High Needs Amount (HNA)

The 2015–16 HNA allocation will continue to eliminate the legacy HNA per-pupil amounts, which will be funded at 50%, and to increase the proportion of funding that is allocated through both the SESPM and MOV while the Base Amount for Collaboration and Integration will be maintained at \$450,000 per board.

The 2015–16 HNA Allocation will be made up of the following:

- the historical HNA Per Pupil Amount allocation, funded at 50% of historical HNA Per Pupil Amounts. This component is projected to be \$495.7 million;
- the Special Education Statistical Prediction Model (SESPM). This component is projected to be \$391.4 million;
- the Measures of Variability (MOV) amount. This component is projected to be \$130.5 million; and

- the Base Amount for Collaboration and Integration. This component is projected to be \$32.4 million, which represents \$450,000 per board.

Further details regarding these HNA allocation components can be found below. In addition, a copy of the projected HNA MOV and SESPM amounts for each school board, which can be found in the HNA Table of the *Grants For Student Needs — Legislative Grants For The 2015-2016 School Board Fiscal Year*, is also copied below.

Special Education Statistical Prediction Model (SESPM)

The logistic regression Special Education Statistical Prediction Model developed by Dr. J. Douglas Willms has been updated for 2015–16 and it draws from 2012–13 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.

***Note:** The Ministry is in the process of reviewing the 2011 Census and National Household Survey data to determine if it will be appropriate to use in various Grants for Student Needs (GSN) allocations, such as the SESPM. In previous years, it has taken up to four or more years from the year of the Census to reflect the Census data in the appropriate GSN allocations as it takes time to obtain, review and analyze the data. Given the significant change from the Long Form Census to the National Household Survey, this process may take at least as long.*

The board-specific prediction value for each school board reflects the relationship between the actual percent of students reported to be receiving special education programs and/or services in the school board and the average level of socioeconomic status of all students enrolled in the school board.

The following demographic factors were used:

- Occupational structure,
- Median income,
- Parent level of education,
- Percent families below Statistic Canada's low-income cut-off occupational structure,
- Percent unemployed,
- Percent Aboriginal families,
- Percent recent immigrants,
- Percent moved in previous year, and
- Metropolitan influence zone.

The likelihood that a child will receive special education programs and/or services is estimated with a logistic regression model, which models the probability of a child being

designated as reported to be receiving special education programs and/or services (e.g., $Y_1 = 1$ if reported; $Y_1 = 0$ if not reported) as a function of a set of n covariates or predictors.

The analysis entailed the estimation of 14 separate logistic regression models – one for each of the 12 categories within the Ministry’s definitions of exceptionalities¹, one for students ‘non-identified with an Individual Education Plan (IEP),’ and one for students ‘non-identified without an IEP.’

For each school board, the prediction formulae for these 14 models were used to predict the total number of students in each category, given the demographic characteristics of the students served by the school board, and then summed to achieve an estimate of the predicted number of students who could be expected to receive special education programs and/or services.

The functional form of the model is:

$$\text{Probability} \left(\begin{array}{l} 1, \text{ given a student's} \\ Y_1 = \text{ set of background} \\ \text{characteristics} \end{array} \right) = \frac{1}{[1 + \exp - (\beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_n x_n)]}$$

where Y_1 denotes whether or not a child was reported as receiving special education programs and/or services; and $x_1 \dots x_n$ are the child’s grade, gender and 2006 Census-derived demographic characteristics.

The regression coefficients, $\beta_0, \beta_1, \dots, \beta_n$ are estimated from the anonymized data for all Ontario students in 2012–13. 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.

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

Measures of Variability (MOV)

The 2015-16 MOV Amount will be approximately \$130.5 million or 12.4% 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.

Twenty-five factors in total, as described in the table below, will be used in the calculation of the 2015-16 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	2012-13 data as reported by boards (one factor)	32%
2	Participation and achievement in EQAO assessments by students with special education needs	2013-14 data for:	32%
		Sub-Category 2A: Grade 3 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)	11%
		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 Accumulation and participation in Locally Developed and Alternative non-credit courses (K-Courses) by students with special education needs.	2012-13 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	2015-16 Projected ADE for:	12%

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
Rural Adjustment *	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%
	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)		1.3%
	Sub-Category 4C: School Dispersion This component recognizes the higher costs of providing goods and services to students in widely dispersed schools (one factor)		4.7%
5 FNMI Adjustment *	Calculated by using the estimated percentage of First Nations, Métis, and Inuit population derived from 2006 Census data, a weighting factor and 2015-16 projected ADE (one factor)	8%	

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

Prevalence of students reported as receiving special education programs and services: 32% of MOV	
Weight	Range
0.8	< 11.43%
0.9	≥ 11.43% to < 14.69%

**Prevalence of students reported as receiving
special education programs and services:
32% of MOV**

Weight	Range
1.0	≥ 14.69% to < 17.96%
1.1	≥ 17.96% to < 21.22%
1.2	≥ 21.22%

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	< 16.08%	< 15.05%	< 8.73%	< 7.37%	< 15.27%	< 17.59%
0.9	≥ 16.08% to < 20.68%	≥ 15.05% to < 19.35%	≥ 8.73% to < 11.22%	≥ 7.37% to < 9.48%	≥ 15.27% to < 19.63%	≥ 17.59% to < 22.62%
1	≥ 20.68% to < 25.27%	≥ 19.35% to < 23.65%	≥ 11.22% to < 13.72%	≥ 9.48% to < 11.58%	≥ 19.63% to < 24.00%	≥ 22.62% to < 27.64%
1.1	≥ 25.27% to < 29.87%	≥ 23.65% to < 27.94%	≥ 13.72% to < 16.21%	≥ 11.58% to < 13.69%	≥ 24.00% to < 28.36%	≥ 27.64% to < 32.67%
1.2	≥ 29.87%	≥ 27.94%	≥ 16.21%	≥ 13.69%	≥ 28.36%	≥ 32.67%

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	< 10.05%	< 8.96%	< 7.01%	< 5.47%	< 26.30%	< 28.72%
0.9	≥ 10.05% to < 12.92%	≥ 8.96% to < 11.52%	≥ 7.01% to < 9.02%	≥ 5.47% to < 7.03%	≥ 26.30% to < 33.82%	≥ 28.72% to < 36.93%
1	≥ 12.92% to < 15.79%	≥ 11.52% to < 14.08%	≥ 9.02% to < 11.02%	≥ 7.03% to < 8.59%	≥ 33.82% to < 41.34%	≥ 36.93% to < 45.13%
1.1	≥ 15.79% to < 18.66%	≥ 14.08% to < 16.64%	≥ 11.02% to < 13.03%	≥ 8.59% to < 10.16%	≥ 41.34% to < 48.85%	≥ 45.13% to < 53.34%
1.2	≥ 18.66%	≥ 16.64%	≥ 13.03%	≥ 10.16%	≥ 48.85%	≥ 53.34%

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	< 45.13%	< 35.32%
0.9	≥ 45.13% to < 58.03%	≥ 35.32% to < 45.41%
1	≥ 58.03% to < 70.92%	≥ 45.41% to < 55.50%
1.1	≥ 70.92% to < 83.82%	≥ 55.50% to < 65.59%
1.2	≥ 83.82%	≥ 65.59%

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	< 9.81%	< 15.88%
0.9	≥ 9.81% to < 12.61%	≥ 15.88% to < 20.42%
1	≥ 12.61% to < 15.42%	≥ 20.42% to < 24.96%
1.1	≥ 15.42% to < 18.22%	≥ 24.96% to < 29.49%
1.2	≥ 18.22%	≥ 29.49%

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	< 19.01%	< 18.14%
0.9	≥ 19.01% to < 24.44%	≥ 18.14% to < 23.32%
1	≥ 24.44% to < 29.88%	≥ 23.32% to < 28.51%
1.1	≥ 29.88% to < 35.31%	≥ 28.51% to < 33.69%
1.2	≥ 35.31%	≥ 33.69%

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	< 6.06%	< 4.16%
0.9	≥ 6.06% to < 7.80%	≥ 4.16% to < 5.35%
1	≥ 7.80% to < 9.53%	≥ 5.35% to < 6.54%
1.1	≥ 9.53% to < 11.26%	≥ 6.54% to < 7.73%
1.2	≥ 11.26%	≥ 7.73%

Category 4: Remote and Rural Adjustment

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

- Sub-Category 4A: Board Enrolment, which recognizes that school boards with fewer pupils often have higher per-pupil costs for goods and services (one factor);
- Sub-Category 4B: Distance/Urban Factor/French-Language Equivalence, which takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres (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 2015-16, these sub-categories are funded at a percentage of the boards Remote and Rural Allocation for 2015-16.

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 allocation estimates the percentage of First Nations, Métis, and Inuit population (please refer to 2015-16 Technical Paper for more details regarding the FNMI Per-Pupil allocation). 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 2015-16 School Board Fiscal Year* (which is copied below).

High Needs Base Amount for Collaboration and Integration

The 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. FACILITIES AMOUNT (FA) CHANGES

The Guidelines for these programs are reviewed and updated on an annual basis. New *Guidelines for Educational Programs for Students in Government Approved Care and/or Treatment, Custody and Correctional (CTCC) Facilities 2015-16* have been released on the Ministry of Education, [Financial Analysis and Accountability Branch](#) website.

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

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

The above named documents are no longer in force and school boards should refer to the 2015-16 Guidelines for any questions related to the administration of CTCC programs.

While there are no substantive policy changes from the 2014-15 Guidelines, the language has been updated to reflect regulatory changes and current practices and there is a new section outlining the new vision for education programs in CTCC facilities that aligns with the Ministry's goals in [Achieving Excellence: A Renewed Vision for Education in Ontario \(2014\)](#).

A new funding allocation model and criteria will be used to allocate \$2.5 million in FA funding for new Enhanced Education and Treatment (EET) programs. EET programs are intended to address service pressures that have emerged in relation to identified system and local needs, particularly Francophone students, students who are First Nations, Métis and Inuit (FNMI), students in rural, remote and under-served communities and students with Fetal Alcohol Spectrum Disorder (FASD). It is expected that new EET programs will integrate health support services within the education program. More information and the

supplementary application form can be found on the Ministry of Education, [Financial Analysis and Accountability Branch](#) website.

The Ministry is also inviting school boards to submit applications for education programs in Community Based Youth Justice (CBYJ) facilities to increase the capacity of the system to meet the educational needs of youth attending CBYJ facilities. There is \$2 million available to fund both new and existing CBYJ programs in 2015-16.

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

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Finlay', with a small dot at the end of the signature.

Barry Finlay
Director
Special Education Policy and Programs Branch

cc. Special Education Advisory Committees

**Table 1
2015-16 HIGH NEEDS AMOUNT**

Item	Column 1 Name of board	Column 2 High needs per pupil amount	Column 3 Projected measures of variability (MOV) amount	Column 4 Projected SESPM amount
		(\$)	(\$)	(\$)
1	Algoma District School Board	740.53	1,569,140	2,091,855
2	Algonquin and Lakeshore Catholic District School Board	606.42	1,145,614	2,388,688
3	Avon Maitland District School Board	502.87	913,723	3,465,059
4	Bluewater District School Board	628.62	1,066,868	3,695,962
5	Brant Haldimand Norfolk Catholic District School Board	386.39	828,109	2,033,993
6	Bruce-Grey Catholic District School Board	612.19	467,397	861,951
7	Catholic District School Board of Eastern Ontario	704.49	1,213,405	2,905,253
8	Conseil des écoles publiques de l'Est de l'Ontario	507.29	1,246,157	2,607,705
9	Conseil scolaire catholique Providence	427.51	1,030,733	1,584,944
10	Conseil scolaire de district catholique Centre-Sud	505.26	1,283,069	2,689,651
11	Conseil scolaire de district catholique de l'Est ontarien	786.23	1,044,593	2,187,029
12	Conseil scolaire de district catholique des Aurores boréales	1,498.34	298,753	145,437
13	Conseil scolaire de district catholique des Grandes Rivières	506.2	1,045,537	1,336,469
14	Conseil scolaire de district catholique du Centre-Est de l'Ontario	605.22	1,439,068	3,805,380
15	Conseil scolaire de district catholique du Nouvel-Ontario	740.04	1,124,176	1,377,856
16	Conseil scolaire de district catholique Franco-Nord	1,161.84	515,336	650,858
17	Conseil scolaire de district du Grand Nord de l'Ontario	1,673.35	629,633	477,978
18	Conseil scolaire de district du Nord-Est de l'Ontario	1,586.50	623,140	407,324
19	Conseil scolaire Viamonde	376.35	1,248,045	1,784,337
20	District School Board of Niagara	355.46	2,181,466	7,774,749
21	District School Board Ontario North East	728.52	1,320,233	1,762,950
22	Dufferin-Peel Catholic District School Board	375.13	4,464,607	15,203,410

Item	Column 1 Name of board	Column 2 High needs per pupil amount	Column 3 Projected measures of variability (MOV) amount	Column 4 Projected SESPM amount
		(\$)	(\$)	(\$)
23	Durham Catholic District School Board	383.93	1,176,279	4,165,217
24	Durham District School Board	521.34	3,871,944	13,370,678
25	Grand Erie District School Board	521.7	1,639,100	5,736,677
26	Greater Essex County District School Board	414.03	2,132,361	7,331,507
27	Halton Catholic District School Board	445.58	1,538,828	5,845,650
28	Halton District School Board	601.81	3,188,440	10,972,404
29	Hamilton-Wentworth Catholic District School Board	522.57	1,587,995	6,020,954
30	Hamilton-Wentworth District School Board	443.28	3,096,095	10,495,706
31	Hastings and Prince Edward District School Board	619.22	1,297,012	3,289,569
32	Huron Perth Catholic District School Board	359.45	489,660	934,578
33	Huron-Superior Catholic District School Board	391.66	920,378	1,000,465
34	Kawartha Pine Ridge District School Board	583.61	1,958,291	6,608,330
35	Keewatin-Patricia District School Board	1,235.18	1,179,757	1,045,615
36	Kenora Catholic District School Board	822.37	362,306	309,677
37	Lakehead District School Board	700.11	1,275,314	2,019,692
38	Lambton Kent District School Board	452.78	1,286,048	4,582,841
39	Limestone District School Board	771.86	1,401,113	4,347,355
40	London District Catholic School Board	410.92	1,079,801	3,862,249
41	Near North District School Board	804.64	1,215,042	2,262,719
42	Niagara Catholic District School Board	487.42	1,179,043	4,535,667
43	Nipissing-Parry Sound Catholic District School Board	1,058.34	427,819	599,030
44	Northeastern Catholic District School Board	1,157.95	490,828	470,354
45	Northwest Catholic District School Board	575.02	422,378	253,695
46	Ottawa-Carleton District School Board	498	4,054,760	13,512,096
47	Ottawa Catholic District School Board	379.82	2,192,192	7,831,350
48	Peel District School Board	339.58	8,833,842	27,624,995

Item	Column 1 Name of board	Column 2 High needs per pupil amount	Column 3 Projected measures of variability (MOV) amount	Column 4 Projected SESPM amount
		(\$)	(\$)	(\$)
49	Peterborough Victoria Northumberland and Clarington Catholic District School Board	693.08	985,056	2,956,615
50	Rainbow District School Board	496.6	1,471,708	2,980,893
51	Rainy River District School Board	1,016.84	541,001	555,787
52	Renfrew County Catholic District School Board	603.21	641,833	1,000,278
53	Renfrew County District School Board	407.44	1,055,916	2,168,357
54	Simcoe County District School Board	585.03	3,123,742	10,838,534
55	Simcoe Muskoka Catholic District School Board	474.76	1,304,416	4,424,550
56	St. Clair Catholic District School Board	481.01	865,429	1,773,594
57	Sudbury Catholic District School Board	366.3	815,196	1,315,085
58	Superior-Greenstone District School Board	766.72	345,769	330,210
59	Superior North Catholic District School Board	1,541.37	189,734	142,267
60	Thames Valley District School Board	479.03	4,297,328	15,192,102
61	Thunder Bay Catholic District School Board	591.46	1,096,301	1,661,801
62	Toronto Catholic District School Board	604.59	4,648,063	17,896,521
63	Toronto District School Board	522.93	13,331,929	47,216,933
64	Trillium Lakelands District School Board	738.12	1,278,553	3,628,160
65	Upper Canada District School Board	750.59	2,155,366	6,216,231
66	Upper Grand District School Board	365.38	1,776,539	6,525,108
67	Waterloo Catholic District School Board	485.45	1,140,973	4,013,502
68	Waterloo Region District School Board	487.24	3,746,584	12,042,965
69	Wellington Catholic District School Board	361.92	721,571	1,516,142
70	Windsor-Essex Catholic District School Board	486.85	1,219,057	4,078,513
71	York Catholic District School Board	504.53	2,652,927	10,120,343
72	York Region District School Board	447.56	6,072,587	22,556,624

