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**2018: SB10**

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

**FROM:** Julie Williams  
Director (A)  
Special Education / Success for All Branch

**DATE:** April 27, 2018

**SUBJECT:** Special Education Funding in 2018-19

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*Achieving Excellence: A Renewed Vision for Education in Ontario* outlines a strong commitment to achieving equity in access to learning for students with special education needs. As senior education leaders in the province, your commitment to this goal is demonstrated daily in your outstanding work to close gaps for all students, and particularly our most vulnerable learners. Thank you for your continued dedication to put into place the programs, supports and services that are essential to enable students with special education needs to achieve personal excellence and continue to reach greater levels of achievement.

This memorandum and other funding related documents outline special education funding for 2018-19. I encourage you to reach a deep understanding of your school board's special education funding and reflect on it together with your operating practices within your board to ensure continuous improvement of programs and services for students with special education needs.

**NOTICE:**

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

## **OVERVIEW**

This memorandum will provide a summary of Grants for Student Needs (GSN) and Education Programs – Other (EPO) special education funding changes for the 2018-19 school year. In addition, it will once again provide details regarding the Differentiated Special Education Needs Amount (DSENA) allocation.

This memorandum will be structured into two sections, GSN Funding and EPO Funding.

The following is a list of the key changes to special education funding that will be found in this document:

### **A. GSN FUNDING**

- DSENA: New Investments and Allocation Details
- Special Incidence Portion (SIP): increase to maximum amount per eligible claim
- Behaviour Expertise Amount (BEA): Transition of Applied Behaviour Analysis (ABA) Training funding (EPO) into the BEA
- Care, Treatment, Custody and Correctional (CTCC) Amount: Name Change and Update to Guidelines

### **B. EPO FUNDING**

- Addressing Waitlists for Assessments: New Investment
- Autism Spectrum Disorder (ASD): Pilot to Improve School-based Supports for Students with ASD and After School Skills Development Programs for Students with ASD
- Mental Health: New Investments in Mental Health Workers in Schools, Research and Evaluation in Mental Health

## **GSN – SPECIAL EDUCATION GRANT FUNDING FOR 2018-19**

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

#### **New for 2018-19**

In 2018-19 the DSENA allocation will include a new Multi-Disciplinary Supports Amount, \$50.8 million, which will support increased special education programs and services. There are two components to this Amount; details are on page 12.

The 2018-19 DSENA Allocation will be made up of four components:

- Special Education Statistical Prediction Model (SESPM). This component is projected to be \$773.4 million;
- Measures of Variability (MOV) amount. This component is projected to be \$273.0 million; and

- Base Amount for Collaboration and Integration. This component is projected to be \$32.8 million, which represents approximately \$456,017 per board.
- Multi-Disciplinary Supports Amount. This component is projected to be \$50.8 million
  - Multi-disciplinary Team component (\$28.4 million) and
  - Other Staffing Resources component (\$22.5 million)

Further details regarding these DSENA allocation components can be found below. In addition, a copy of the projected DSENA MOV, SESPM and Other Staffing Resources Table Amounts for each school board, as found in the DSENA Table of the *Grants For Student Needs — Legislative Grants for the 2018-2019 School Board Fiscal Year*, can also 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 the 2018-19 school year. It draws from 2015-16 Ontario Ministry of Education anonymized student data (most recent available), merged with University of New Brunswick – Canadian Research Institute for Social Policy Census indicators from the 2006 Canadian Census data, to estimate the number of students predicted to receive special education programs and services in each of Ontario's district school boards. The Ministry determined that some GSN funding allocations, especially those that use data at lower levels of geography, could not be reliably updated with 2011 National House Survey data. This includes the SESPM. Although not yet available, the Ministry anticipates that the 2016 Census may be reliable for updating funding components of the GSN that use Census data.

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

The following demographic factors were used:

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

The likelihood that a child will receive special education programs and/or services is estimated with a logistic regression model, which models the probability of a child being designated as reported to be receiving special education programs and/or services (e.g.,  $Y_1 = 1$  if reported;  $Y_1 = 0$  if not reported) as a function of a set of  $n$  covariates or predictors.

The analysis entailed the estimation of 14 separate logistic regression models – one for each of the 12 categories within the Ministry’s definitions of exceptionalities<sup>1</sup>, one for students ‘non-identified with an Individual Education Plan (IEP),’ and one for students ‘non-identified without an IEP.’

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

The functional form of the model is:

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

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 2015-16. 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.

<sup>1</sup> There are five categories and twelve definitions of exceptionalities as follows:  
 BEHAVIOUR – Behaviour;  
 INTELLECTUAL – Giftedness, Mild Intellectual Disability, Developmental Disability;  
 COMMUNICATION – Autism, Deaf and Hard-of-Hearing, Language Impairment, Speech Impairment, Learning Disability;  
 PHYSICAL – Physical Disability, Blind and Low Vision; and  
 MULTIPLE – Multiple Exceptionalities

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

**Measures of Variability (MOV)**

The Measures of Variability uses six categories of data to reflect differences in each school board’s population of students with special education needs and in the school board’s ability to respond to these needs.

Overall, the provincial MOV Amount will be distributed among all school boards based on six categories of data where each category has an assigned percentage of the total MOV amount. Each category has one or more factors, and each factor has an assigned percentage of the category total.

The percent of MOV funding available for each category/subcategory (see Table 1 below) multiplied by the provincial MOV amount, determines the provincial funding for that factor.

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

<b>Category</b>	<b>Factor(s)</b>	<b>% of MOV Funding for Category</b>	<b>% of MOV Funding for Sub-Category</b>
1	Students reported as receiving special education programs and/or services	2015-16 data as reported by boards (one factor)	30.2%
2	Participation and achievement in EQAO assessments by students with special education needs	2016-17 data for:	30.2%
		<b>Sub-Category 2A:</b> Grade 3 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)	10.4%
		<b>Sub-Category 2B:</b> Grade 6 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)	10.4%
		<b>Sub-Category 2C:</b> Grade 3 and Grade 6 students with special education needs (including gifted) with three or more Accommodations (two factors)	9.4%
3	Credit	2015-16 data for:	15.1%

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

<b>Category</b>	<b>Factor(s)</b>	<b>% of MOV Funding for Category</b>	<b>% of MOV Funding for Sub-Category</b>
Accumulation and participation in Locally Developed and Alternative non-credit courses (K-Courses) by students with special education needs	<b>Sub-Category 3A:</b> Students with special education needs earned 5 or less credits in Grade 9 or earned 13 or less credits in Grade 10 (two factors)		12.3%
	<b>Sub-Category 3B:</b> Grade 9 and Grade 10 Students with Special Education Needs enrolled in Locally Developed Courses (two factors)		1.3%
	<b>Sub-Category 3C:</b> Grade 9 and Grade 10 Students with Special Education Needs enrolled in K-Courses (two factors)		1.5%
4 Remote and Rural Adjustment	2018-19 Projected allocations for:	<b>12.8%</b>	
	<b>Sub-Category 4A:</b> Board Enrolment This component recognizes that smaller school boards often have higher per-pupil costs for goods and services. (one factor)		6.4%
	<b>Sub-Category 4B:</b> Distance/Urban Factor/French-Language Equivalence This component takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres, and recognizes that French-language school boards operating in minority language context face higher costs in obtaining goods and services (one factor)		1.4%
	<b>Sub-Category 4C:</b> School Dispersion This component recognizes the higher costs of providing goods and services to students in widely dispersed schools (one factor)		5.0%
5 Indigenous Education Grant Adjustment	Indigenous Education Grant's Per-Pupil Amount Allocation (one factor)	<b>7.6%</b>	

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

<b>Category</b>	<b>Factor(s)</b>	<b>% of MOV Funding for Category</b>	<b>% of MOV Funding for Sub-Category</b>
6 French-language School Board Adjustment	Recognition of school boards operating in an official language minority context and their size.	<b>4.1%</b>	
	<b>Sub-Category 6A:</b> Base amount of \$456,016.80 per board (one factor).		2.0%
	<b>Sub-Category 6B:</b> Board Enrolment, (one factor).		2.1%

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

**MOV Categories 1 to 3:**

The first three categories of MOV use data to develop a school board profile of special education needs. These categories compare each school board to the provincial average on each of the factors, to determine its special education needs profile. This is done by attributing each school board with a weight derived from their data point in relation to the provincial average. The MOV weights for categories 1 to 3 are calculated as follows:

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

The calculation for these three categories is as follows:

- a) The board’s data for each factor determines its weight, using the ranges described above. Specific ranges for each data point can be found below.
- b) The board’s weight for the factor multiplied by the board’s ADE determines the board’s factor number. The board’s factor number is divided by the total of all 72 boards’ factor numbers combined for that factor. This ratio is then multiplied by the amount of funding available for that factor to determine the board’s funding for that factor.

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

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

<b>Prevalence of students reported as receiving special education programs and services: 30.2% of MOV</b>	
<b>Weight</b>	<b>Range</b>
0.8	< 12.09%
0.9	12.09% to < 15.55%
1.0	15.55% to < 19%
1.1	19% to < 22.46%
1.2	≥ 22.46%

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

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

<b>2A – EQAO Achievement – Grade 3; 10.4% of MOV</b>						
<b>Weight</b>	<b>Males Reading (20% of 2A)</b>	<b>Females Reading (15% of 2A)</b>	<b>Males Writing (20% of 2A)</b>	<b>Females Writing (15% of 2A)</b>	<b>Males Math (15% of 2A)</b>	<b>Females Math (15% of 2A)</b>
0.8	< 13.2%	< 12.03%	< 8.42%	< 6.53%	< 16.09%	< 19.22%
0.9	13.2% to < 16.97%	12.03% to < 15.47%	8.42% to < 10.82%	6.53% to < 8.39%	16.09% to < 20.68%	19.22% to < 24.71%
1	16.97% to < 20.75%	15.47% to < 18.9%	10.82% to < 13.23%	8.39% to < 10.26%	20.68% to < 25.28%	24.71% to < 30.2%
1.1	20.75% to < 24.52%	18.9% to < 22.34%	13.23% to < 15.63%	10.26% to < 12.12%	25.28% to < 29.88%	30.2% to < 35.69%
1.2	≥ 24.52%	≥ 22.34%	≥ 15.63%	≥ 12.12%	≥ 29.88%	≥ 35.69%

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; 10.4% of MOV**

<b>Weight</b>	<b>Males Reading (20% of 2B)</b>	<b>Females Reading (15% of 2B)</b>	<b>Males Writing (20% of 2B)</b>	<b>Females Writing (15% of 2B)</b>	<b>Males Math (15% of 2B)</b>	<b>Females Math (15% of 2B)</b>
0.8	< 7.1%	< 5.6%	< 7.11%	< 5.54%	< 30.27%	< 33.74%
0.9	7.1% to < 9.13%	5.6% to < 7.2%	7.11% to < 9.15%	5.54% to < 7.13%	30.27% to < 38.92%	33.74% to < 43.38%
1	9.13% to < 11.16%	7.2% to < 8.8%	9.15% to < 11.18%	7.13% to < 8.71%	38.92% to < 47.57%	43.38% to < 53.02%
1.1	11.16% to < 13.19%	8.8% to < 10.4%	11.18% to < 13.21%	8.71% to < 10.29%	47.57% to < 56.22%	53.02% to < 62.66%
1.2	≥ 13.19%	≥ 10.4%	≥ 13.21%	≥ 10.29%	≥ 56.22%	≥ 62.66%

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; 9.4% of MOV**

<b>Weight</b>	<b>Grade 3 (50% of 2C)</b>	<b>Grade 6 (50% of 2C)</b>
0.8	< 48.95%	< 38.54%
0.9	48.95% to < 62.93%	38.54% to < 49.55%
1	62.93% to < 76.92%	49.55% to < 60.56%
1.1	76.92% to < 90.9%	60.56% to < 71.57%
1.2	≥ 90.9%	≥ 71.57%

**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; 12.3% of MOV**

<b>Weight</b>	<b>Earned 5 or less credits in Grade 9 (40% of 3A)</b>	<b>Earned 13 or less credits in Grade 10 (60% of 3A)</b>
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<b>3A – Credit accumulation; 12.3% of MOV</b>		
<b>Weight</b>	<b>Earned 5 or less credits in Grade 9 (40% of 3A)</b>	<b>Earned 13 or less credits in Grade 10 (60% of 3A)</b>
0.8	< 9.24%	< 14.79%
0.9	9.24% to < 11.89%	14.79% to < 19.01%
1	11.89% to < 14.53%	19.01% to < 23.24%
1.1	14.53% to < 17.17%	23.24% to < 27.47%
1.2	≥ 17.17%	≥ 27.47%

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

<b>3B – Enrolled in LD Courses; 1.3% of MOV</b>		
<b>Weight</b>	<b>Enrolled in LD Courses Grade 9 (40% of 3B)</b>	<b>Enrolled in LD Courses Grade 10 (60% of 3B)</b>
0.8	< 16.15%	< 16.66%
0.9	16.15% to < 20.77%	16.66% to < 21.42%
1	20.77% to < 25.38%	21.42% to < 26.18%
1.1	25.38% to < 30%	26.18% to < 30.94%
1.2	≥ 30%	≥ 30.94%

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

<b>3C – Enrolled in alternative non-credit courses (K Courses); 1.5% of MOV</b>		
<b>Weight</b>	<b>Enrolled in K-Courses Grade 9 (40% of 3C)</b>	<b>Enrolled in K-Courses Grade 10 (60% of 3C)</b>
0.8	< 4.89%	< 4.29%
0.9	4.89% to < 6.29%	4.29% to < 5.52%
1	6.29% to < 7.69%	5.52% to < 6.75%
1.1	7.69% to < 9.09%	6.75% to < 7.97%
1.2	≥ 9.09%	≥ 7.97%

## **MOV Categories 4 to 6**

Categories 4 to 6 address each school board's ability to respond to its population of students with special education needs. This is done by taking into account other external factors that affect the school board's ability to meet these needs. These three categories are: Remote and Rural Adjustment, Indigenous Education Grant Adjustment and French-language School Board Adjustment.

### **Category 4: Remote and Rural Adjustment**

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

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

### **Category 5: Indigenous Education Grant Adjustment**

Each school board will receive a percentage of their Indigenous Education Grant's Per-Pupil Amount Allocation. This allocation estimates the percentage of Indigenous population in a school board, while guaranteeing a minimum funding amount to each school board (please refer to *2018-19 Technical Paper* for more details regarding the Indigenous Education Grant's Per-Pupil Amount Allocation). This complements the ministry's effort to better reflect each school board's ability to respond to its population of students with special education needs. This is done by taking into account other external factors that affect the school board's ability to meet these needs (one factor).

### **Category 6: French-Language School Board Adjustment**

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

- Sub-Category 6A: Base amount of \$456,016.80 per board in a minority language context (one factor).
- Sub-Category 6B: Board Enrolment, (one factor).

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

The Base Amount for Collaboration and Integration provides every board a minimum level of base funding of \$456,016.80. Its purpose is to explore collaborative and integrated approaches to serving students with special education needs.

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

The new Multi-Disciplinary Supports Amount will support increased special education programs and services. There are two components in this amount:

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

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

Boards will generate funding for the multi-disciplinary team component based on the number of new multi-disciplinary team members hired. Each new multi-disciplinary team member hired, up to a maximum of four, will generate \$98,575.63 for the school board.

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

#### **b. Other Staffing Resources Component**

Funding will be provided to all school boards for other staffing to support students with special education needs. School boards have flexibility to use this funding for special education staffing that will address their local needs. This component will be allocated to school boards as per the DSENA Table of the *Grants For Student Needs — Legislative Grants for the 2018-2019 School Board Fiscal Year*, which is also included at the end of this memorandum.

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

The ministry is providing a projected \$30 million in additional funding over the 2018-19 school year to support students with extraordinarily high needs to be successful in school. This increase supports the staffing costs associated with addressing the health and safety needs of these students and others in their school. The maximum SIP amount per eligible claim will increase by over 40 per cent from \$27,000 to \$38,016. In addition, the ministry's intention is to propose that the SIP maximum amount per eligible claim be adjusted annually to reflect salary benchmark increases going forward.

## **BEHAVIOUR EXPERTISE AMOUNT (BEA) ALLOCATION**

In 2018–19, the Behaviour Expertise Amount (BEA) Allocation will have a new component: the Applied Behaviour Analysis (ABA) Training Amount (\$3 million). This funding was previously provided to school boards through the Autism Supports and Training Allocation in EPO. As such, beginning in 2018–19 the BEA Allocation will have two components:

- Applied Behaviour Analysis (ABA) Expertise Professionals Amount (\$12.2 million); and
- ABA Training Amount (\$3 million)

### **ABA Expertise Professionals Amount**

The use of ABA instructional approaches has proven to be effective for students with Autism Spectrum Disorder (ASD) and other students with special education needs. The ABA Expertise Professionals Amount provides funding for school boards to hire board-level ABA expertise professionals.

ABA expertise professionals will support principals, teachers, educators and other school staff by providing and coordinating ABA coaching, training and resources; facilitating school boards' collaboration with community service providers, parents and schools; and support the transitions, collaboration and information sharing between community-based autism service providers, school staff and families.

### **ABA Training Amount**

The ABA Training Amount will provide funding for training opportunities to build school board capacity in ABA. Since 2007 this funding supported the successful implementation of Policy/Program Memorandum (PPM) 140, which provides direction to school boards to support their use of ABA as an effective instructional approach to support students with ASD.

School boards are required to use the ABA Training Amount for the purpose of applied behaviour analysis training. The Ministry expects school boards to:

- strengthen capacity to deliver ABA instructional methods to students with ASD and other students with special education needs;
- strengthen capacity of ABA expertise professionals in coaching on ABA-based teaching strategies, coordinating ABA training and resources and facilitating collaboration between community partners and schools; and,
- facilitate information sharing opportunities and contribute to professional learning communities at the board, region and provincial levels.

The ministry expects school boards to use ABA Training Amount for:

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

School boards should align their ABA training and other relevant activities with a list of training requirements communicated by the Province to school boards in a memorandum from April 30, 2014 titled [Applied Behaviour Analysis \(ABA\) Training Requirements to support students with Autism Spectrum Disorder](#). The formal or informal training opportunities and/or mentoring on ABA should be practical and oriented at developing classroom educators' skills to apply and individualize ABA and should cover the following content:

- behaviour;
- functions of behaviour;
- assessments and data collection to inform ABA instructional methods;
- development, implementation and monitoring of effective Individual Education Plans and Transition Plans that incorporate ABA methods in a variety of educational settings; and
- principles of ABA, with a focus on ABA instructional methods to support students with ASD and other students who may benefit from it.

ABA Training Amount funding will be used for ABA training purposes. Any unspent ABA Training Amount funding must be reported in a deferred revenue account to be used for ABA training in future years.

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

Beginning in 2018-19 this allocation previously known as Facilities Amount, will be renamed to Care, Treatment, Custody and Correctional (CTCC) Amount. The CTCC Amount is provided to approved district school boards to support Education Programs in Care, Treatment, Custody, and Correctional Facilities. Renaming this funding amount will

more accurately reflect the intention of the funds, and make the naming consistent with ministry program documentation as well as district school board language.

### **CTCC Guidelines 2018-19**

The Guidelines for the Care, Treatment, Custody and Correctional (CTCC) programs are reviewed and updated on an annual basis. . Guidelines for 2018-19 have been released on the Ministry of Education’s Financial Analysis and Accountability Branch website at the following link: [Guidelines for Approval and Provision of Care, Treatment, Custody and Correctional \(CTCC\) Programs 2018-19](#). The Guidelines 2018-19 set out expectations in areas such as pupil teacher ratio, criteria for funding of educational assistants and administrative liaison positions, and outline specific elements that inform the delivery of CTCC education programs.

This funding supports school boards’ provision of education programs to school aged children and youth in care, treatment centres, and in custody and correctional facilities. Eligible facilities include hospitals, children’s mental health centres, psychiatric institutions, detention and correctional facilities, community group homes, and social services agencies. A school board provides these services under a written agreement between the school board and the facility. The funding, which must be approved by the ministry based on established guidelines, is used for recognized costs that include teachers, educational assistants and classroom supplies.

Funding is reduced when the projected amount approved and paid to a school board is greater than the actual final expenditure incurred.

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

## **2018-19 EPO SPECIAL EDUCATION FUNDING CHANGES**

The ministry released its [2018-19 projected EPO funding](#) in conjunction with the release of Grants for Student Needs (GSN). Special education EPO funding changes for 2018-19 are summarized below.

### **ADDRESSING WAITLISTS FOR ASSESSMENTS**

The ministry will provide approximately \$125 million in EPO funding to address current waitlists for special education professional assessments over the next three school years. In 2018-19 the ministry will provide \$20 million to school boards in EPO funding through an application process; further details regarding the application process will be provided at a later date.

## **INVESTMENTS IN MENTAL HEALTH**

### **Mental Health (MH) Workers in Schools**

Beginning in 2018-19, the ministry will provide a \$24.5M investment to support approximately 180 new mental health workers in secondary schools, growing to \$49.5 million to support approximately 400 new workers in secondary schools in the 2019-20 school year. The investment will also include annual base funding of \$50,000 for all school boards with secondary schools to assist province-wide research and evaluation of the new supports.

### **Research and Evaluation**

In 2018-19, the ministry will be engaging in research and evaluation related to the implementation of mental health workers in secondary schools. School boards will support the province wide research and evaluation through data collection and other activities with the annual base funding they will receive as mentioned above.

Further details regarding these initiatives will be provided at a later date.

## **INVESTMENTS IN AUTISM SPECTRUM DISORDER (ASD)**

### **Pilot to Improve School-based Supports for Students with Autism Spectrum Disorder**

The ministry will provide \$4.2 million to extend the Pilot to Improve School-based Supports for Students with Autism Spectrum Disorder (ASD) through the 2018-19 school year with participating school boards. The pilot was introduced in 2017-18 in 18 school boards to test the impact of providing dedicated space in schools for external ABA practitioners, providing ABA training for Educational Assistants (EAs), and hiring Board Certified Behaviour Analysts (BCBAs) or equivalent, to improve school-based supports for students with ASD. The pilot extension will allow the collection and analysis of more robust evidence on pilot processes, student and system outcomes, and will better inform next steps.

### **After School Skills Development (ASSD) Programs for Students with Autism Spectrum Disorder**

Funding will be allocated to extend After School Skills Development programs for students with Autism Spectrum Disorder (ASD) over the 2018-19 school year. The ministry will provide \$3.3 million to 39 school boards to extend their after school programs to support



students with ASD in social, communication, self-regulation and life-planning skills development.

I trust that you will find this information regarding special education funding for 2018-19 helpful. Thank you once again for your outstanding work across your school boards to support students with special education needs.

Sincerely,

*Original signed by*

Julie Williams  
Director (A)  
Special Education / Success for All Branch

cc. Special Education Advisory Committees

## 2018-19 DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT

Item	Column 1 Name of board	Column 2 Projected measures of variability amount, in dollars	Column 3 Projected special education statistical prediction model amount, in dollars	Column 4 Other staffing resources, in dollars
1.	Algoma District School Board	3,151,176	4,266,824	159,207
2.	Algonquin and Lakeshore Catholic District School Board	2,283,980	4,857,411	153,270
3.	Avon Maitland District School Board	1,807,387	6,950,979	187,974
4.	Bluewater District School Board	2,179,095	7,463,652	206,955
5.	Brant Haldimand Norfolk Catholic District School Board	1,853,101	4,262,110	131,246
6.	Bruce-Grey Catholic District School Board	1,174,680	2,060,488	69,434
7.	Catholic District School Board of Eastern Ontario	2,366,513	5,690,995	172,932
8.	Conseil des écoles publiques de l'Est de l'Ontario	3,648,217	5,860,673	204,082
9.	Conseil scolaire catholique MonAvenir	3,968,498	5,721,925	207,978
10.	Conseil scolaire catholique Providence	3,427,387	3,559,610	149,956
11.	Conseil scolaire de district catholique de l'Est ontarien	3,006,344	4,175,070	154,129
12.	Conseil scolaire de district catholique des Aurores boréales	1,143,031	321,705	31,436
13.	Conseil scolaire de district catholique des Grandes Rivières	3,080,593	2,678,592	123,605
14.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	4,830,765	8,441,990	284,863
15.	Conseil scolaire de district catholique du Nouvel-Ontario	3,402,075	2,678,692	130,507
16.	Conseil scolaire de district catholique Franco-Nord	1,589,490	1,280,861	61,604
17.	Conseil scolaire de district du Nord-Est de l'Ontario	1,865,376	958,680	60,611
18.	Conseil scolaire public du Grand Nord de l'Ontario	1,854,210	1,006,344	61,394
19.	Conseil scolaire Viamonde	3,731,990	4,046,432	166,942
20.	District School Board of Niagara	4,318,968	15,253,618	420,071
21.	District School Board Ontario North East	2,744,678	3,172,831	127,003
22.	Dufferin-Peel Catholic District School Board	8,052,564	28,685,298	788,476
23.	Durham Catholic District School Board	2,110,108	7,749,179	211,602
24.	Durham District School Board	7,590,810	26,440,750	730,393
25.	Grand Erie District School Board	3,298,953	11,278,136	312,857
26.	Greater Essex County District School Board	4,029,409	14,185,453	390,931
27.	Halton Catholic District School Board	3,234,842	12,070,668	328,490
28.	Halton District School Board	6,508,789	22,180,630	615,739
29.	Hamilton-Wentworth Catholic District School Board	3,099,987	11,733,666	318,363
30.	Hamilton-Wentworth District School Board	5,925,058	20,178,511	560,241
31.	Hastings and Prince Edward District School Board	2,494,736	6,781,225	199,083
32.	Huron Perth Catholic District School Board	1,144,066	1,985,445	67,166
33.	Huron-Superior Catholic District School Board	1,967,894	1,988,068	84,904
34.	Kawartha Pine Ridge District School Board	3,765,275	13,304,095	366,347
35.	Keewatin-Patricia District School Board	3,263,844	2,574,255	125,299
36.	Kenora Catholic District School Board	751,562	582,611	28,634
37.	Lakehead District School Board	2,737,757	3,688,137	137,914
38.	Lambton Kent District School Board	2,578,023	9,496,469	259,145
39.	Limestone District School Board	2,679,532	8,170,458	232,865
40.	London District Catholic School Board	2,174,888	8,006,005	218,505
41.	Near North District School Board	2,466,433	4,616,089	152,007
42.	Niagara Catholic District School Board	2,171,710	8,586,299	230,891
43.	Nipissing-Parry Sound Catholic District School Board	829,388	1,159,431	42,684
44.	Northeastern Catholic District School Board	990,012	1,010,559	42,937
45.	Northwest Catholic District School Board	903,938	543,911	31,074
46.	Ottawa Catholic District School Board	4,497,324	15,714,033	433,781
47.	Ottawa-Carleton District School Board	8,077,151	26,961,451	752,006
48.	Peel District School Board	16,705,478	53,291,210	1,502,284

Item	Column 1 Name of board	Column 2 Projected measures of variability amount, in dollars	Column 3 Projected special education statistical prediction model amount, in dollars	Column 4 Other staffing resources, in dollars
49.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1,884,841	6,159,547	172,650
50.	Rainbow District School Board	3,355,599	5,520,170	190,494
51.	Rainy River District School Board	1,096,939	1,163,359	48,511
52.	Renfrew County Catholic District School Board	1,373,105	2,171,194	76,069
53.	Renfrew County District School Board	2,082,784	4,255,095	136,025
54.	Simcoe County District School Board	7,062,206	21,383,365	610,505
55.	Simcoe Muskoka Catholic District School Board	3,181,125	8,877,786	258,811
56.	St. Clair Catholic District School Board	1,789,542	3,694,560	117,701
57.	Sudbury Catholic District School Board	1,795,859	2,523,985	92,713
58.	Superior North Catholic District School Board	387,120	267,126	14,042
59.	Superior-Greenstone District School Board	656,788	630,630	27,631
60.	Thames Valley District School Board	8,834,899	31,477,791	865,200
61.	Thunder Bay Catholic District School Board	2,240,199	3,153,753	115,766
62.	Toronto Catholic District School Board	9,164,835	35,152,967	951,158
63.	Toronto District School Board	25,832,728	90,443,894	2,495,555
64.	Trillium Lakelands District School Board	2,325,200	7,695,507	215,067
65.	Upper Canada District School Board	4,104,970	11,945,352	344,476
66.	Upper Grand District School Board	3,720,531	13,215,739	363,490
67.	Waterloo Catholic District School Board	2,359,590	8,626,327	235,782
68.	Waterloo Region District School Board	7,487,413	23,850,067	672,572
69.	Wellington Catholic District School Board	1,542,235	2,925,720	95,892
70.	Windsor-Essex Catholic District School Board	2,227,074	7,891,650	217,170
71.	York Catholic District School Board	4,911,154	18,753,808	507,903
72.	York Region District School Board	12,108,241	43,953,579	1,203,211