

Ministry of Education

Special Education Policy
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Ministère de l'Éducation

Direction des politiques et des
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**2016: SB07**

MEMORANDUM TO: Directors of Education
Superintendents of Special Education

FROM: Louise Sirisko
Director
Special Education Policy and Programs Branch

DATE: March 24, 2016

SUBJECT: Special Education Grant Funding in 2016-17

Achieving Excellence: A Renewed Vision for Education in Ontario outlines a strong commitment to achieving equity in access to learning for our students with special education needs. As senior leaders in the province, your commitment to this goal is demonstrated daily in your outstanding work to support our most vulnerable learners. Thank you for your leadership and your dedication to put into place the programs, supports and services that are essential to enable students with special education needs to achieve their greatest potential and be successful. This memorandum and other funding related documents outline the special education funding for the coming year. Specifically, this memorandum will provide more information on the new name for the High Needs Amount (HNA) allocation and its on-going transition to a new funding approach. Additionally, this memorandum will also provide you with an overview of the changes to the Facilities Amount (FA) allocation.

I encourage you to reach a deep understanding of the funding model and reflect on it together with your operating practices within your board. The students with special education needs in Ontario continue to reach greater levels of achievement. Together, we will continue to see the achievement gap narrow for students with special education needs. Together, we will ensure equity.

In 2016-17 the total Special Education Grant (SEG) is projected to be approximately \$2.76 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 2016–2017 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 2016–2017 fiscal year would be entitled: Grants for Student Needs – Legislative Grants for the 2016–2017 School Board Fiscal Year; Calculation of Average Daily Enrolment for the 2016–2017 School Board Fiscal Year; and Calculation of Fees for Pupils for the 2016–2017 School Board Fiscal Year.

The Ministry will advise if such regulations are made.

A. DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT (DSENA) (Formerly the High Needs Amount (HNA) Allocation)

New for 2016-17, the former HNA allocation will be renamed the Differentiated Special Education Needs Amount (DSENA) allocation to better align with its purpose. This allocation addresses the variation among school boards with respect to their population of students with special education needs and school boards' ability to support these needs.

On-going Transition To New Funding Approach

In March 2014, after extensive consultations with stakeholder representatives, including the Special Education Funding Working Group, the ministry announced a new funding approach for this allocation, to be phased in over four years starting in 2014-15. 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 following three components:

1. Special Education Statistical Prediction Model (SESPM)
2. Measures of Variability (MOV)
3. Base Amount for Collaboration and Integration.

Accordingly, the 2016–17 DSENA allocation will continue the phased approach to eliminate the legacy HNA per-pupil amounts that will be funded at 25% (in 2015-16 the HNA per-pupil amounts were funded at 50%). This will 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 Differentiated Special Education Needs Amount allocation is projected to be approximately \$1.05 billion in 2016–17.

Stability During Transition To New Funding Approach

As promised in 2014-15, the ministry is maintaining the current funding levels of the DSENA allocation during the transition. The ministry recognizes that the on-going transition will result in redistribution among school boards and is therefore utilizing a 4 year

transition period to mitigate funding impacts. In addition, to provide stability and to mitigate projected enrolment declines, the ministry will hold the provincial DSENA total at \$1.05 billion over the four year transition to the new DSENA allocation model.

2016-17 Differentiated Special Education Needs Amount (DSENA) Allocation

The 2016–17 DSENA Allocation will be made up of the following:

- the historical HNA per-pupil amount allocation, funded at 25% of historical HNA per-pupil amounts. This component is projected to be \$246.8 million;
- the Special Education Statistical Prediction Model (SESPM). This component is projected to be \$578.1 million;
- the Measures of Variability (MOV) amount. This component is projected to be \$192.7 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 DSENA allocation components can be found below. In addition, a copy of the projected DSENA MOV and SESPМ Table Amounts for each school board, as found in the DSENA Table of the *Grants For Student Needs — Legislative Grants for the 2016-2017 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 2016–17. It draws from 2013–14 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., $Y_1 = 1$ 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 2013–14. 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.

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 – Multiple Exceptionalities

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 average daily enrolment (ADE) to determine each board's proportion of this allocation.

Measures of Variability (MOV)

The Measures of Variability uses five 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 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 percent of MOV funding available for each of the category/subcategory (from the 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

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
1 Students reported as receiving special education programs and/or services	2013-14 data as reported by boards (one factor)	32%	
2 Participation and achievement in EQAO assessments	2013-14 data for: Sub-Category 2A: Grade 3 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)	32%	11%

Table 1: Provincial Funding for Each Factor of MOV

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
by students with special education needs	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.	2013-14 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 *	2016-17 Projected allocations 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%
	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%

Table 1: Provincial Funding for Each Factor of MOV

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
	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	First Nations, Métis, and Inuit Adjustment *	Calculated by using the projected First Nations, Métis, and Inuit Education Supplement's Per-Pupil Amount Allocation. (one factor)	8%

**Note: Changes to the Remote and Rural Allocation, as a result of the continued phase-in of SBEM, and the phase-in of 2011 National Household Survey data updates in the First Nations, Métis, and Inuit Education Supplement's Per-Pupil Amount Allocation, are reflected in the Remote and Rural and the First Nations, Métis, and Inuit Adjustments of the MOV. However, the provincial funding totals for these MOV Adjustments will not be impacted. Further details regarding these changes can be found in the GSN's Technical Paper.*

The five MOV categories and its twenty-five 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. The three categories are: students reported as receiving special education programs and services; participation and achievement in Education Quality and Accountability Office (EQAO) assessments by students with special education needs; and credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with 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:

Weight	Data ranges (DSB vs. Provincial Average)
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, and then multiplied by the result of step (a) above for that factor to determine the funding for the board for that factor.

The following tables summarize the proportion of the MOV total that is allocated to each category and each of its factors, as well as, the details on each 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)

Prevalence of students reported as receiving special education programs and services: 32% of MOV	
Weight	Range
0.8	< 11.61%
0.9	11.61% to < 14.93%
1.0	14.93% to < 18.25%
1.1	18.25% to < 21.57%
1.2	≥ 21.57%

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	< 9.51%	< 15.8%
0.9	9.51% to < 12.22%	15.8% to < 20.31%
1	12.22% to < 14.94%	20.31% to < 24.83%
1.1	14.94% to < 17.65%	24.83% to < 29.34%
1.2	≥ 17.65%	≥ 29.34%

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	< 19.11%	< 18.96%
0.9	19.11% to < 24.57%	18.96% to < 24.38%
1	24.57% to < 30.03%	24.38% to < 29.79%
1.1	30.03% to < 35.49%	29.79% to < 35.21%
1.2	≥ 35.49%	≥ 35.21%

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	< 5.54%	< 4.29%
0.9	5.54% to < 7.12%	4.29% to < 5.52%
1	7.12% to < 8.71%	5.52% to < 6.74%
1.1	8.71% to < 10.29%	6.74% to < 7.97%
1.2	≥ 10.29%	≥ 7.97%

MOV Categories 4 and 5

Categories 4 and 5 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 two categories are: Remote and Rural Adjustment and a First Nations, Métis, and Inuit 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 (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: First Nations, Métis, and Inuit Adjustment

Each school board will receive a percentage of their First Nations, Métis, and Inuit Education Supplement's Per-Pupil Amount Allocation. This allocation estimates the percentage of First Nations, Métis, and Inuit population (please refer to *2016-17 Technical Paper* for more details regarding the First Nations, Métis, and Inuit Education Supplement's Per-Pupil 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).

The projected DSENA MOV and SESPM amounts for each school board can be found in the DSENA Table of the *Grants For Student Needs — Legislative Grants For The 2016-17 School Board Fiscal Year* (which is copied below).

Base Amount for Collaboration and Integration

The Base Amount for Collaboration and Integration provides every board a minimum level of base funding of \$450,000. Its purpose is to explore collaborative and integrated approaches to serving 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 2016-17* 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 *Guidelines 2016-17* for any questions related to the administration of CTCC programs. The *Guidelines 2016-17* set out expectations in areas such as pupil teacher ratio, criteria for funding of educational assistants and administrative liaison positions, and outlines specific elements that inform the delivery of CTCC education programs. The *Guidelines 2016-17* now include new requirements for reporting program attendance patterns.

In order to allow the impact of new and transformative programs to be fully reviewed, the ministry will not be accepting applications for new and/or expanded programs in 2016-17.

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

Sincerely,

Original signed by
Louise Sirisko
Director
Special Education Policy and Programs Branch

cc. Special Education Advisory Committees

**Table 1
2016-17 DIFFERENTIATED SPECIAL EDUCATION 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	2,282,426	3,222,037
2	Algonquin and Lakeshore Catholic District School Board	606.42	1,634,157	3,539,242
3	Avon Maitland District School Board	502.87	1,452,413	5,072,285
4	Bluewater District School Board	628.62	1,575,364	5,405,436
5	Brant Haldimand Norfolk Catholic District School Board	386.39	1,256,370	3,063,983
6	Bruce-Grey Catholic District School Board	612.19	801,544	1,354,454
7	Catholic District School Board of Eastern Ontario	704.49	1,742,645	4,289,538
8	Conseil des écoles publiques de l'Est de l'Ontario	507.29	1,802,408	3,998,695
9	Conseil scolaire catholique Providence	427.51	1,669,921	2,505,377
10	Conseil scolaire de district catholique Centre-Sud	505.26	1,901,444	4,104,976
11	Conseil scolaire de district catholique de l'Est ontarien	786.23	1,506,139	3,261,964
12	Conseil scolaire de district catholique des Aurores boréales	1,498.34	484,307	222,209
13	Conseil scolaire de district catholique des Grandes Rivières	506.2	1,569,166	2,037,187
14	Conseil scolaire de district catholique du Centre-Est de l'Ontario	605.22	2,144,707	5,806,136

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
		(\$)	(\$)	(\$)
15	Conseil scolaire de district catholique du Nouvel-Ontario	740.04	1,704,276	2,050,615
16	Conseil scolaire de district catholique Franco-Nord	1,161.84	734,880	980,076
17	Conseil scolaire de district du Grand Nord de l'Ontario	1,673.35	919,304	737,375
18	Conseil scolaire de district du Nord-Est de l'Ontario	1,586.50	897,360	642,910
19	Conseil scolaire Viamonde	376.35	1,891,623	2,777,262
20	District School Board of Niagara	355.46	3,072,888	11,350,899
21	District School Board Ontario North East	728.52	1,870,516	2,488,434
22	Dufferin-Peel Catholic District School Board	375.13	6,593,612	22,325,529
23	Durham Catholic District School Board	383.93	1,578,412	5,863,161
24	Durham District School Board	521.34	5,765,801	20,021,174
25	Grand Erie District School Board	521.7	2,414,124	8,634,957
26	Greater Essex County District School Board	414.03	3,110,004	10,951,344
27	Halton Catholic District School Board	445.58	2,316,776	8,688,405
28	Halton District School Board	601.81	4,912,988	16,363,642
29	Hamilton-Wentworth Catholic District School Board	522.57	2,353,932	8,797,745
30	Hamilton-Wentworth District School Board	443.28	4,477,270	14,989,875
31	Hastings and Prince Edward District School	619.22	1,860,603	5,004,408

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
		(\$)	(\$)	(\$)
	Board			
32	Huron Perth Catholic District School Board	359.45	800,711	1,391,980
33	Huron-Superior Catholic District School Board	391.66	1,392,985	1,570,309
34	Kawartha Pine Ridge District School Board	583.61	2,814,752	9,950,261
35	Keewatin-Patricia District School Board	1,235.18	1,838,886	1,642,070
36	Kenora Catholic District School Board	822.37	563,882	471,879
37	Lakehead District School Board	700.11	1,842,586	2,851,710
38	Lambton Kent District School Board	452.78	1,973,021	7,066,530
39	Limestone District School Board	771.86	2,022,867	6,249,716
40	London District Catholic School Board	410.92	1,592,058	5,775,594
41	Near North District School Board	804.64	1,793,852	3,535,167
42	Niagara Catholic District School Board	487.42	1,762,586	6,794,304
43	Nipissing-Parry Sound Catholic District School Board	1,058.34	615,006	907,780
44	Northeastern Catholic District School Board	1,157.95	704,541	721,515
45	Northwest Catholic District School Board	575.02	615,393	376,343
46	Ottawa Catholic District School Board	379.82	3,303,853	11,715,893
47	Ottawa-Carleton District School Board	498	5,855,320	19,774,668
48	Peel District School Board	339.58	12,924,846	40,058,188
49	Peterborough Victoria Northumberland and	693.08	1,442,592	4,514,377

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
		(\$)	(\$)	(\$)
	Clarington Catholic District School Board			
50	Rainbow District School Board	496.6	2,202,479	4,295,859
51	Rainy River District School Board	1,016.84	860,392	930,251
52	Renfrew County Catholic District School Board	603.21	942,693	1,518,957
53	Renfrew County District School Board	407.44	1,516,149	3,278,992
54	Simcoe County District School Board	585.03	4,916,542	16,043,663
55	Simcoe Muskoka Catholic District School Board	474.76	2,066,755	6,607,115
56	St. Clair Catholic District School Board	481.01	1,313,131	2,759,420
57	Sudbury Catholic District School Board	366.3	1,180,878	1,848,408
58	Superior North Catholic District School Board	1,541.37	324,535	213,471
59	Superior-Greenstone District School Board	766.72	511,378	481,983
60	Thames Valley District School Board	479.03	6,317,307	22,534,939
61	Thunder Bay Catholic District School Board	591.46	1,602,548	2,459,141
62	Toronto Catholic District School Board	604.59	6,941,911	26,590,285
63	Toronto District School Board	522.93	19,399,082	68,351,619
64	Trillium Lakelands District School Board	738.12	1,842,983	5,539,610
65	Upper Canada District School Board	750.59	2,983,698	9,018,046
66	Upper Grand District School Board	365.38	2,695,985	9,698,099
67	Waterloo Catholic District School Board	485.45	1,729,703	6,063,511

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
		(\$)	(\$)	(\$)
68	Waterloo Region District School Board	487.24	5,414,692	17,517,440
69	Wellington Catholic District School Board	361.92	1,163,640	2,228,888
70	Windsor-Essex Catholic District School Board	486.85	1,703,587	6,007,761
71	York Catholic District School Board	504.53	3,927,439	14,892,703
72	York Region District School Board	447.56	8,984,121	33,296,453