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SPECIAL EDUCATION FALL 2010 SECTOR DISCUSSIONS

Minister's Advisory Council on Special Education

October 13, 2010

Special Education Policy and Programs Branch (SEPPB) 2010

Agenda

- 8:30 – 9:00** Coffee
- 9:00 – 9:15** Welcome, Introductions, Review of Agenda
- 9:15 – 9:30** Purpose
- 9:30 – 10:00** Overview of Special Education Funding
- 10:00 – 10:20** Break
- 10:20 – 11:40** Effective Practices and New Challenges

Agenda

- 11:40 – 12:30** Lunch
- 12:30 – 1:50** High Needs Amount – the Challenge for 2011-12
- 1:50 – 2:30** High Needs Amount – Decision Points
- 2:30 – 2:50** Break
- 2:50 – 3:30** Additional Questions and Further Discussion
- 3:30 – 4:00** Wrap Up and Next Steps

Purpose

- The purpose of today's discussion is to focus on the relationship among:
 - special education funding,
 - the delivery of programs and services, and
 - student achievement.

Consultation Process

- The Special Education Policy and Program Branch (SEPPB) will be holding regional and sector discussions during September and October 2010 *including:*
 - All 72 District School Boards,
 - Provincial Unions,
 - Trustee Associations,
 - Minister’s Advisory Council on Special Education (MACSE),
 - Special Education Stakeholders and Associations,
 - S.68 Administrators, and
 - Provincial Parent Associations Advisory Committee on Special Education Advisory Committee (PAAC on SEAC).
- Results from all Fall Sessions will be considered by the Ministry as we make changes to SEG for the 2011-12 school year and out years.

Overview of Special Education Funding

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Special Education Funding and the Grants for Student Needs (GSN) process

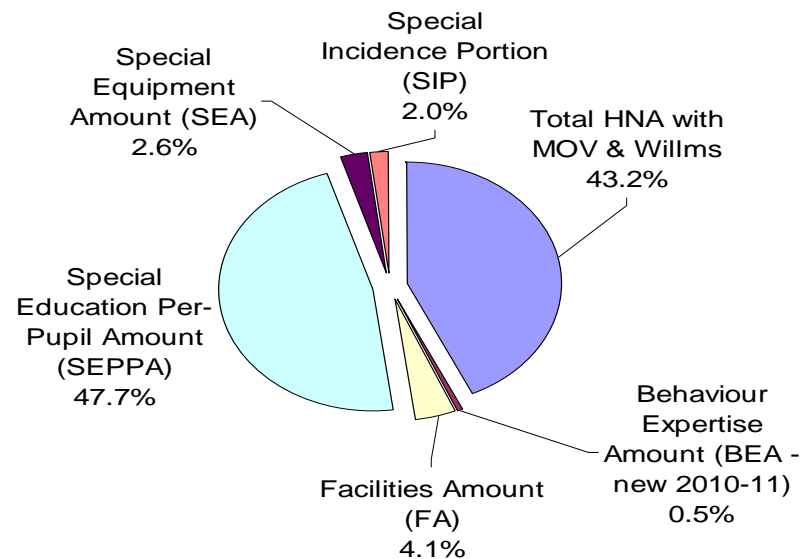
- For 2010-11, total education funding through the Grants for Student Needs (GSN) funding formula is projected to increase to approximately \$20.2 billion; \$2.31 billion of which will be allocated through the Special Education Grant.
- The Ministry has begun the annual Grant for Student Needs (GSN) Regulation process and your input is vital to the policy direction taken for 2011-12 and beyond.

Overview of the Special Education Grant (SEG)

- Education funding starts with the Pupil and School Foundation Grants, which gives every school board a basic level of funding for each student. Additional funding is provided through special purpose grants, including the SEG, based on specific costs or needs that affect some boards and some students more than others. The operation and maintenance of school buildings and the construction of new schools or additions are funded through the Pupil Accommodation Grant.
- SEG funding is enveloped, which means this funding can only be used for those students who require special education programs, services or equipment.
 - Any unspent funding must be placed in a special education reserve fund/deferred revenue.
 - Boards have the flexibility to use other GSN funding to meet the needs of their students with special education needs.
 - Boards are required to report total expenditure on special education programs and/or services, including any overspending of SEG.

Special Education Funding in 2010-11

- Despite a period of fiscal restraint, and to support the continued transformation of the special education funding approach, the 2010-11 SEG is projected to increase by **\$65.5 million**, to a provincial total of **\$2.31 billion**.
 - This would be an increase of over **\$687 million** since 2002-03, or 42%.



Continuing the Transformation of Special Education Funding

- The Special Education Grant (SEG) was introduced in 1998, as part of the new funding model called Student Focused Funding (SFF), with the objective of providing additional funding for students who need special education programs, services, and equipment.
 - The SEG was built based on a layered approach, a per-pupil amount (Special Education Per Pupil Amount – SEPPA) and a series of claims-based allocations (Intensive Support Amount – ISA).
 - Total Provincial SEG funding grew from \$1.17 billion in 1998-99 to \$1.62 billion in 2002-03, or by approximately \$450 million.
- Beginning in 2003-04 the present government began to change special education funding to ensure that the special education funding approach would support students with special education needs, reduce administrative burden, improve student outcomes, and place less emphasis on the identification process for students with special education needs.
 - 2003-04 last cycle of ISA 2&3 claims process
 - 2004-05 and 2005-06 Net New Needs (NNN) process for high needs students (no claims)

Continuing the Transformation of Special Education Funding (Cont'd)

- The Working Table on Special Education met between May and December 2005 and reconvened in May 2006 before submitting its final report to Minister Pupatello. The report included recommendations on how to redesign special education policy and funding to improve outcomes for students.
 - 2006-07 Conversion of NNN results to High Needs Amount (HNA) and DSB specific HNA per-pupil amounts
 - 2007-08 to 2009-10 Transitional Stabilization for HNA – held HNA allocation stable for DSBs facing declining enrolment.
 - 2009-10 introduction of Measures of Variability Amount as part of the HNA
 - 2010-11 Revised MOV; introduction of Special Education Statistical Prediction Model; change to 50% HNA Stabilization (declining enrolment DSBs will get 50% of stabilization amount)

2010-11 Special Education Grant (SEG): 6 components

- **Special Education Per Pupil Amount (SEPPA):** Funding provided based on a board's total enrolment to recognize the cost of providing additional assistance to the majority of students with special education needs (enrolment based).
- **High Needs Amount (HNA):** Funding provided to address the cost of providing the intensive staff support required by the small number of pupils with high needs (enrolment plus the board-specific incidence of students with high needs).
- **Behaviour Expertise Amount (BEA):** Funding provided for the hiring of additional board level Applied Behaviour Analysis (ABA) expertise to support principals, teachers, and multi-disciplinary transition teams.
- **Special Incidence Portion (SIP):** Funding provided for students with extraordinarily high needs who require more than two full-time staff to address health and safety needs to a maximum of \$27,000 per claim (claim based).

2010-11 Special Education Grant (SEG): 6 components (Cont'd)

- **Special Equipment Amount (SEA):** Funding to school boards to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional.

Beginning in 2010–11, the Special Equipment Amount (SEA) Allocation will be made up of two components: SEA Per-Pupil Amount and a SEA Claims-Based Amount.

- **SEA Per-Pupil Amount (Base plus Per Pupil Amount)** supports the purchase of all computers, software, computing-related devices and required supporting furniture, as identified for use by students with special education needs in accordance with the SEA funding guidelines.

The SEA Per-Pupil Amount will also help school boards in providing training for staff and students (where applicable), equipment set-up, maintenance and repair as determined by the board for all SEA equipment, including SEA equipment funded through the SEA claims-based process. Technicians and training costs will no longer be submitted through the SEA claims process.

2010-11 Special Education Grant (SEG): 6 components (Cont'd)

- **Special Equipment Amount (SEA) (Cont'd)**
 - **SEA Claims-Based Amount** supports the purchase, through a claims-based process with an \$800 deductible, of other non-computer based equipment to be utilized by students with special education needs, including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment and physical assists support equipment.
- **Facilities Amount (FA):** Funding for educational programs for school-aged children and youth in Government-approved facilities such as hospitals, custody or correctional facilities, or a care and/or treatment facility (program based).

Changes to 2010-11 SEG

SEPPA

- Updated benchmarks
 - \$799.76 per JK to Grade 3 student;
 - \$615.66 per Grade 4 to 8 student;
 - \$406.18 per Grade 9 to 12 student.

HNA

- Continued growth or transitional support to declining enrolment school boards by funding 50% of the transitional HNA Stabilization;
- Refinement of the Measures of Variability (MOV) amount (approximately 5 per cent) with 23 factors
- Introduction of the Special Education Statistical Prediction Model Component (*\$10M in new funding*)

Changes to 2010-11 SEG (Cont'd)

SIP

- Continued support for the Special Incidence Portion (SIP) claim-based applications;
- Introduction of 3-year approval process for SIP Health claims which will reduce administrative burden.

SEA

- Beginning in 2010–11, the Special Equipment Amount (SEA) Allocation will be made up of two components: SEA Per-Pupil Amount and a SEA Claims-Based Amount.

BEA

- Introduction of the Behavior Expertise Amount (BEA) through GSN (*\$10.8M in new funding*)

FA

- no changes



Special Education Funding Resources

- Education Funding for 2010-11 website
<http://www.edu.gov.on.ca/eng/policyfunding/funding.html>
 - Legislative Grants (board-by-board and provincial line for special education allocation)
 - Technical Paper (includes section on Special Education Funding)
 - Special Equipment Amount (SEA) Guidelines
 - Special Incidence Portion (SIP) Guidelines
 - Webinars have been posted re: SEA and SIP

Discussion: Effective Practices and New Challenges

1. What effective practices exist in your board? Could these practices be leveraged regionally/provincially?

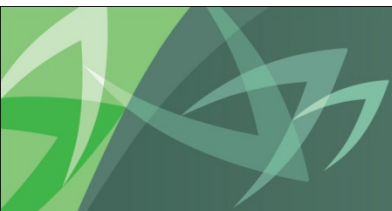
Note: After you have discussed, please identify the top three and prepare to present to the large group.

Discussion:

Effective Practices and New Challenges (Cont'd)

2. What are the greatest challenges to providing special education programs and services, in a cost-effective manner that result in improved student achievement?

Note: After you have discussed, please identify the top three and prepare to present to the large group.



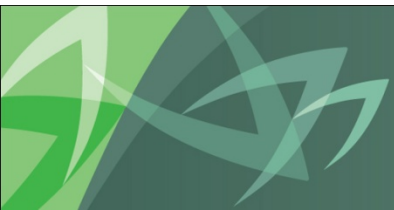
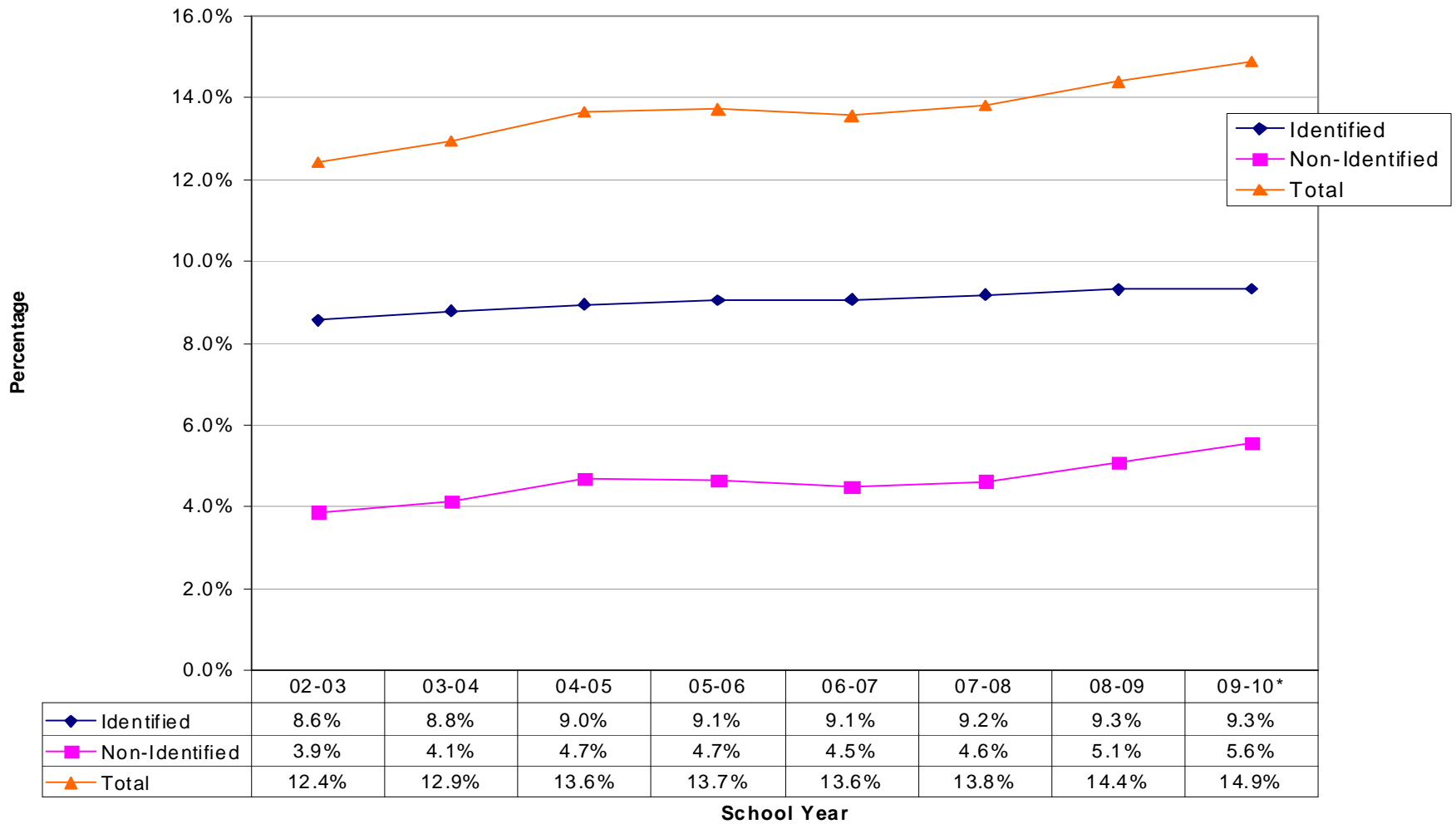
Lunch

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HNA and Special Education Ranges

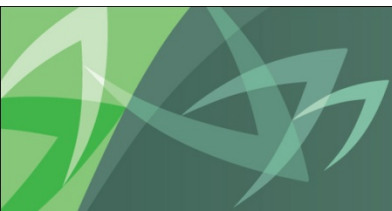
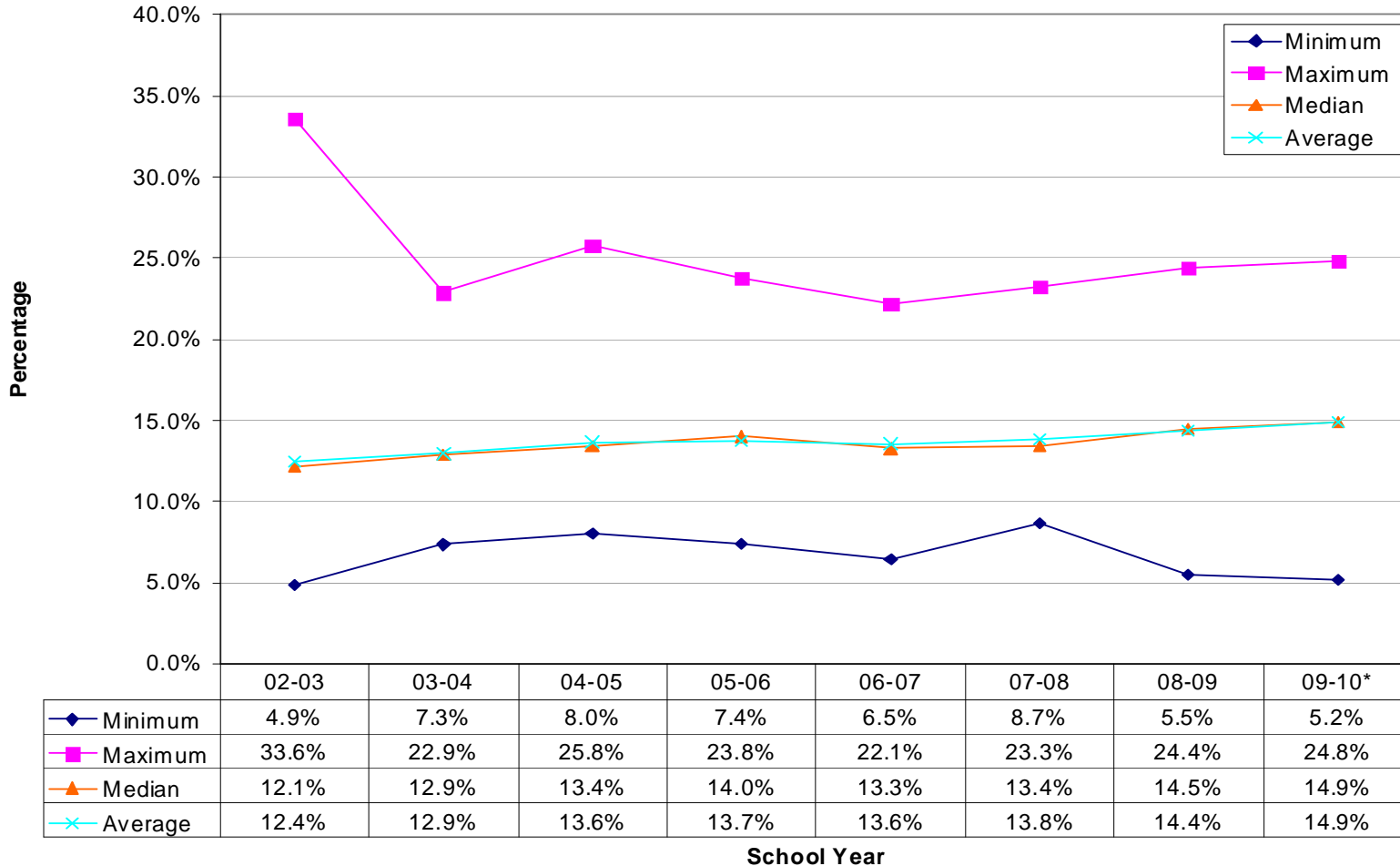
Special Education Ranges

Special Education Prevalence



Special Education Ranges

Historical Prevalence of Students Reported to be Receiving Special Education Programs and Services (2002-03 to 2009-10*)



Special Education Ranges

2008-09 Percentage of Students Reported to be receiving Special Education Programs & Services

Minimum	5.47%
Median	14.45%
Maximum	24.4%
Provincial Average	14.39%

Range Table	# of DSBs
5.47% to <10.07%	6
=>10.07% to <12.95%	17
=>12.95% to <15.83%	20
=>15.83% to <18.7%	21
=>18.7% to 24.4%	8

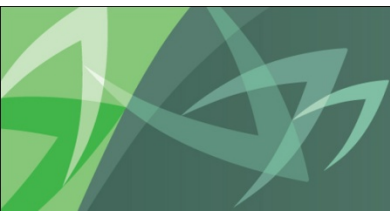
Special Education Ranges

2010-11 HNA Allocation (Present Formula on a per capita (ADE) basis)

Minimum (per capita)	\$351
Median (per capita)	\$543
Maximum (per capita)	\$1,780
Provincial Average (per capita)	\$525

Range Table		# of DSBs
\$351	\$375	1
\$375	\$475	18
\$475	\$575	19
\$575	\$675	11
\$675	\$1,780	23

Note: the 2010-11 HNA per capita funding is different from HNA Per Pupil Amounts, as the per capita number includes funding for HNA stabilization, MOV and the Spec. Ed. Stat. Prediction Model.



Special Education Ranges

2010-11 HNA Allocation if allocated through *HNA MOV*
(on a per capita basis)

Minimum (per capita)	\$406
Median (per capita)	\$656
Maximum (per capita)	\$890
Provincial Average (per capita)	\$525

Range Table		# of DSBs
\$ 0	\$ 375	0
\$ 375	\$ 475	12
\$ 475	\$ 575	14
\$ 575	\$ 675	14
\$ 675	\$ 890	32
# of DSBs with Gain over present HNA allocation		36
# of DSBs with Loss over present HNA allocation		36

Special Education Ranges

2010-11 HNA Allocation if allocated through *HNA MOV*
 (Impact expressed as percentage change)

Minimum	-55%
Median	0%
Maximum	112%

Range Table		# of DSBs
-55%	-30%	8
-30%	-10%	16
-10%	10%	16
10%	30%	16
30%	112%	16



Special Education Ranges

2010-11 HNA Allocation if allocated through *Special Education Statistical Prediction Model*
(on a per capita basis)

Minimum (per capita)	\$434
Median (per capita)	\$553
Maximum (per capita)	\$641
Provincial Average (per capita)	\$525

Range Table		# of DSBs
\$0	\$375	0
\$375	\$475	8
\$475	\$575	44
\$575	\$675	20
\$675	\$1,000	0
# of DSBs with Gain over present HNA allocation		31
# of DSBs with Loss over present HNA allocation		41

Special Education Ranges

2010-11 HNA Allocation if allocated through *Special Education Statistical Prediction Model*

(Impact expressed as percentage change)

Minimum	-71%
Median	-5%
Maximum	47%

Range Table		# of DSBs
-71%	-30%	11
-30%	-10%	20
-10%	10%	20
10%	30%	13
30%	47%	8



Special Education Ranges

2010-11 HNA Allocation if allocated through *50% MOV and 50% through Spec. Ed. Stat. Prediction Model*

(on a per capita basis)

Minimum (per capita)	\$446
Median (per capita)	\$599
Maximum (per capita)	\$751
Provincial Average (per capita)	\$525

Range Table		# of DSBs
\$ 0	\$ 375	0
\$ 375	\$ 475	5
\$ 475	\$ 575	26
\$ 575	\$ 675	23
\$ 675	\$ 751	18
# of DSBs with Gain over present HNA allocation		34
# of DSBs with Loss over present HNA allocation		38

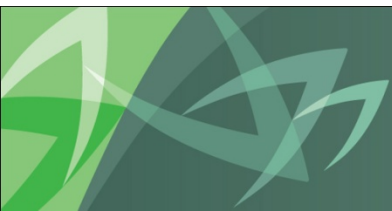
Special Education Ranges

2010-11 HNA Allocation if allocated through *50% MOV and 50% through Spec. Ed. Stat. Prediction Model*

(Impact expressed as percentage change)

Minimum	-62%
Median	-2%
Maximum	75%

Range Table		# of DSBs
-62%	-30%	10
-30%	-10%	14
-10%	10%	25
10%	30%	13
30%	75%	10

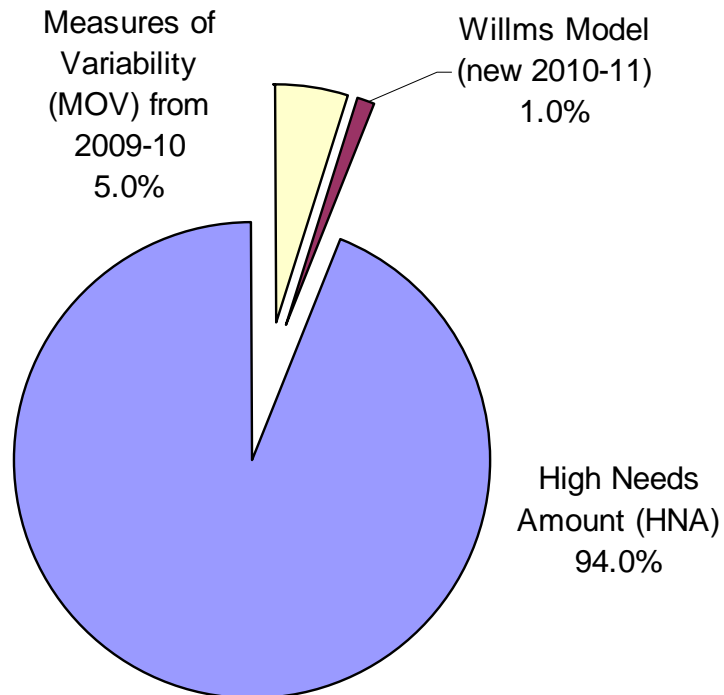


High Needs Amount

2010-11 High Needs Amount

- In 2010–11 the HNA Allocation will be made up of:
 - the HNA base amount (board-specific per-pupil amount multiplied by enrolment; plus 50% transitional HNA stabilization approach for declining enrolment boards),
 - the Measures of Variability (MOV) amount, and
 - the new MOV Special Education Statistical Prediction Model.
- The 2010–11 HNA Allocation will continue to provide school boards with funding stability and will continue to revise school boards' high needs profiles to better reflect the variability of high needs students and factors that impact a board's ability to respond to these needs, through the HNA Measures of Variability (MOV) amount.
- The 2010–11 Measures of Variability (MOV) amount will introduce new data elements, including secondary data, and will feature the introduction of the Special Education Statistical Prediction Model.
- Overall, the HNA Allocation (*Base Amount + MOV + Special Education Statistical Prediction Model*) is projected to be \$998.2 million for 2010–11.

Graph of HNA



HNA Base Amount

- The **HNA base amount** will be determined by first calculating of the greater of:
 - (A) multiplying the board-specific high needs per-pupil amount by the board's projected 2010–11 total ADE, or
 - (B) the amount determined for the board for 2009–10.
- Where (B) is greater, half the difference between (A) and (B) is added to (A).
 - Therefore, school boards facing declining enrolment will be provided with 50 percent of the transitional HNA stabilization.
- This amount will then be multiplied by 94.89 per cent to arrive at the HNA base amount.
 - The remaining 5.11 per cent is used for the Measures of Variability (see next slides)

MOV for 2010-11

(approximately 5.11% or \$50M)

Measures of Variability (MOV) Amount

- The 2010–11 MOV Amount will be 5.11 percent of the HNA, or approximately \$50 million.
- The provincial MOV Amount will be distributed among all school boards based on 4 categories of data where each category has an assigned percentage of the total MOV amount.
 - Each category has one or more factors, for a total of 23, and
 - Each factor has an assigned percentage of the category total, and
 - Each factor is weighted within a specified range related to the provincial average of the prevalence of the factor.

Category #1: Prevalence of Students reported as receiving special education programs and services (2007-08 School Year) 2007-08 data as reported by boards; 36% of MOV	<i>1 factor</i>
Category #2: Participation and achievement in EQAO assessments by students with special education needs (2008-09 School Year) 2A - EQAO Achievement - Grade 3; 12% of MOV 2B - EQAO Achievement - Grade 6; 12% of MOV 2C - EQAO Accommodations; 12% of MOV	<i>6 factors</i> <i>6 factors</i> <i>2 factors</i>
Category #3: Credit Accumulation and Participation in Locally Developed (LD) and K-Courses by students with special education needs (2007-08 School Year) 3A - Credit Accumulation; 15% of MOV 3B - Enrolled in LD Courses; 1.2% of MOV 3C - Enrolled in K- Courses; 1.8% of MOV	<i>2 factors</i> <i>2 factors</i> <i>2 factors</i>
Category #4: Size and Rural Status Category (2010-11 School Year - Projected) Board size and Urban/Rural Designation (10% of MOV)	<i>2 factors</i>

HNA MOV Approach

- The 2010-11 HNA MOV will use twenty-three factors to calculate each school board's MOV amount.
 - The percent of MOV funding available for the category/subcategory (from the category table) multiplied by the percent of funding available for the factor (from the factor tables below) multiplied by the provincial MOV amount determines the provincial funding for that factor.
 - The board's prevalence for each factor determines the weight based on the ranges provided below.
 - 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 above for that factor to determine the funding for the board for that factor.
 - A board's total MOV amount is the sum of funding generated through the calculations for all 23 factors.

Special Education Statistical Prediction Model

- For the 2010–11 school year, the Ministry will enhance the HNA MOV amount by providing a \$10 million investment to support the introduction of a new MOV Special Education Statistical Prediction Model developed by Dr. D. Willms, University of New Brunswick, Canadian Research Institute for Social Policy, (UNB-CRISP).
- The logistic regression Special Education Statistical Prediction Model drew from 2007–08 Ontario Ministry of Education anonymized student data (most recent available), merged with UNB-CRISP Census indicators from the 2006 Canadian Census data and other data sources, to estimate the number of students predicted to receive special education programs and services in each of Ontario's district school boards.

HNA Discussion

Small Group Activity

1. 100% MOV
2. 100% Prediction Model
3. 50%-50% MOV / Prediction Model
4. Other (any ideas welcome if the model can be implemented and the data is/can be made available within 1-3 years)

Describe the strengths and challenges of your preferred model

Note: we are looking for policy direction that is equitable and supports boards' ability to respond to need.

Large Group HNA Discussion

- What data should be used to support the distribution of the High Needs Amount allocation?
- What proportion of the HNA allocation should be based on the data model?
- Which model (or combination of models) should be used?

Other Questions for Consideration and Further Discussion

Discussion Questions:

- Has today's discussion with your colleagues changed your perspective on any matters related to special education funding?
- What measures of success can be developed for student well-being?
- What are the special circumstances that you believe exist in your community that impact on the costs of delivering education?
- How can we measure these circumstances?
- What element could be used in a funding model to reflect them?
- What are the specific costs incurred because of your special circumstances over the past five years or so? Please give examples as appropriate.
- What do you think should be the broad categories for such funding and what programs should be included under each?
- What proposals would you have to streamline the way specific programs are funded?

Next Steps

- A synthesis of all regional sessions will be shared with all District School Boards.
- 2011-12 Special Education Grant/GSN annual regulation process is beginning and your input will be taken into consideration during this process.