Implementation Criteria for Select Student Success Programs

May 2025

Ontario

Overview

Within the Core Education Funding ("Core Ed"), select student success programs are distributed within several components in the Classroom Staffing Fund (CSF) and the Learning Resources Fund (LRF).

Below is a mapping of the relevant allocations and components as detailed in the Core Education Funding: Technical Guide for School Boards, 2025-26 (Technical Guide).

Programs	2025-26 Classroom Staffing Fund (CSF): Allocation (and component) name	2025-26 Learning Resources Fund (LRF): Allocation (and component) name
Literacy and Math Outside the School Day		Continuing Education and Other Programs Allocation (Literacy and Math Outside the School Day component)
Student Success, Grade 7 to 12	Supplemental Staffing Allocation (CSF – Student Success, Grade 7 to 12 component)	Differentiated Supports Allocation (LRF – Student Success, Grade 7 to 12 component)
Grade 7 and 8 Student Success and Literacy and Numeracy Teachers	Supplemental Staffing Allocation (Grade 7 and 8 Student Success and Literacy and Numeracy component)	
Tutoring		Continuing Education and Other Programs Allocation (Tutoring component)
Summer Learning Program (SLP)		Continuing Education and Other Programs Allocation (SLP component)
Specialist High Skills Major (SHSM)		Differentiated Supports Allocation (SHSM component)
Experiential Learning	Supplemental Staffing Allocation (CSF – Experiential Learning component)	Differentiated Supports Allocation (LRF – Experiential Learning component)
Outdoor Education	Supplemental Staffing Allocation (CSF – Outdoor Education component)	Differentiated Supports Allocation (LRF – Outdoor Education component)

This document provides guidance on the intended purpose and recommended use of funds to support the success and well-being for those students who are at greater risk of poor academic achievement.

Literacy and Math Outside the School Day Component (within LRF)

As outlined in the Technical Guide, this funding can be used as follows:

Category	Examples
• A non-credit class or course that includes literacy and/or math for Grade 7 or 8 students for whom a remedial program in literacy and/or math has been recommended by the principal of the day school.	Programs can be designed for students: • Who face barriers to achievement and are potentially at risk of not meeting the curriculum standards. • To support a successful transition to a de-streamed Grade 9 program.
• A non-credit class in literacy and/or math for students in Grades 9 to 12 for whom a Grade 9 or 10 remedial program in literacy and/or math has been recommended by the principal of the day school.	Programs can be designed for students: • Who face barriers to achievement and are potentially at risk of not meeting the curriculum standards and/or the secondary school literacy graduation requirement.
• A non-credit class in literacy and/or math for continuing education students for whom a Grade 9 or 10 remedial program in literacy and/or math has been recommended by a principal.	
• A non-credit literacy and/or math class or course for adults who are parents or guardians of students in any grade for whom the principal of the school has recommended a remedial course in literacy and/or math.	Programs can be designed for parents or guardians: • To improve their literacy and/or math skills so that they can better support their children's success in school.

School boards are required to report enrolment and attendance for pupils through the Register of Enrolment in the Literacy and Numeracy Program. More information may be found on the ministry's Enrolment Register Instructions webpage.

Student Success, Grade 7 to 12 Components (within CSF and LRF)

In addition to the expectations outlined in the Technical Guide, Student Success, Grade 7 to 12 program activities are intended to support those students facing barriers to success. Funding can be used in the following ways:

Category	Detail	Examples
Student Learning Opportunities School boards may choose to dedicate their	Activities related to student participation	• Student transportation. • Transition supports and student orientation. • Student exploration of future careers and

Category	Detail	Examples
entire Student Success, Grades 7 to 12 funding for this activity.	that are targeted to students who face barriers to success.	areas of study. • Early leaver re-engagement supports. • Enhancing student voice, equity, and well-being. • Admission fees for activities.
Professional Learning and Implementation Supports Up to a maximum of 35% of total Student Success, Grade 7 to 12 components (within CSF and LRF) recommended.	Central implementation support	• Implementation of ministry-developed resources and/or related board resources to support literacy, numeracy, and cross-curricular instruction. • Capacity building for school and system leaders, and school and board teams.
	School implementation supports	• Build inclusive and engaging school, classroom, and community environments conducive to student learning. • Identify, track, monitor, and differentiate educator response to student need. • Implement and monitor school- based literacy action plans. • Improve instruction to meet student needs. • Implement Credit Recovery and Credit Rescue programs. • Facilitate community outreach and involvement, parent engagement and partnerships. • Educator release time, such that student learning is not disrupted.
Resources Up to a maximum of 10% of total Student Success, Grade 7 to 12 components (within CSF and LRF) recommended.	For initiatives targeting students facing barriers to success.	• Event promotional materials, signage, and student apparel. • Technology for students who do not have equitable access. • Fees for invited speakers and visiting organizations.

Grade 7 and 8 Student Success and Literacy and Numeracy Component (within CSF)

Please see the Technical Guide for a description of the Grade 7 and 8 Student Success and Literacy and Numeracy component.

Student Success Teachers can support students who are facing barriers to success in the following ways:

Category	Examples
• Direct support/instruction to students	• Timely and effective academic gap closing

Category	Examples
in order to improve student achievement, retention and transitions. • Track the progress of students who face barriers to success. • Support school-wide efforts to improve outcomes for students who are facing barriers to success. • Work with families and the community to support student success.	strategies in Grades 7 and 8 for students not achieving consistent success and/or did not meet provincial standard on Grade 6 EQAO assessments. • Engagement activities for students in Grades 7 and 8. • Secondary school course selection (in Grade 8) and support for education and career/life planning. • Grade-to-grade and school-to-school transition planning.

Tutoring Component (within LRF)

Please see the Technical Guide for a description of the Tutoring component.

Summer Learning Program (SLP) Component (within LRF)

Please see the Technical Guide for a description of the SLP component.

The SLP component provides literacy and numeracy supports for elementary students in Kindergarten to Grade 6 who would benefit from additional learning support over the summer months to mitigate the impacts of learning loss. School boards are also encouraged to include students in Grades 7 and 8 in summer learning programs, as appropriate.

SLP classes must be taught by Ontario College of Teachers (OCT) certified teachers.

Several elements of successful summer learning programs have been identified. School boards should incorporate the following elements when implementing their summer learning programs:

Program Structure	Classroom Elements
The classes be operated with smaller class sizes, ideally no more than 15 students.	• The progress of participants should be monitored, and parents/guardians should be kept aware of their child's progress.
Programs be aligned with the Ontario curriculum with a focus on literacy, numeracy and mitigation of summer learning loss.	• Programming should be engaging and rigorous and include time for academic learning and recreational programming. • Instruction should be responsive to the individual needs and strengths of learners
Programs ideally be three weeks in length.	• Students participating in the program should be committed for the duration in order to maximize learning and mitigate summer learning loss.

Program Structure	Classroom Elements
Programs be evaluated on an ongoing basis.	• Teachers should be encouraged to incorporate formative and summative assessments to monitor student progress. School board staff are also encouraged to report back to trustees in order to assist boards with planning future programs, enhance existing ones, and support students in summer programs and throughout the school year.

Summer Learning Program activities are intended to support students facing barriers to success. This funding can be used in the following ways:

Category	Detail
Salaries and Benefits	• Teachers, school board leads/coordinators, teacher's assistants, Early Childhood Educators (ECE), technical support staff.
Resources	• Planning and preparation materials, learning resources developed by staff, purchased learning materials, purchased software/web- based programs for student learning.
Facilities	• Caretaking and facility expenses (if applicable).
Communications	• Communication and publicity materials, including newsletters, videos, reporting to the system and Board of Trustees.
Transportation	• Student/staff transportation costs (e.g., field trips, etc.).

School boards are required to report student enrolment in the SLP through the Summer School Register, by selecting the Summer Learning Program as the Course Offering Type. No Average Daily Enrolment (ADE)/additional funding will be generated for the Summer Learning Program.

More information may be found on the ministry's Enrolment Register Instructions webpage.

Specialist High Skills Major (SHSM) Component (within LRF)

School boards are expected to use SHSM funding for its intended purpose based on the parameters (e.g., eligible activities and expenses) set out below.

In alignment with SHSM spending guidelines and board spending policies and procedures, funding for SHSM programs and SHSM program expansion funding is to be used to implement program elements and program expansion, including:

Category	Detail	Examples
Salaries and Release Time	• Staffing expenditures to support implementation and development of SHSM program, including all release time, such that student learning is not disrupted, and salary used to support any of the categories below.	• Central staffing positions – SHSM Board contact, central support staff. • Hiring of temporary staff to support SHSM (e.g., retired guidance counsellor to assist with SHSM tracking and promotion meetings). • Release time for teachers, such that student learning is not disrupted, to plan and attend SHSM experiential learning, such as certification and training, sector partner experiences, professional learning, etc.
Student Activities and Resources	• Expenditures to support SHSM related student activities (not including salaries and release time outlined above).	• Student certification/training costs, including travel, admission fees, registration costs and resources.
Capital (max. 50% of SHSM component)	• Machinery/equipment, technology and software used specifically to enhance SHSM programs as per board purchasing policies and procedures (Note: SHSM funding is not to be used to purchase consumables and other resources normally used to deliver regular Ontario curriculum).	• Capital related to delivery of SHSM certification and training. • AV and other equipment used to enhance the SHSM program (including IT supports to assist in SHSM board/school data collection and tracking).
Promotion and Marketing	• Expenditures for developing and producing/purchasing reasonable SHSM marketing and advertising materials and events.	• Cost of hosting SHSM student and community promotion events, information sessions. • Localized advertising/marketing campaigns.
Professional Development and Partnerships	• Expenditures for professional development for educators where the training is specifically related to SHSM program delivery and implementation (Additional Qualification (AQ) courses are not permitted). • Expenditures to develop and maintain partnerships that support SHSM program implementation and delivery.	• SHSM related conference registrations/ memberships and expenses as per school/board policies and procedures. • Costs associated with establishing and maintaining SHSM Advisory Committee. • Costs associated with developing community and postsecondary partners.

School and board SHSM expenditure reporting occurs through the Enhanced Data Collection

Solution (EDCS). SHSM expansion funding must be allocated as indicated in EDCS, and funding for sections must be allocated specifically for the sections as indicated in EDCS.

For further information on SHSM, please refer to the [SHSM Policy and Implementation Guide](#) and the [Technical Guide](#).

Experiential Learning (EL) Components (within CSF and LRF)

Please see the [Technical Guide](#) for a description of the Experiential Learning components.

Experiential learning program funding can be used in the following ways:

Category	EL Program Activities	Non-EL Program Activities
Staffing Recommended maximum allocation of funds is base amounts of EL components (within CSF and LRF) + 35% of remaining EL components (within CSF and LRF).	• The staff role includes four themes: professional learning for educators, collaboration with school board personnel, equitable distribution of funds, and partner outreach. • Staff release time that allows for professional development, planning time, or supervision of students on experiential learning opportunities, and in classrooms, such that student learning is not disrupted.	

Supporting Experiential Learning Opportunities
 	
School boards may choose to dedicate the entire EL components (within CSF and LRF) to this category.
	• Student/staff transportation to and from experiential learning events/activities in Ontario.
	• Resources and materials required to implement projects/events.
	• Relevant conference registrations, membership fees and expenses as per school/board policies and procedures.
	• Provision of parent/public information sessions or to develop community / sector partners.
	• Guest speakers and/or facilitators.
	• Technology.
	• Individual project/event activities:
	  ○ Consumables (e.g., art supplies).
	  ○ Building materials (e.g., lumber).
	  ○ Student conferences.
	  ○ Admission to events/conferences, etc.
	  ○ Guest speakers and/or facilitators.
	  ○ Hospitality (e.g., food), refer to board
		• Any transportation outside of Ontario.
		• Capital equipment (e.g., machinery, large equipment, appliances).
		• Additional Qualification (AQ) courses.
		• Transportation and accommodations for community and economic sector partners.

Category	EL Program Activities	Non-EL Program Activities
	expense guidelines.	

School boards are required to report on Experiential Learning activities using the form at this link.

Outdoor Education Components (within CSF and LRF)

The Outdoor Education components provide funding for elementary and secondary students to have learning experiences in the outdoors.

Outdoor Education program funding can be used in the following ways:

Program Activities	Non-program Activities
• Fees related to participation in outdoor learning activities. • Safety-related training and/or certification for students and/or teachers, including safety-related professional development opportunities for teachers. • Costs related to obtaining expertise and/or facilities/resources for outdoor learning activities. • Staff release time may be used to support planning, development, and supervision of outdoor education activities where coverage is available, such that student learning is not disrupted. • Student/staff transportation to/from field trips, outdoor education facilities. • The purchase of outdoor education equipment and/or learning resources. It is recommended that this activity be limited to up to a maximum of 30% of total Outdoor Education components (within CSF and LRF).	• Staffing. • Administrative costs. • Costs associated with board outdoor education facilities (e.g., repairs).

School boards are required to report on Outdoor Education activities using the form at this link.

Ministry Contact Details

If you have any questions about the guidelines outlined in this document, please email: skillsdevelopmentandapprenticeshipbranch@ontario.ca.