

Implementation Criteria for Select Student Success Programs

May 2026

Ontario 

Overview

The select student success programs described in this document are funded activities within the Core Education Funding (“Core Ed”) and are distributed within several components in the Classroom Staffing Fund (CSF) and the Learning Resources Fund (LRF). Student success programs contribute to achieving positive student outcomes and support the following educational priorities:

1. Achievement of Learning Outcomes in Core Academic Skills (a back-to-basics approach)
2. Preparation of Students for Future Success
3. Student Engagement and Well-being

Below is a mapping of the relevant funding allocations and components as detailed in the 2026-27 Technical Guide for School Boards available on the [Education Funding webpage](#).

Programs	2026-27 Classroom Staffing Fund (CSF): Allocation	2026-27 Learning Resources Fund (LRF): Allocation
Reading Licenses and Supports	N/A	Targeted Learning Allocation
Literacy and Math Outside the School Day	N/A	Continuing Education and Other Programs Allocation
Student Success, Grade 7 to 12	Supplemental Staffing Allocation	Differentiated Supports Allocation
Grade 7 and 8 Student Success and Literacy and Numeracy Teachers	Supplemental Staffing Allocation	N/A
Tutoring	N/A	Continuing Education and Other Programs Allocation
Summer Learning Program (SLP)	N/A	Continuing Education and Other Programs Allocation
Specialist High Skills Major (SHSM)	N/A	Differentiated Supports Allocation
Dual Credits	N/A	Differentiated Supports Allocation

Programs	2026-27 Classroom Staffing Fund (CSF): Allocation	2026-27 Learning Resources Fund (LRF): Allocation
Experiential Learning	Supplemental Staffing Allocation	Differentiated Supports Allocation
Outdoor Education	Supplemental Staffing Allocation	Differentiated Supports Allocation

Reading Licenses and Supports (Targeted Learning Allocation of Learning Resources Fund)

Please refer to the 2026-27 Technical Guide for School Boards available on the [Education Funding webpage](#) for a description of the Reading Licenses and Supports component.

Reading Licenses and Supports funding is for the purchase of evidence-based systematic and explicit reading programs, licenses and related staff training for students who are struggling in reading, including students with learning disabilities affecting reading. To guide effective use of funding, a tiered approach to reading instruction should be followed. The [Elementary Language Curriculum](#), [Grade 9 English Curriculum](#) and [Policy/Program Memorandum 168](#) provide descriptions of Tiered reading intervention.

The OECM has created a Vendor of Record (VOR) for evidence-based reading programs and interventions. Boards are strongly encouraged to choose programs from the “[Systematic and Explicit Evidence-Based Reading Program and Intervention](#)” VOR on the OECM website.

School boards are responsible for developing and managing their own procurement policies, practices, and decisions, subject to compliance with the [Broader Public Sector \(BPS\) Procurement Directive](#), the BPS Interim Measures, the [Procurement Restriction Policy](#), and various trade agreement obligations. In accordance with the BPS Procurement Directive, school boards must maximize the value they receive from the use of public funds through the use of open and competitive procurement processes or existing collaborative purchasing arrangements such as any available through Supply Ontario, the lead agency for OPS and BPS procurement, or Ontario Education Collaborative Marketplace (OECM).

Below is the list of ministry-approved evidence-based reading programs and interventions.

- Corrective Reading (SRA) (Gr 3-12 / T2-T3)
- Early Intervention in Reading (SRA) (K-3 / T1-T2)
- Empower (Gr 2-12 / T3)
- HeadSprout (K-5 / T1-T2)
- Heggerty - K and Primary, Bridge the Gap (T1-T2).
- Jolly Phonics (K / T1)
- Kindergarten Peer-Assisted Learning Strategies K-PALS (K / T1)

- Lindamood Phoneme Sequencing (T3)
- Open Court Reading Foundational Skills and Word Analysis (SRA) (K-6, with stand-alone programs for K-3 / T1)
- Peer-Assisted Learning Strategies (PALS) (Gr 1, 2-6, 7+ / T1-T2)
- Reading Mastery (SRA) (Gr K- Gr 5 / T1-T2)
- Remediation Plus Systems (T1-2)
- SpellRead (Halifax Learning) (Gr 1-12 / T2-T3)
- Stepping Stones to Literacy (Pre-K- Gr 1 / T2)
- Wilson’s Foundations (K-3 / T1 - T2)
- Wilson’s Reading System (Gr 2 - 12 / T3)
- Wilsons Just Words (Gr 4-12/T2)

Supplementary tools to be used **only** in conjunction with explicit, systematic, evidence-based reading programs and/or licenses:

- Flyleaf Emergent Reading Series (Pre-K-1 / T1-T2):
- Lexia Core 5 Reading (Pre-K-5 / T1-T2).

More specific categories, activities and criteria for programs selection are discussed below:

Category	Criteria for selection
Purchase or acquire classroom-based systematic, evidence-based reading intervention programs, interventions, and supports for students who need additional help with reading.	<ul style="list-style-type: none"> • Systematic, explicit instruction with clear teaching steps and gradual release. • Targets specific skill gaps using assessment to guide instruction. • Follows a developmental sequence from simple to complex skills. • Includes cumulative practice with repetition, feedback, and mastery checks. • Teaches all foundational reading skills (phonological/phonemic awareness, phonics, vocabulary, morphology, fluency, comprehension). • Provides appropriate scaffolding (controlled difficulty, small-group formats, think-alouds, strategy modeling).
Purchase structured literacy assessment tools to identify reading difficulty and foundational reading skill-gaps, and to tailor interventions for individual students and	<ul style="list-style-type: none"> • A reading skills assessment (a reading screener, diagnostic assessment or progress monitoring assessment) needs to identify each student’s foundational reading abilities and skill gaps. • Results of an initial reading skills assessment need to provide information necessary for an educator to identify gaps in skills and sub-skills requiring more intensive individualized or group instruction, identify areas of

Category	Criteria for selection
groups.	<p>significant individual need, tailor learning plans, and place students at the correct entry point into a program or intervention</p> <ul style="list-style-type: none"> • Progress monitoring is used to ensure that the student's foundational reading skills are developing as expected using valid, reliable measures that assess specific reading skills (e.g. not based on levelled readers). <p>Note: Funding for Reading Licenses and Supports may not be used towards the ministry-approved early reading screening tools for students in Year 2 Kindergarten to Grade 2.</p>
Conduct professional training for educators and other professionals involved in implementing reading interventions and programs.	<ul style="list-style-type: none"> • Builds educator skill in evidence-based, systematic, explicit reading instruction (direct teaching, sequencing, scaffolding, practice, feedback), and/or in specific programs/interventions purchased through this funding • Prepares educators to teach all foundational reading skills (phonological/phonemic awareness, phonics, morphology, vocabulary, fluency, comprehension). • Trains educators to use assessment to target instruction and deliver appropriate small-group, developmentally sequenced intervention with metacognitive and motivational supports.

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

As outlined in the 2026-27 Technical Guide for School Boards available on the [Education Funding webpage](#), 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.	<p>Programs can be designed for students:</p> <ul style="list-style-type: none"> • Who face barriers to achievement and are potentially at risk of not meeting the curriculum standards. • To ensure the foundational knowledge and skills required to support a successful transition into the de-streamed Grade 9 program.

Category	Examples
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. May also be used to support students in meeting the financial literacy graduation requirement.	<p>Programs can be designed for students:</p> <ul style="list-style-type: none"> • Who face barriers to achievement and are potentially at risk of not meeting the curriculum standards and/or the secondary school literacy or financial literacy graduation requirements.
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. May also be used to support students in meeting the financial literacy graduation requirement.	<p>Programs can be designed for students:</p> <ul style="list-style-type: none"> • Who face barriers to achievement and are potentially at risk of not meeting the curriculum standards and/or the secondary school literacy or financial literacy graduation requirements.
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.	<p>Programs can be designed for parents or guardians:</p> <ul style="list-style-type: none"> • 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 2026-27 Technical Guide for School Boards available on the [Education Funding webpage](#), 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
<p>Student Learning Opportunities</p> <p>School boards may choose to dedicate their entire Student Success,</p>	<p>Activities related to student participation are targeted to students who face barriers to</p>	<ul style="list-style-type: none"> • Student transportation. • Transition supports and student orientation. • Student exploration of future careers and

Category	Detail	Examples
Grades 7 to 12 funding for this activity.	success.	<p>areas of study.</p> <ul style="list-style-type: none"> • Early re-engagement supports to support students' reattachment to school • Enhancing student voice, equity, and well-being. • Admission fees for activities. • Programs and/or supports to assist students in meeting the financial literacy graduation requirement.
<p>Professional Learning and Implementation Supports</p> <p>Up to a maximum of 35% of total Student Success, Grade 7 to 12 components (within CSF and LRF) recommended.</p>	Central implementation support	<ul style="list-style-type: none"> • 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.
<p>Professional Learning and Implementation Supports</p> <p>Up to a maximum of 35% of total Student Success, Grade 7 to 12 components (within CSF and LRF) recommended.</p>	School implementation supports	<ul style="list-style-type: none"> • 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. • Implement programs and/or supports to assist students in meeting the financial literacy graduation requirement. • 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%	For initiatives targeting	<ul style="list-style-type: none"> • Event promotional materials, signage, and student apparel.

Category	Detail	Examples
of total Student Success, Grade 7 to 12 components (within CSF and LRF) recommended.	students facing barriers to success.	<ul style="list-style-type: none"> • 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 refer to the 2026-27 Technical Guide for School Boards available on the [Education Funding webpage](#) 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
<ul style="list-style-type: none"> • Direct support/instruction to students to improve student achievement, retention, and transitions. • Track the progress of students who face barriers to success. • Support schoolwide efforts to improve outcomes for students who are facing barriers to success. • Work with families and the community to support student success. 	<ul style="list-style-type: none"> • Timely and effective academic gap closing strategies in Grades 7 and 8 for students not achieving consistent success and/or did not meet provincial standards 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 refer to the 2026-27 Technical Guide for School Boards available on the [Education Funding webpage](#) for a description of the Tutoring component.

Summer Learning Program (SLP) Component (within LRF)

Please refer to the 2026-27 Technical Guide for School Boards available on the [Education](#)

[Funding webpage](#) 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 below. School boards are strongly encouraged to incorporate these elements when implementing their summer learning programs:

Program Structure	Classroom Elements
The classes are operated with smaller class sizes, ideally no more than 15 students.	<ul style="list-style-type: none"> The progress of participants should be monitored, and parents/guardians should be kept aware of their child’s progress.
Programs are aligned with the Ontario curriculum with a focus on literacy, numeracy, and mitigation of summer learning loss.	<ul style="list-style-type: none"> 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 are ideally three weeks in length.	<ul style="list-style-type: none"> Students participating in the program should be committed for the duration to maximize learning and mitigate summer learning loss.
Programs are evaluated on an ongoing basis.	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> Teachers, school board leads/coordinators, teacher’s assistants, Early Childhood Educators (ECE), technical support staff.

Category	Detail
Resources	<ul style="list-style-type: none"> • Planning and preparation materials, learning resources developed by staff, purchased learning materials, and purchased software/web-based programs for student learning.
Facilities	<ul style="list-style-type: none"> • Caretaking and facility expenses (if applicable).
Communications	<ul style="list-style-type: none"> • Communication and publicity materials, including newsletters, videos, reporting to the system and Board of Trustees.
Transportation	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Expenditures to support SHSM related student activities (not including salaries and release time outlined above). 	<ul style="list-style-type: none"> • Student certification/training costs, including travel, admission fees, registration costs and resources.
Capital (max. 50% of SHSM component)	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Expenditures for developing and producing/purchasing reasonable SHSM marketing and advertising materials and events. 	<ul style="list-style-type: none"> • Cost of hosting SHSM student and community promotion events, and information sessions. • Localized advertising/marketing campaigns.
Professional Development and Partnerships	<ul style="list-style-type: none"> • Expenditures for professional development for educators where the training is specifically related to SHSM program delivery and implementation (Additional 	<ul style="list-style-type: none"> • SHSM related conference registrations/ memberships and expenses as per school/board policies and procedures. • Costs associated with

Category	Detail	Examples
	Qualification (AQ) courses are not permitted). <ul style="list-style-type: none"> • Expenditures to develop and maintain partnerships that support SHSM program implementation and delivery. 	establishing and maintaining SHSM Advisory Committee. <ul style="list-style-type: none"> • 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 specified in EDCS, and funding for individual sections must be allocated specifically for the sections as outlined in EDCS.

For further information on SHSM, please refer to the [SHSM Policy and Implementation Guide](#) and the 2026-27 Technical Guide for School Boards available on the [Education Funding webpage](#).

Dual Credit Component (within LRF)

School boards are expected to use Dual Credit funding for its intended purpose. For additional information, please refer to Dual Credit Programs, Policies and Program Requirements through the following link: [Dual credit programs](#) as well as the 2026-27 Technical Guide for School Boards available on the [Education Funding webpage](#).

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

Please refer to the 2026-27 Technical Guide for School Boards available on the [Education Funding webpage](#) 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	<ul style="list-style-type: none"> • 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 	N/A

Category	EL Program Activities	Non-EL Program Activities
(within CSF and LRF).	learning opportunities, and in classrooms, such that student learning is not disrupted.	
<p>Supporting Experiential Learning Opportunities</p> <p>School boards may choose to dedicate the entire EL components (within CSF and LRF) to this category.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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 expense guidelines. 	<ul style="list-style-type: none"> • 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.

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 outdoors.

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

Program Activities	Non-program Activities
<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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.