



REPORT TO:	Planning and Priorities Advisory Committee
	Public or In-Camera (for Board Meetings only): Public
TITLE OF REPORT:	Core Education Funding Overview
PRESENTERS: <i>(list ONLY those attending the meeting)</i>	Cathy Lynd, Superintendent of Business and Treasurer Sandra Macey, Manager of Finance
REPORT AUTHORS:	Cathy Lynd, Superintendent of Business and Treasurer Sandra Macey, Manager of Finance
PRESENTED FOR:	Information
Recommendations: <i>(only required when presented for approval)</i>	N/A
Purpose: <i>(include context)</i>	To provide an overview on the Core Education Funding to the Planning and Priorities Advisory Committee.
Content:	<p>Education Funding Overview</p> <p>Each year, the Ministry of Education provides funding to school boards through a series of grants, Core Education Funding (Core Ed). Funding can be generated on a per-pupil, per-school, or per-board basis depending on the structure of the grant. Core Ed consists of six funds and 28 allocations.</p> <p>The following provides an overview of the Core Ed grants and its components based on the 2024-25 Core Education Funding. The amounts included in the overview are funding amounts and percentages based on the approved 2024-25 Budget.</p> <p>Accountability Framework</p> <p>Boards have flexibility in the use of funding within the framework of a balanced budget, staffing within class size regulations, enveloping (where the grant can only be used for a specific purpose) and reporting requirements.</p> <p>Enrolment</p> <p>Enrolment is a key driver of the Core Ed funding. Enrolment is based on the average of the count on October 31 and March 31 pupils of the board – which excludes tuition or fee paying students. Enrolment projections will be brought to this committee in April.</p>

Core Education Funding – Key Grants

Classroom Staffing Fund (CSF)

The CSF grant provides funding to support the majority of staffing in the classroom for all students, including teachers, early childhood educators (ECEs) in kindergarten classrooms and some educational assistants (EAs). Note that the primary source of funding for EAs is the Special Education Fund. This CSF fund is made up of five allocations:

- **Per Pupil Allocation** – Salary and benefits for classroom staffing.
- **Language Classroom Staffing Allocation** – For classroom-based English-language and French-language instruction staff.
- **Local Circumstances Staffing Allocation** – Additional funding for classroom staffing to recognize variation in costs across school boards such as additional qualifications and experience. Also includes benefits funding.
- **Indigenous Education Classroom Staffing Allocation** – For educators to deliver Indigenous Languages programming and First Nations, Métis, and Inuit Studies courses.
- **Supplementary Staffing Allocation** – Literacy, Numeracy and Other Programs – For classroom-based staff to help students facing barriers to success, including supports for literacy and numeracy.

The Classroom Staffing Fund for 2024-25 is \$566.4 million.

Learning Resources Fund (LRF)

The LRF fund supports the costs of staffing typically required outside of the classroom to support student needs, such as teacher-librarians, guidance counsellors, mental health workers, school management staff as well as non-staffing classroom costs, such as learning materials and classroom equipment. The LRF comprises the following allocations:

- **Per Pupil Allocation** – For classroom materials and resources (for example, classroom supplies, textbooks, technological devices) as well as various staff supporting students outside of the classroom (e.g., professionals and para-professionals, teacher-librarians, guidance teachers-counsellors).
- **Language Supports and Local Circumstances Allocation** – Additional funding for classroom materials and resources supporting the implementation of English-language and French-language instruction, as well as for other staff and learning resources that supplement core classroom programming.

- **Indigenous Education Supports Allocation** – For programming and initiatives that address the academic success and well-being of Indigenous students and build the knowledge of all students and educators on Indigenous histories, cultures, perspectives and contributions. This includes funding for an Indigenous Education Lead who is accountable for the implementation of the school board's *Board Action Plan on Indigenous Education*.
- **Mental Health and Wellness Allocation** – For a variety of initiatives and staffing related to student mental health and wellness, including a mental health lead, frontline mental health workers in secondary schools, professional/paraprofessional staff (e.g. psychologists, and social workers), professional development for educators, and work with community partners.
- **Student Safety and Well-Being Allocation** – For activities, staff, and programming focused on promoting well-being and inclusive education, including strengthening positive school climates; supporting suspension/expulsion programming for students; and supporting student engagement, participation and leadership skills development at priority urban high schools.
- **Continuing Education and Other Programs Allocation** – For programs primarily outside the regular day-school program (e.g. tutoring, adult education, summer school) to support student achievement and address learning needs.
- **School Management Allocation** – For administration and leadership and related costs in schools as well as for remote learning instruction.
- **Differentiated Supports Allocation – Demographic, Socioeconomic and Other Indicators** – For program leadership and to support school boards in offering a wide range of programs tailored to the local needs of their students.

The Learning Resources Fund for 2024-25 is \$155.3 million.

Special Education Fund (SEF)

The SEF fund supports positive outcomes for students with special education needs. This funding is for the additional costs of the programs, services and/or equipment these students may require. The SEF comprises the following four allocations:

- **Per Pupil Allocation (SEF-PPA)** – Base funding to support all students with special education needs. Funding is primarily intended for staffing costs (e.g. teachers, EAs, professional/para-professionals) as well as professional development and learning materials.

- **Differentiated Needs Allocation** – To address the variation among school boards with respect to students with special education needs and the schools board’s abilities to meet those needs due to geographic, linguistic and sociodemographic factors.
- **Complex Supports Allocation** – For specialized supports for students with complex special educational needs, including students who require support from more than two full-time board-paid staff at a time due to health and safety needs; children and youth who cannot attend regular school due to their primary need for care, treatment or because of a court order to serve a custody or detention sentence; and students with autism and other special educational needs.
- **Specialized Equipment Allocation** – To assist with the costs of specialized equipment essential to support students with special educational needs.

The Special Education Fund for 2024-25 is \$131.9 million.

School Facilities Fund (SFF)

The SFF fund addresses the costs of operating school facilities (including cleaning and utilities), maintaining, renovating and renewing school buildings. It also provides additional support for students in rural and northern communities. The SFF comprises the following allocations:

- **School Operations Allocation** – Addresses the costs of operating school buildings (such as heating, lighting, maintenance, cleaning).
- **Rural and Northern Education Allocation** – Dedicated funding to further improve education for students from rural and northern communities.

The School Facilities Fund for 2024-25 is \$96.5 million.

Capital Funding

There are three areas within Core Ed to support capital expenditures.

- School Renewal funding supports renovations and repairs of schools (\$14 million)
- School Condition Improvement funding addresses high and urgent needs and facility condition (\$55.6 million)
- Temporary Accommodation funding that supports portable moves, leases and purchases (\$1.8 million)

Student Transportation Fund (STF)

The STF fund supports the transportation of students to and from home and school. This fund includes three allocations:

- **Transportation Services Allocation** – For the costs required to transport students between home and school, including funding for buses, contracted special-purpose vehicles (CSPVs) and contracted taxis, public transit, local school board priorities and operations, and transition support.
- **School Bus Rider Safety Training Allocation** – For school boards to access standardized school bus rider safety training and courses.
- **Transportation to Provincial and Demonstration Schools Allocation** – To cover expenses for transportation to Provincial and Demonstration schools.

The Student Transportation Fund for 2024-25 is \$55.6 million.

School Board Administration Fund (SBAF)

The SBAF fund supports the operations of the school board, including staffing and non-staffing administration expenses, trustees, parent engagement, central bargaining agency fees and data management. This fund includes the following allocations:

- **Trustees and Parent Engagement Allocation** – For trustees and student trustees as well as for parent engagement activities.
- **Board-Based Staffing Allocation** – For school board staff and operations, providing funding for board-level leadership, staff and related supplies and services. The funding recognizes ten core functions that all school boards must perform. These include supports for the salary, benefits and other costs of the Director of Education and other senior administrators, human resources, finance, payroll, purchasing/procurement, and information technology.
- **Central Employer Bargaining Agency Fees (CEBAF) Allocation** – For the fees payable by the school boards to the trustees' association to support labour relations activities, including participating in the central bargaining process.
- **Data Management and Audit Allocation** – For a number of school board data management and audit related activities.

The School Board Administration Fund for 2024-25 is \$23.8 million.

Capital Priorities Program

This funding supports the construction of new schools, permanent additions and renovations.

The 2024-25 Capital Priorities Program was announced on July 8, 2024 and the submission deadline of business cases was September 16, 2024. Funding announcements were made on January 28, 2025 with TVDSB receiving funding for three new schools in southwest London, north London and Thamesford.

Enveloping and Accountability

- The Indigenous Education Classroom Staffing Allocation (within the CSF) and Indigenous Education Supports Allocation (within the LRF) are limited to expenses that support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives and contributions, including spending restrictions on each of the components within the allocations.
- The Areas of Intervention amount within the LRF – French as a Second Language (FSL) component of the Language Supports and Local Circumstances Allocation is limited to expenses for initiatives and eligible activities within the areas of intervention identified in the Canada–Ontario Agreement on Minority-Language Education and Second Official-Language Instruction.
- The Mental Health and Wellness Allocation (within the LRF) continues to be limited to expenses related to student mental health, including specific spending restrictions on the Mental Health Workers Staff component and the Mental Health Leaders component of the fund. In 2024-25, the sub-envelope for the amounts under the Student Mental Health (SMH) component was removed. Any deferred revenue amount under the SMH component will be included in the overall Mental Health and Wellness envelope. Note that the Mental Health Leader has also been moved into this allocation.
- The Student Safety and Well-being Allocation (within the LRF) is limited to expenses related to student safety and well-being.
- The Program Leadership component within the Differentiated Supports Allocation (within LRF) is to be used for eligible expenses, including salary & benefits and travel & professional development for the program leaders funded through the Program Leadership component.
- The Specialist High Skills Major (SHSM) component is to be used for eligible expenses based on the parameters (e.g.,

eligible activities and expenses) set out by the Student Achievement Division of the Ministry each school year.

- The Special Education Fund (SEF) is limited to special education expenses, including spending restrictions within the fund. Any deferred revenue will be included in one single Special Education envelope to be used to support all special education expenses.
- New Teacher Induction Program (NTIP) Allocation within the Local Circumstances Staffing Allocation (within the CSF) is to be used for eligible NTIP expenses, which are required to meet NTIP program requirements.
- School facilities and student transportation expenses shall not exceed the total funding generated through the School Facilities Fund and Student Transportation Fund plus up to a maximum of five per cent of the total amount generated through the Classroom Staffing Fund, Learning Resources Fund, and Special Education Fund.
- School Board Administration expenses shall not exceed the expense limit equal to a base of \$2.1 million plus 3.5 per cent of the school boards' total expenses. Excluded from school boards' total administration expenses are any expenses related to the Regional Internal Audit Team (RIAT) and External Audit funding.
- Ontario Regulation 280/19, Calculation of Maximum In-Year Deficit, allows a deficit if certain conditions are met and if the board has not had an in-year deficit in both of the two fiscal years immediately preceding the applicable fiscal year.
 - For 2025-26, TVDSB must submit a fiscally responsible budget, moving towards a balanced budget, as required by 2026-27.

Responsive Education Programs (REP)

REPs are additional funding for specific Ministry initiatives outside of Core Education Funding. This funding is for targeted activities and is often time-limited. In 2024-25, Thames Valley received approximately 22 separate REP grants that were included in the approved budget and an additional 8 REP grants were received during the school year.

	<p>TVDSB Budget Pressures and Challenges</p> <p>Ongoing budget pressures continue to relate to:</p> <ul style="list-style-type: none"> • Casual salaries related to short-term sick leave • Statutory benefit increases • Capital and building related costs • Special Education • Information Technology • Inflation <p>Information on the 2025-26 Core Education Funding is expected in the spring and will be the basis of the 2025-26 budget. Any additional funding or changes in funding will be provided in a report after the announcement is released.</p> <p>2025-26 Budget – Next Steps</p> <ul style="list-style-type: none"> • Budget holders are currently preparing the 2025-26 budget operating costs. Budget holders take a zero-based budget approach. • Salary expenses are being calculated. • A report of projected enrolment will be coming in April to the Planning and Priorities Advisory Committee. • Depending on the timing of the Core Ed announcement, reports to the Planning and Priorities Advisory Committee in April or May will outline the grant changes and list the Responsive Education Programs (or REPs) that have been announced. • In early June, the preliminary budget is presented to Trustees.
Financial Implications:	N/A
Timeline:	As noted above.
Communications:	N/A
Appendices:	Core Education Funding Powerpoint

Connection to Strategic Directions:

We value students' individual educational paths and provide the tools and resources necessary for student achievement including students with special education needs: Choose an item.

To support student achievement, our schools and workplaces must be safe spaces for all: Choose an item.

Our goal is to become Ontario's leader in education by fostering a culture of innovation and excellence: Choose an item.

To inform our decision-making, we will build positive, trusting relationships across our district by increasing community engagement that is accessible, accountable, and transparent: Choose an item.

Revised October 2024