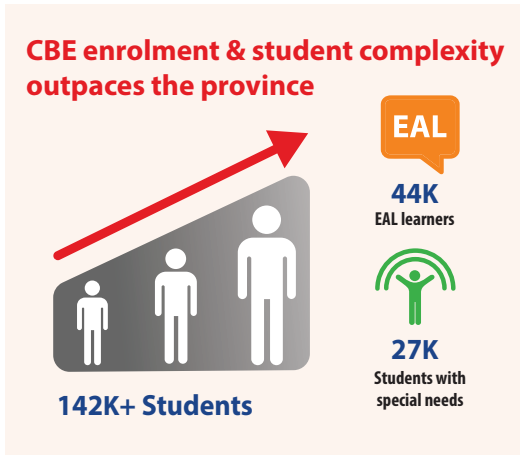




Funding Student Complexity Will Improve Outcomes For All Students

2026-27 Budget Priorities

As complexity grows, the cost of supporting students with specialized learning needs is rising faster than provincial funding. Increasing CBE’s funding by \$148 million will have a positive impact on class sizes and improve outcomes for all students.



Classrooms are becoming increasingly complex, creating barriers for learning

- Over the past 4 years, the number of students with special education needs has grown by 3,400 to 27,000.
- About 1 in 5 students (19%) have specialized learning needs.
- About 31% of students (44K) are learning English as an Additional Language (EAL), 17.6 percentage points higher than the rest of the province.
- 7,000+ CBE elementary students are identified with ADHD, specific learning disabilities or both.

\$148M more is needed to address complexity

\$50M more

to support students with severe learning needs in specialized environments

\$50M more

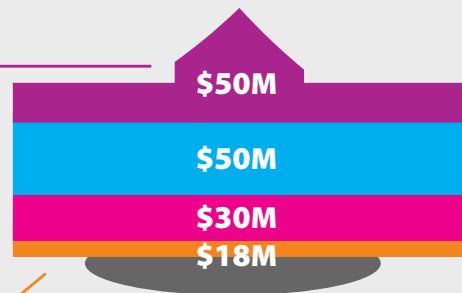
to support complexity in the regular classroom

\$30M more

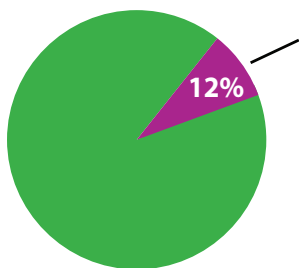
to fund infrastructure to support neurodiverse learners

\$18M more

to transport students with complex learning needs



\$50M more would support students in specialized environments



The CBE spends \$160M+ on 3,500 students.

Teachers = \$85M
Support Staff = \$65M
Equipment = \$10M

The CBE receives \$114M through a targeted grant.

- CBE redirects \$50M in funding to support 3,500 students (12%) with severe special needs in 300 specialized classes and 6 unique settings.
- This means the majority of students with complexity must be accommodated in a regular classroom.**
- Redirecting funding means there are fewer resources available to support regular classroom environments and the increasing complexity within those classrooms.

Regular classrooms need more resources too

Regular classrooms are very diverse. Many students have special learning needs or are EAL learners who need support for language acquisition.

This additional funding would be directed to targeted schools for:



Classroom-based supports (education assistants, interpreters, specialized technology).

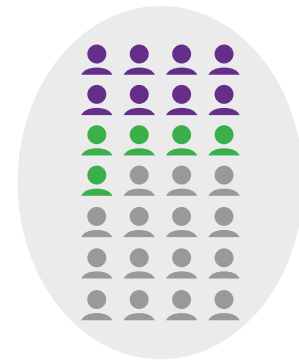


Professional learning to build the capacity of teachers and education assistants.



Specialized service providers, such as occupational therapists, physical therapists, speech language pathologists, psychologists, mental health specialists and more.

How complexity looks in a typical CBE classroom



● English as an additional language
● Special learning needs

*Some students are both EAL and have special learning needs

$$\$50M \div 251 \text{ CBE schools} = \$200K \text{ per school}^*$$

$$\$200K = \text{One additional teacher} + \text{Two education assistants}$$

*Actual allocations would be targeted to specific schools for greatest impact

There is a gap in programming for neurodiverse learners

There is a strong need for an educational program designed to support neurodiverse learners, specifically students with Attention-Deficit Hyperactivity Disorder (ADHD) and Specific Learning Disabilities (SLD).



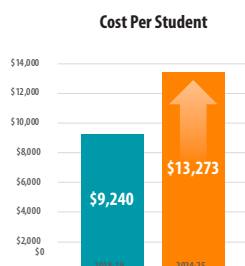
Currently, CBE has 7K+ students identified with ADHD, SLD or both.

Given the urgent need, a two-step approach is recommended:

- Use an existing school building = 200 students.
- Construct a purpose-built school = 600 students.

Note | \$30M would cover infrastructure costs for a new school. Operational funding for staffing, retrofitting and adaptive technology to be determined.

Transporting students with complex learning needs is expensive



- Costs have increased by 43% over the past 6 years. The transportation grant provides \$13M for CLN transportation. Actual costs are \$31M.
- This means CBE uses 61% of its entire transportation grant to transport 2,500 students with complex learning needs (CLN).
- School boards are not permitted to charge a fee to CLN riders.
- Increasing funding by \$18M will improve affordability for the over 26K+ students that are transported to school.