

2021-22 Education Funding Guide Consultation – Summary of Feedback Received

*Below are responses received from the survey. Please note the responses are presented as received and have not been edited for content or language.

Received from a Member of the Black Student Achievement Community Advisory Committee (on 18 December 2020):

Survey Question: Based on the questions asked in the consultation documents, please provide your feedback, if any, on the education funding topics outlined in the document.

Survey Response:

1. How do we ensure that the GSN remains agile to continue to respond to the COVID-19 outbreak?

I believe that educators, guidance counsellors and support staff need to be more aware of the services that are offered as they are often then first people aware of the students who are in need of support. An absence of information will ultimately lead to an absence of distribution of funds.

2. What's required to successfully help students post COVID-19?

- ensure that students in need have access to internet and a device and that admin and teachers are aware of how to get students connected to these services

- mental health services more heavily advertised

1. As future adjustments to the funding methodology for online learning courses are to be confirmed through the 2021-22 GSN, do changes and/or adjustments need to be made to the Online Learning Adjustment in order to be more responsive?

- the break between the first and second course does not allot enough time to allow for student engagement, PLC, PDs and student transportation for those who commute by TTC over long distances

- having math over the course of one quad is very problematic. A consideration to offer a non-semestered model would allow students more time to improve their grades as well as less timetabling issues for the board. The YRDSB has adopted a sound non-semestered model that I believe allows students more time to learn concepts over the course of the school year while allowing teachers to go more in depth in topics. It has been difficult for educators to cover all of the course content with this current model and difficult for students to remain engaged in 4 hour long classes. In addition, students have also expressed being stressed with the rapid pace of the course, feeling the need to survive instead retaining the information. In short, moving from a quadmestered model to a semestered or non-semestered model would be beneficial for both staff and students to support our students in remedial efforts and allowing more time for them to further develop pre-requisite skills that may have been lost due to the pandemic.

1. Are there further opportunities to improve the administration of transfer payment agreements to continue supporting a reduction in administrative burden?

- Moving over to an online system that updates this information either manually or automatically

- connecting this to the student online apps

Survey Question: Please provide any other initiatives not outlined in the Education funding consultation guide, or any other comments, for consideration in the board's budget consultation submission to the Ministry.

Survey Response:

- dedication to anti-Black racism training as administration, educators and support staff are bereft of the tools to adequately train teachers to understand the importance of allyship and culturally responsive pedagogy. We see that Black and Indigenous students have been the most impacted to this new model of learning thus resulting to a lack of student engagement.

- there NEEDS to be a dedication to make this as important as WHMIS and asbestos. Anti-Black racism training needs to be implemented into Compliance Training online for all educators and administrators in order to truly combat the systemic and oppressive

structures within our education system. When these initiatives are not made mandatory, they are simply left incomplete and overlooked.

**Received from a Member of the Environmental Sustainability Community
Advisory Committee (on 29 December 2020):**

Survey Question: Based on the questions asked in the consultation documents, please provide your feedback, if any, on the education funding topics outlined in the document.

Survey Response:

Class size is the most important component of a meaningful education. This can not be based on averages. A class with 40 doesn't benefit from the class next door having 20. CLASS CAPS - NOT AVERAGES are needed.

Survey Question: Please provide any other initiatives not outlined in the Education funding consultation guide, or any other comments, for consideration in the board's budget consultation submission to the Ministry.

Survey Response:

We need to take the learning OUTSIDE. The yard and greater community need to be utilized. Every schoolyard needs to be evaluated and revitalized if necessary. The COMMUNITY needs to revamp city streets with traffic calming measures so students may ride bikes and walk to nearby locations in relative safety.