

Appendix B - Responses from Education Funding Guide Survey:

Feedback received from:	Based on the questions asked in the consultation documents, please provide your feedback, if any, on the education funding topics outlined in the document.	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.
ASCAC	<p>Ontario/TDSB needs to develop one clearly defined holistic comprehensive student/school "equity" budget allocation point system that is non-partisan. It would ensure finite resources are allocated fairly and consistently across the public school system instead of the current piecemeal, ad hoc "equity" budget silo'd allocation approach.</p> <p>In other words, what are the specific identified Ontario/TDSB "equity" budget categories? How much is each equity category worth per student?</p> <p>For example, each defined point category would receive a pre-set % of the annual budget. One base point per student, another 0.15 point for students with low reading scores, another 0.15 point for students with low math scores, another 0.15 point for low income families, another 0.15 point for high-risk student, another 0.15 point for immigrant/refugee, 0.15 point for LGBTQ2S+, etc. Students would receive different funding based on the equity point system process. Schools with more high-point students would thus receive more money/resources.</p> <p>This point system removes any arbitrary powers and decision-making by the Board to allocate finite resources ad hoc. It also makes it clear to all parties how equity is defined and applied fairly annually when resources are allocated. This new system would stop individual school communities and groups from demanding the Board should give them more resources under the "equity" umbrella every year. The begging for more under "equity" happens because "equity" has never been clearly defined or applied under the current model.</p>	
Parents Involvement Advisory Committee	<p>Being our 20% Muslim and 25% Asian parents groups involved leader, I suggest for every important safety and curriculum documents be translated by google translate and that language background school settlement worker or the parents community leaders communication with each board of education.</p>	<p>Posting all board community advisory committees important notices, posters for around school year events: open house, curriculum nights, school council meetings, ward forums, CAC open consultation meetings, educational workshops, conference with knowledge of the board superintendents and the trustees for each trustee on the board websites with access to the parents community liaison groups or agencies.</p>
PIAC	<p>Positive outlook</p>	<p>Please have some budget for translation or interpretation of important safety if children and educational curriculum or extra-curriculum documents by each school council</p>

BSACAC (Staff member)	<p>1. Should the school board list be updated to respond to changing demographics and growth within school boards? If so, what factors should be considered in updating the school board list? The list should be updated and special note should be given to "historically" priority schools. Schools that have a legacy of being underserved, and historically marginalized student populations, will experience disadvantage in a more acute way than schools that may be newly added to the list. Additionally, some schools are not on the list due to the diversity of the school population (ex. Newtonbrook S. S.) but they have specific segments of their student demographics (for example, Black and Filipino, which is the case at Newtonbrook) that are underserved. There should be funds that can be accessed and targeted for specific underserved segments of a population within a school that is itself not holistically disadvantaged.</p>	<p>Graduation Coaches for Black students have had tremendous impact on students and school communities. If the Ministry is serious about addressing the opportunity gap for Black students, more Graduation Coaches need to be available for communities with high Black student populations (i.e. TDSB).</p>
Community Member	<p>More funding for programs for students with special needs e.g assistive devices and supports</p>	<p>More community oriented initiatives to involve virtual learning for students unable to attend in person learning. Upgraded technological resources and training</p>