



Canadian Federation of University Women
ONTARIO COUNCIL



**CFUW Ontario Submission to the
2021-22 Education
Funding Guide**

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Re: 2021-22 Education Funding Guide

The 4,800 members of CFUW Ontario Council in over 49 communities throughout Ontario are committed to quality, public education for all children in Ontario.

For CFUW Ontario Council, public education is a key priority with policies stressing the need for high-quality public education in Ontario, with funding to meet the individual intellectual, emotional, psychological and physical learning needs of each student in Ontario.

Public education is the key to a fair and prosperous society, and the backbone of a thriving democracy. We all know only too well that a strong public education system today ensures that the next generation is ready to face the challenges of tomorrow.

The **Ontario Council of the Canadian Federation on University Women** (CFUW Ontario Council) would like to commend the Ontario government for its initiatives in continuing to provide our children and youth with a quality publicly funded education, especially during these challenging of times where safety has taken precedence over in school learning.

As we are a community-based organization and not a professional one, we will confine our comments to three of your questions as found in the *2021-2022 Education Funding Guide*.

COVID 19 OUTBREAK RESPONSE

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

As part of the strategy to move forward in a post-COVID environment, we agree with People for Education that an Education Task Force be established now to provide advice to the Ministry of Education in a post-COVID education environment. It is an opportunity to work together with interested stakeholders in Education.

Our way of doing things in the past will not be in the future. This is the role that a Task Force comprised of experts from many fields can tackle.

Not only has education changed, but the various levels of children's learning post-COVID will need ascertained and dealt with. Immediately afterwards it will be expected that some children have



succeeded, and others have not. While this will be acceptable and understood at first, it will not be if children are lost in the future. A Task Force can make plans for the future years as children catch up.

ONLINE LEARNING ADJUSTMENT

Considerations:

- 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?**

Speaking as parents and grandparents, it would be our recommendation to decrease the online students from 30 to the same as in class at 23. Students still require individual attention and having an increase in students online could deter students who are weaker in a particular subject to fall behind and not ask for assistance.

According to *People for Education*, students have raised concerns about the difference in teacher-student relationships in online vs. in-person classes. One of the reasons identified by students for dropping online courses was lack of teacher immediacy.¹ If students are not able to access the teacher, they lose focus.

Thanks to COVID, students may be more fully prepared to handle online learning courses than they were previously, but it is still a difficult tool for many of them to handle.

CENSUS DATA

Considerations:

- 1. How should allocations within the GSN be adjusted to reflect updated census data based on the re-distributed impacts to school boards? Should any updates be phased-in? If yes, what is an appropriate phase-in period and why?**

Using Outdated Data from 2006 to support students with special needs

Support for students with special needs should be based on 2016 census not outdated information from 2006. Accurate census data allows school boards and students to receive the funds they need. This includes funding for support staff, breakfast programs, technology requirements, etc.

Each School Board District in Ontario is diverse in the student requirements. The funding model should reflect this diversity particularly during this difficult pandemic. Approximately 14% of funding for school

¹ PeopleforEducation.ca



boards is based on Census Data, including things like proportion of students from low-income families, Indigenous students, Immigration data etc.²

The COVID pandemic has affected each area of Ontario in different ways, particularly in education. All educational areas will need extra support for special needs students, some areas more than others. The funding moving forward should reflect these challenges.

Conclusion

To reaffirm: the Canadian Federation of University Women Ontario Council will always urge the provincial government to provide high-quality public education in Ontario, with funding needed to meet the individual intellectual, emotional, psychological and physical learning needs of each student in Ontario; and we will continue to affirm public education as a key priority.

This is especially true at this moment. Children will be struggling. They, and their teachers, will need support to catch up and to continue to have the excellent education Ontario has always provided.

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² PeopleforEducation.ca