

The Ford government's plan for publicly funded education will hurt students:

- \$1.3 billion cut in the 2021-22 school budget
- Additional \$500 million in school funding missing in the Fall Economic Statement
- \$12.3 billion in planned cuts over the next 10 years

To ensure a full and equitable learning recovery and to implement the safety measures necessary to address COVID-19 in schools, the Ford government must use the 2022-23 Grants for Student Needs process to halt their reckless cuts, and reinvest in publicly funded education.

The following is a selection of some of the critical measures called for by Catholic teachers. See all of the measures in the [Association's 2022-23 Grants for Student Needs Submission to the Ministry of Education](#).

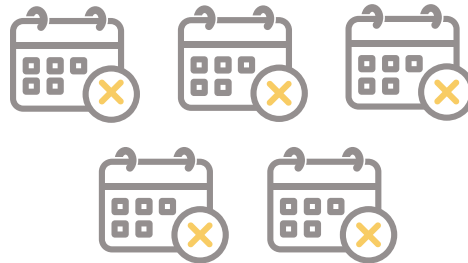
What are the GSNs?

In Ontario, funding for education is determined by a set of formulas known as the Grants for Student Needs (GSN). The GSNs form a core element of the education budget, and outline a government's annual investment in the programs and initiatives that directly support student learning.

Learning Recovery

20+

weeks of pandemic
disruption to
in-person learning



The Ontario Science Table has raised concerns that if learning loss is not addressed immediately and comprehensively, a generation of students could suffer long-term consequences.

Catholic teachers are calling for:

- A comprehensive, multi-year learning recovery plan, which includes inclusive supports and reduced class sizes.
- More professional services and supports, to address learning loss and mental health needs.
- Immediate, substantial investments in school infrastructure and technology.

Mental Health



One-in-Five
students have experienced
“critical psychological distress”



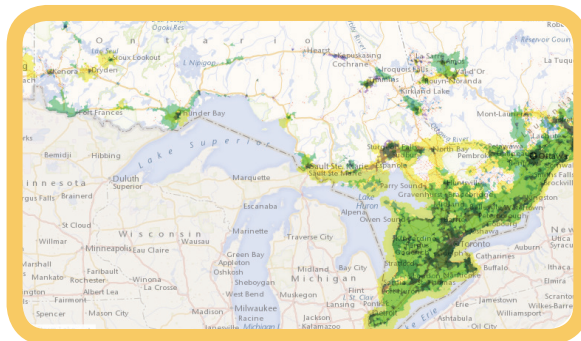
28,000
children and youth
are waiting
to access mental
health services

The COVID-19 pandemic has highlighted and exacerbated longstanding issues with student mental health.

Catholic teachers are calling for:

- Enhanced school-based resources, supports, and services, which are culturally responsive and adaptable to meet the diverse needs of students.
- The hiring of additional mental health professionals, including social workers, psychologists, guidance teachers, child and youth workers, and school mental health workers.
- Increased annual funding for Student Mental Health Ontario, in a manner that reflects sustainability and long-term needs.

Hybrid/Online Learning



Broadband internet service availability in Ontario.

Hybrid learning fails everyone, especially students with special needs, those from vulnerable and equity-deserving communities, and those without equitable access to delivery infrastructure.

Catholic teachers are calling for:

- An end to the failed hybrid model, and an investment sufficient to ensure in-person and online-only schools during the pandemic.
- Resources to ensure that every student and educator who needs it has access to reliable internet and their own, school board-issued electronic device.

Class size



Many classes
have ballooned to
30 to **40**
students



Research has clearly established the many benefits of smaller class sizes. And medical experts have called repeatedly for smaller class sizes to promote proper physical distancing.

Catholic teachers are calling for:

- Investments to lower class sizes so that students can get the focused, individual attention they need from educators, and the stable learning environment they deserve, while at the same time promoting health and safety.

Infrastructure and Technology



More than

\$16.8 Billion

school repair backlog

Many schools are in a state of disrepair, with poor ventilation, mold, and crumbling infrastructure.

Catholic teachers are calling for:

- Investments to ensure all schools have ventilation systems that meet the health and safety standards set by the American Society of Heating, Refrigerating, and Air-Conditioning Engineers.
- Immediate, stable, and sufficient annual funding for infrastructure and repairs, new technology, as well as services and supports for all students, including those with special education and mental health needs.