

## REGULAR BOARD MEETING AGENDA

Date: Tuesday, April 21, 2026  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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|                                                                                                                 | <b>Pages</b> |
|-----------------------------------------------------------------------------------------------------------------|--------------|
| <b>1. Call to Order</b>                                                                                         |              |
| 1.1 Land Acknowledgement, Opening Prayer, Our Father, National Anthem (R. Hanna)                                |              |
| 1.2 Motions Arising From In-Camera                                                                              |              |
| <b>2. Approval of the Agenda</b>                                                                                |              |
| <b>3. Declarations of Conflict of Interest</b>                                                                  |              |
| <b>4. Presentations</b>                                                                                         |              |
| 4.1 Senior Staff Updates - Student Success Programming (E. Del Sordo)                                           | 1 - 15       |
| <b>5. Delegations</b>                                                                                           |              |
| 5.1 Declined Delegation (M. Duarte)                                                                             | 16 - 16      |
| <b>6. Consent Agenda Items</b>                                                                                  |              |
| 6.1 Action Items                                                                                                |              |
| 6.1.1 [Action] Minutes of the March 24, 2026 Regular Board Meeting                                              | 17 - 24      |
| 6.2 Noted Items                                                                                                 |              |
| 6.2.1 [Business Arising from Previous Meetings] Business Arising from Previous Meetings                         | 25 - 25      |
| 6.2.2 [Miscellaneous] Canadian Catholic School Trustees Association (CCSTA) AGM and Conference 2026 (M. Duarte) | 26 - 28      |
| 6.2.3 [Miscellaneous] Minutes of the February 23, 2026 SEAC Meeting                                             | 29 - 30      |
| 6.2.4 [Miscellaneous] Minutes of the March 2, 2026 CPIC Meeting                                                 | 31 - 38      |
| 6.2.5 [Correspondence] J. Martin                                                                                | 39 - 40      |
| 6.2.6 [Correspondence] Ministry of Education                                                                    | 41 - 44      |
| <b>7. Approval of Minutes</b>                                                                                   |              |

|            |                                                                                 |           |
|------------|---------------------------------------------------------------------------------|-----------|
| <b>8.</b>  | <b>Business Arising from Previous Meetings</b>                                  |           |
| <b>9.</b>  | <b>Action Items</b>                                                             |           |
| 9.1        | Appointment of Representative to the OCSTA Board of Directors (M. Duarte)       | 45 - 48   |
| 9.2        | Establishment of a Finance/Budget Standing Committee at the HCDSB (C. Saunders) | 49 - 49   |
| <b>10.</b> | <b>Staff Reports</b>                                                            |           |
| <b>11.</b> | <b>Information Reports</b>                                                      |           |
| 11.1       | Director's Update (J. Klein)                                                    | 50 - 52   |
| 11.2       | 2026-27 Budget Consultation Survey Report (L. Collimore)                        | 53 - 157  |
| 11.3       | Construction Report (R. Merrick)                                                | 158 - 159 |
| <b>12.</b> | <b>Miscellaneous Information</b>                                                |           |
| 12.1       | Student Trustees Update (M. Adeleye, R. Hanna, V. Parasram)                     | 160 - 161 |
| 12.2       | OCSTA Update (J. O'Hearn-Czarnota)                                              |           |
| <b>13.</b> | <b>Correspondence</b>                                                           |           |
| <b>14.</b> | <b>Open Question Period</b>                                                     |           |
| <b>15.</b> | <b>In Camera</b>                                                                |           |
| <b>16.</b> | <b>Resolution re Absentees</b>                                                  |           |
| <b>17.</b> | <b>Adjournment and Closing Prayer (B. Agnew)</b>                                |           |



SENIOR STAFF  
**UPDATES**

# HCDSB Student Success Update



# 2

## Breaking Down Barriers

Inclusive Opportunities



# HCDSB Student Success Update: Building Pathways to Purpose

**300+**

**New OYAP  
Participants**

PATHWAY: TRADES

**1191+**

**SHSM  
Enrolled**

PATHWAY:  
SPECIALIZATIONS



**Comprehensive  
K-12 Pathways**

PATHWAY: DUAL  
CREDIT & COLLEGE

An interconnected ecosystem bridging early exploration,  
secondary specialization, and post-secondary excellence.

# Breaking Barriers: Empowering Women in the Trades

## Women As Career Coaches

**130 Young Women**

(Grades 9-12) | April 9, 2026

Represented HCDSB at this career-inspiring event. Spotlight speakers included Burlington Mayor Marianne Meed Ward and Kylia Mulvee, a fourth-year Electrical Apprentice.



## Dreamer Day at Enercare Centre

**400 Young Women**

October 22, 2025

Empowering exploration in Skilled Trades, STEM, emergency response, entrepreneurship, and leadership through interactive, real-world application demos.



**530 total young women empowered to lead in historically underrepresented sectors.**

# The Apprenticeship Pipeline: OYAP Progression



**New Participants  
Enrolled**

Co-op students in skilled  
trades placements



**Signed Training  
Agreements**

Students officially beginning  
their apprenticeships



**Accepted to Level 1**

Advanced in-class placement at  
Mohawk College and Liuna Local 837



# Specialty Programs & Workplace Readiness

## Targeted Outcomes

32

Students Placed

In the Milton Electrical OYAP, every single student was placed in a co-op or employed full-time as a paid electrical apprentice.

## Sector-Specific Certifications

|   |                       |
|---|-----------------------|
| ✓ | Working at Heights    |
| ✓ | Safe Food Handling    |
| ✓ | Lockout/Tagout        |
| ✓ | Confined Space Safety |

Equipping students with critical safety certifications to ensure they graduate fully workplace-ready.

## In Action



ND students completing 8-hour Working at Heights



Bishop Reding apprentice signing



BR Hairstyling OYAP in action

# Alternative Education: Reclaiming Student Success

## Credit Recovery Battery



11 PLAR Equivalency Students

St. Francis Xavier

38.5

Bishop Reding

25

Christ the King

25

St. Kateri

19



**Revamped Failure  
Analysis Forms**  
(driving focused  
programming)



**Dedicated Student  
Success Teams**  
(Admin & Guidance  
alignment)



**Targeted At-Risk  
Support Sections**  
(reducing time required to  
gain missing credits)

# Dual Credits: Accelerated Post-Secondary Access

Year at a Glance

Aggregated aggregated dashboard

**98%**

## Success Rate in Team-Taught Dual Credits

College Instructors teach in HCDSB high schools 2-3 times per week, bridging the gap directly in our classrooms.

Construction & Automotive at Notre Dame

Parenting & Psychology at Bishop Reding & Loyola

Law at St. Francis Xavier

## Seat Allocation Dashboard High-Demand Trade Seats Filled Across All Seasons

Construction (Winter)

5/5 seats filled



Carpentry (Summer)

6/6 seats filled



Welding (Fall/Winter combined)

5/5 total seats filled



# Post-Secondary Dual Pathways: Sheridan vs. Mohawk

| Sheridan College<br>The Hands-On Engineering Path |                                                                                                                                      | Mohawk College<br>The Applied Technology & Bridge Path |                                                                                                                                                                            |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core Focus                                        | Skilled Trades to Red Seal, leading into the Faculty of Applied Science and Technology (FAST).                                       | Core Focus                                             | Applied Degrees and Engineering Technology fields (Civil, Electrical, Computer, Manufacturing, Power).                                                                     |
| Degree Output                                     | Honours Bachelor of Engineering (Mechanical / Electrical 4-year Co-op).                                                              | Degree Output                                          | Honours Bachelor of Technology – Sustainability.                                                                                                                           |
| Student Profile                                   | Students seeking hands-on, industry-standard advanced technology experience before pursuing engineering to stand out from the crowd. | Student Profile                                        | Students seeking technology-focused applied learning with direct university bridge pathways (e.g., Mohawk Civil Engineering Tech to Queen's University Civil Engineering). |

HCDSB provides diverse entry points tailored to distinct student readiness profiles and passions.

# Building the Foundation: K-8 Experiential Discovery

## Special Spotlight: Roots and Rising

Experiential pathways trip for Gr 9-12 Indigenous youth at Six Nations featuring a food sovereignty chef, greenhouse tour, and residential school visit.

Grades 3-6  
**2500+**  
Students

Exploring Indigenous ways of knowing, being, and doing.

Grade 5  
Unique MLSE partnership at Raptors 905 Paramount Fine Foods Centre learning career skills and collaboration.

Grade 5  
**750**  
Students

Grades 6-8  
**1500+**  
Students

Completing Experiential Learning Days with myBlueprint reflections.

Engaging in meaningful career life planning via the 4-Step Inquiry Model.

Grades 7-8  
**5000+**  
Students

Grades 7-12  
Range  
**600**  
Families

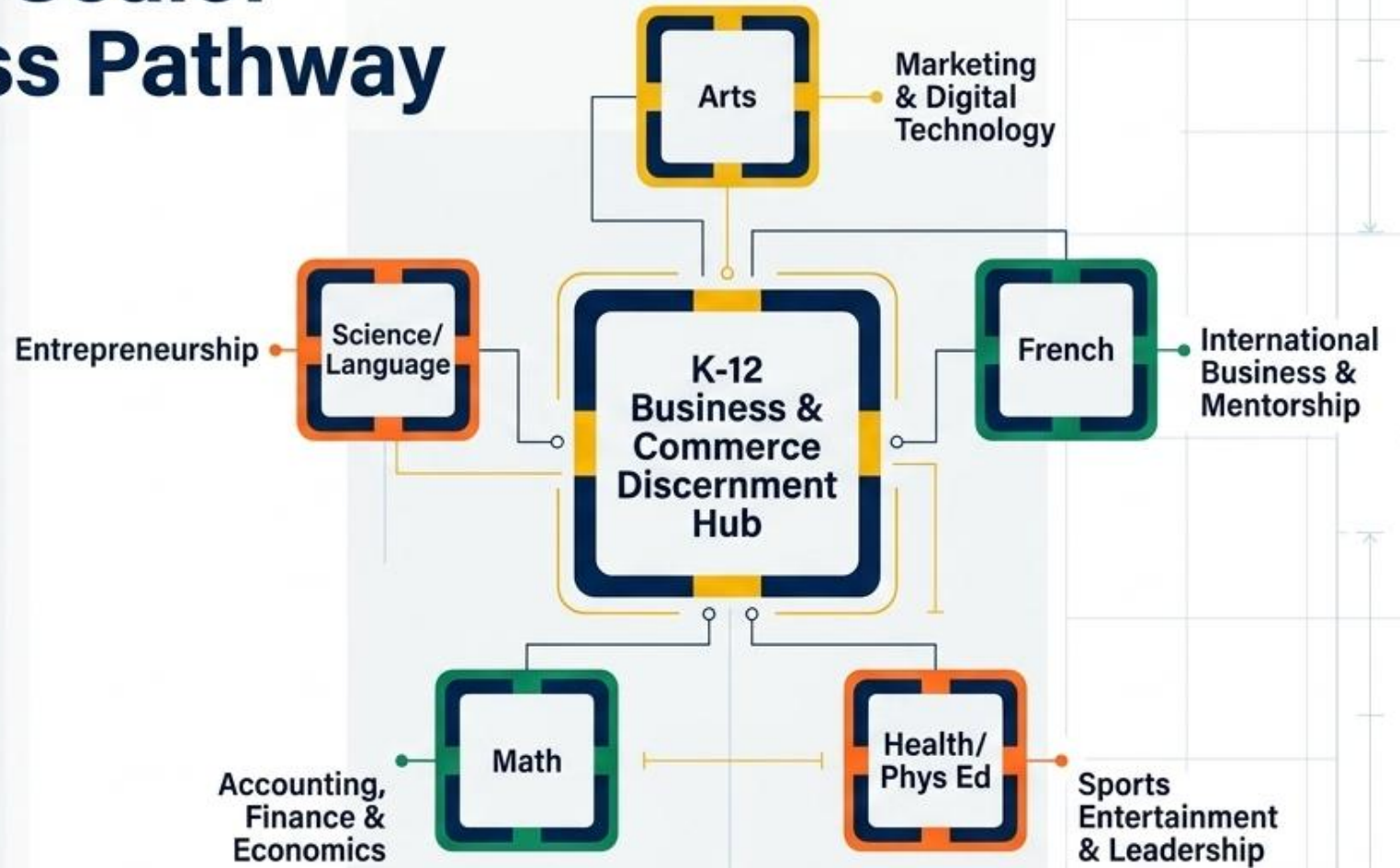
2500 visitors at the 5th Annual Skilled Trades Career Fair.

# Specialization at Scale: The New Business Pathway

# 1191

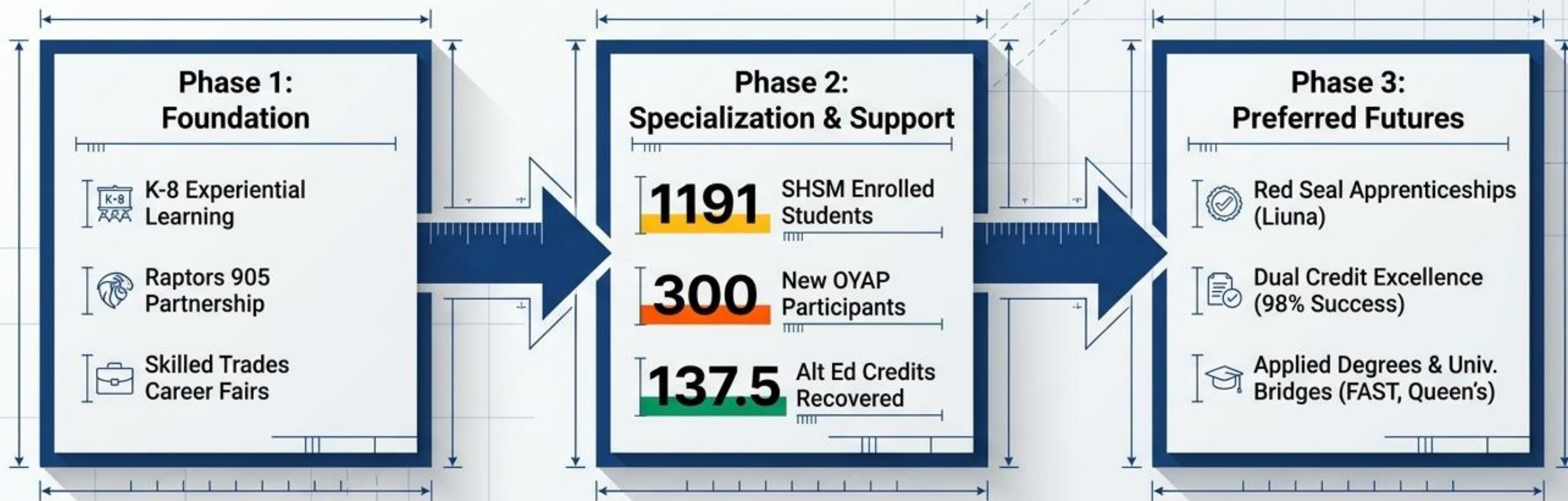
## Students Enrolled in SHSM

- Imminent expansion to 55 SHSM Programs pending Ministry approval.



Engineered by a Steering Committee of Principals, Dr. Matthew Aslett, and Queen's/Guelph Alumni to systemically align K-12 curriculum with real graduate destination data.

# The HCDSB Student Success Ecosystem



From early experiential learning to 98% dual-credit success rates and Red Seal pathways, HCDSB equips every student for their preferred future.

# Shaping Future Success: HCDSB Student Pathways & Skilled Trades Update

This update highlights the expansion of the Ontario Youth Apprenticeship Program (OYAP), the success of Dual Credit partnerships with Sheridan and Mohawk Colleges, and the launch of early-intervention pathways like the Business Pathway project to ensure students are workplace-ready.

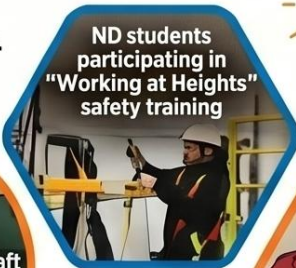


## Skilled Trades & OYAP Highlights

# 300+

### New OYAP Participants

Over 300 students are currently enrolled in skilled trades co-op placements board-wide.



ND students participating in "Working at Heights" safety training



Student signing a Level 1 Construction Craft Worker agreement at Liuna Local 857



BR Hairstyling OYAP students in action



## Empowering Young Women in Trades

Over 530 female students participated in "Dreamer Day" and "Women As Career Coaches" events.



## 100% Placement in Milton Electrical

Every student in this program secured a co-op placement or full-time apprenticeship employment.



A Bishop Reding apprentice signing ceremony



## Advanced Pathways & Specialized Learning

# 98%

### Success in Dual Credits

Team-taught college courses allow students to earn high school and college credits simultaneously.



## 1,191+ Students Enrolled in SHSM

HCDSB offers 55+ Specialist High Skills Major programs across various high-demand sectors.

## New K-12 Business Pathway



A new initiative aligns elementary and secondary curriculum to support high-interest business careers.

## Alternative Education Credit Recovery

Purpose: This table shows the credit recovery success through Alternative Education sections across board schools.

| School             | Credits | PLAR Students |
|--------------------|---------|---------------|
| St. Francis Xavier | 38.5    | 2             |
| Christ the King    | 25      | 2             |
| Bishop Reding      | 25      | 0             |

## Stay Updated!

Follow us on social media:

@HCDSB\_OYAP

Questions?



## Regular Board Meeting

## Information Report

|                            |                 |
|----------------------------|-----------------|
| <b>Declined Delegation</b> | <b>Item 5.1</b> |
| Tuesday, April 21, 2026    |                 |

### Alignment to Strategic Plan

This report is linked to the strategic priorities:

**Achieving:** We hold high expectations for all.

**Believing:** We are distinctly Catholic.

**Belonging:** We are a community that accompanies.

**Becoming:** We are on a journey together.

As per [Policy 1-06 Delegation to the Board](#), one delegation request was declined for the April 21, 2026 Regular Board Meeting.

Report Prepared & Submitted by:

John Klein,  
Director of Education

**Subject to Approval**

## MINUTES OF THE REGULAR BOARD MEETING

Date: March 24, 2026  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Trustees Present: B. Agnew P. Murphy (electronically)  
M. Duarte (Chair of the Board) J. O'Hearn-Czarnota (Vice-Chair of the Board)  
H. Karabela T. Powell (electronically)  
K. Kelly (electronically) C. Saunders  
R. Kennedy

Student Trustees Present: M. Adeleye V. Parasram  
R. Hanna (electronically)

Senior Staff Present: E. Bakaic J. Klein, Director of Education  
K. Clutterbuck A. Lofts  
J. Crowell R. Merrick  
E. Del Sordo L. Naar  
N. Dinolfo A. Perusin  
C. Jack-Caldeira M. Skrzypek

Also Present: L. Collimore, Chief Officer, Research and Development Services  
A. Cross, Senior Manager, Financial Services  
A. Gonsalves, Curriculum Consultant, Curriculum Services  
S. Jayaraman, Senior Manager, Human Rights and Equity  
A. Swinden, Manager, Strategic Communications Services  
B. Teichman, Partner, Overland LLP  
B. Vidovic, Senior Manager, Planning Services  
2026-2027 Student Trustees

Recording Secretary: R. Di Pietro

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### 1. Call to Order

The Chair called the meeting to order.

#### 1.1 Land Acknowledgement, Opening Prayer, Our Father, National Anthem (M. Adeleye)

The meeting opened at 7:00 p.m. with a prayer led by Student Trustee Adeleye.

## 1.2 Motions Arising From In-Camera

There were no motions arising from in-camera.

## 2. Approval of the Agenda

The following items were removed from the consent agenda:

- 6.1.2 [Action] Policy I-06 Delegation to the Board (B. Agnew)
- 6.1.4 [Action] Policy I-25 Purchasing (B. Agnew)

**#032/26**

**Moved by:** C. Saunders

**Seconded by:** H. Karabela

**RESOLVED**, that the agenda be approved as amended.

The Chair called for a vote on **#032/26**:

| IN FAVOUR                 | OPPOSED  | ABSTAIN |
|---------------------------|----------|---------|
| H. Karabela               | B. Agnew |         |
| K. Kelly                  |          |         |
| R. Kennedy                |          |         |
| P. Murphy                 |          |         |
| J. O'Hearn-Czarota        |          |         |
| T. Powell                 |          |         |
| C. Saunders               |          |         |
| M. Adeleye (non-binding)  |          |         |
| R. Hanna (non-binding)    |          |         |
| V. Parasram (non-binding) |          |         |

The motion **CARRIED**.

## 3. Declarations of Conflict of Interest

Trustee Kelly declared a conflict of interest with Consent Agenda Item 6.1.4 [Action] Policy I-25 Purchasing.

Trustee Saunders declared a conflict of interest with Consent Agenda Item 6.1.4 [Action] Policy I-25 Purchasing.

## 4. Presentations

### 4.1 Senior Staff Update - Black Excellence at Halton Catholic District School Board (S. Jayaraman)

S. Jayaraman and A. Gonsalves presented on Black Excellence at HCDSB.

## 5. Delegations

There were no delegations.

## 6. Consent Agenda Items

### 6.1 Action Items

6.1.1 [Action] Minutes of the February 17, 2026 Regular Board Meeting

6.1.3 [Action] Policy I-21 Corporate and Community Investment in Education (B. Agnew)

6.1.5 [Action] Policy II-03 Principal Designate in Schools (B. Agnew)

6.1.6 [Action] Policy II-37 Volunteers in HCDSB Schools (B. Agnew)

6.1.7 [Action] Policy II-41 School Uniform Dress Code - School Dress Code (B. Agnew)

6.1.8 [Action] Policy III-10 Police Record Checks (B. Agnew)

**#033/26**

**Moved by:** B. Agnew

**Seconded by:** C. Saunders

**RESOLVED**, that the Halton Catholic District School Board approve Consent Agenda Action Items #6.1.1, 6.1.3, 6.1.5, 6.1.6, 6.1.7 and 6.1.8, as submitted at the March 24, 2026 Regular Board Meeting.

The Chair called for a vote on **#033/26** and it **UNANIMOUSLY CARRIED**.

### 6.2 Noted Items

6.2.1 [Business Arising from Previous Meetings] Business Arising from Previous Meetings

6.2.2 [Miscellaneous] Appointment of Representative to the OCSTA Board of Directors (M. Duarte)

6.2.3 [Miscellaneous] Minutes of the January 12, 2026 CPIC Meeting

6.2.4 [Miscellaneous] Minutes of the January 19, 2026 SEAC Meeting

6.2.5 [Miscellaneous] Notice of Motion - Establishment of a Finance/Budget Standing Committee at the Halton Catholic District School Board (C. Saunders)

6.2.6 [Miscellaneous] Minutes of the February 10, 2026 Policy Committee Meeting

6.2.7 [Correspondence] Response from Minister of Education

6.2.8 [Correspondence] Minister of Education

Noted items were provided for information.

**7. Approval of Minutes**

This item was addressed under Consent Agenda Items.

**8. Business Arising from Previous Meetings**

This item was addressed under Consent Agenda Items.

**9. Action Items**

**9.1 2026 Municipal Election: Trustee Distribution and Determination (J. Klein, A. Lofts)**

**#034/26**

**Moved by:** C. Saunders

**Seconded by:** H. Karabela

***WHEREAS,** Trustee representation should not deviate unduly from the principle of representation by population;*

***BE IT RESOLVED THAT,** the Halton Catholic District School Board confirms that the Town of Oakville shall be the lead municipality with respect to the 2026 Municipal Election, and;*

***THAT,** the Halton Catholic District School Board hereby determines not to designate any of the geographic areas in its jurisdiction as low population areas, and;*

***THAT,** the number of Trustees determined for the Halton Catholic District School Board for the 2026 English Catholic School Trustee election in Halton is Nine (9), and;*

***THAT,** the number of Trustees by geographic distribution is established as One (1) for the Town of Halton Hills; Two (2) for the Town of Milton; Three (3) for the City of Burlington; and Three (3) for the Town of Oakville, for the 2026 English Catholic School Trustee election in Halton.*

The Chair called for a vote on **#034/26** and it **UNANIMOUSLY CARRIED.**

**#035/26**

**Moved by:** J. O'Hearn-Czarnota

**Seconded by:** C. Saunders

***BE IT RESOLVED THAT,** for the 2026 English Catholic School Trustee election in Halton, the Town of Halton Hills will be represented by One (1) Trustee, at large.*

***BE IT RESOLVED THAT,** for the 2026 English Catholic School Trustee election in Halton, the Town of Milton will be represented by Two (2) Trustees, through the combination of the following wards:*

- A. Ward 1 & 4
- B. Ward 2 & 3

**BE IT RESOLVED THAT,** for the 2026 English Catholic School Trustee election in Halton, the City of Burlington will be represented by Three (3) Trustees, through the combination of the following wards:

- A. Ward 1 & 2
- B. Ward 3 & 6
- C. Ward 4 & 5

**BE IT RESOLVED THAT,** for the 2026 English Catholic School Trustee election in Halton, the Town of Oakville will be represented by Three (3) Trustees, through the combination of the following wards:

- A. Ward 1, 2, & 3
- B. Ward 4 & 7
- C. Ward 5 & 6

The Chair called for a vote on **#035/26** and it **UNANIMOUSLY CARRIED**.

## 9.2 Policy I-06 Delegation to the Board

**#036/26**

**Moved by:** B. Agnew

**RESOLVED,** that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-06 Delegation to the Board, be approved.

The Chair called for a vote on **#036/26**:

| IN FAVOUR                 | OPPOSED     | ABSTAIN |
|---------------------------|-------------|---------|
| B. Agnew                  | H. Karabela |         |
| K. Kelly                  | R. Kennedy  |         |
| P. Murphy                 | C. Saunders |         |
| J. O'Hearn-Czarnota       |             |         |
| T. Powell                 |             |         |
| M. Adeleye (non-binding)  |             |         |
| R. Hanna (non-binding)    |             |         |
| V. Parasram (non-binding) |             |         |

The motion **CARRIED**.

**9.3 Policy I-25 Purchasing**

Trustee Kelly and Trustee Saunders declared a conflict of interest with this agenda item.

**#037/26**

**Moved by:** B. Agnew

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-25 Purchasing, be approved.

The Chair called for a vote on **#037/26** and it **UNANIMOUSLY CARRIED**.

**10. Staff Reports**

There were no staff reports.

**11. Information Reports****11.1 Director's Update (J. Klein)**

Director Klein presented his report.

**11.2 Rosary in Schools (J. Crowell, L. Naar)**

Information provided on how the Rosary is taught and how prayer practices are embedded in Halton Catholic schools.

**11.3 Appointment of Student Trustees 2026-2027 (E. Del Sordo)**

The newly elected 2026-2027 Student Trustees were introduced.

**11.4 2025-26 Budget Report (Second Quarter September 1, 2025 to February 28, 2026) (A. Lofts)**

Broad provided with the 2025-26 Budget Report for the six months ending February 28, 2026.

On a point of order, the Chair ruled that by-law 10.8 was not being followed.

**11.5 2025-26 Capital Projects (Second Quarter September 1, 2025 to February 28, 2026) (A. Lofts)**

The preliminary cost of capital projects as of February 28, 2026 was provided.

**11.6 Halton Student Transportation Services (HSTS) Annual Home to School Transportation Review (A. Lofts)**

The HSTS Annual Home-to-School Transportation Review, including transportation services changes for the 2026-2027 school year were provided.

**11.7 2025-26 Math Achievement Action Plan (M. Skrzypek)**

An update on initiatives related to HCDSB 2025-26 Math Achievement Action Plan were presented.

**11.8 Extensive Trip Advisory Committee (ETAC) Trip Proposal (E. Bakaic)**

Secondary school extensive field trips provided as information.

**11.9 Construction Report (R. Merrick)**

An update on the construction at Milton No. 11 Catholic Elementary School and Georgetown West Catholic Elementary School was provided.

**12. Miscellaneous Information****12.1 Student Trustees Update (M. Adeleye, R. Hanna, V. Parasram)**

The pillars of Achieving, Believing, Belonging and Becoming were shared.

**12.2 OCSTA Update (J. O'Hearn-Czarnota)**

OCSTA continues to lobby regarding Bill 33.

Trustees will be attending the upcoming OCSTA AGM taking place from April 29 - May 2, 2026.

At the next Regular Board Meeting, Trustees will elect a Region 13 representative to the OCSTA Board of Directors.

**13. Correspondence**

There was no correspondence.

**14. Open Question Period**

No questions were submitted.

**15. In Camera**

There was no follow-up In-Camera session.

**16. Resolution re Absentees**

There were no absentees.

**17. Adjournment and Closing Prayer (C. Saunders)**

**#038/26**

**Moved by:** C. Saunders

**Seconded by:** H. Karabela

**RESOLVED**, that the meeting adjourn.

The Chair called for a vote on **#038/26** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 9:35 p.m. with a prayer led by Trustee Saunders.

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Secretary of the Board

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Chair

BUSINESS ARISING FROM PREVIOUS MEETINGS

| DATE OF THE<br>BOARD MEETING | AGENDA ITEM | ACTION REQUIRED | RESPONSIBILITY | STATUS |
|------------------------------|-------------|-----------------|----------------|--------|
|                              |             |                 |                |        |



## Regular Board Meeting

## Miscellaneous

|                                                                               |            |
|-------------------------------------------------------------------------------|------------|
| Canadian Catholic School Trustees Association (CCSTA) AGM and Conference 2026 | Item 6.2.2 |
| Tuesday, April 21, 2026                                                       |            |

### Alignment to Strategic Plan

This report is linked to the Halton Catholic District School Board (HCDSB) strategic priority of **Belonging: Embracing relationships & sustaining safe, welcoming schools.**

### Purpose

To provide the Board of Trustees with information on the upcoming [CCSTA AGM and Conference](#) from June 4 - 6, 2026, in Winnipeg, Manitoba, and its associated costs.

### Background Information

The [CCSTA](#) is a national organization promoting excellence in Catholic education throughout Canada.

CCSTA represents seven provincial and territorial Catholic school trustees' associations in Canada. In turn, these associations represent over 90 Catholic school boards, which educate more than 929,000 students in more than 2,000 schools from Vancouver, British Columbia to St. John's, Newfoundland and Yellowknife, Northwest Territories to Windsor, Ontario.

CCSTA works closely with the Canadian Conference of Catholic Bishops, Catholic organizations and the federal government to enhance and promote Catholic education. The Association also provides assistance to Catholic school trustees and parents so they can fully participate in the Catholic education process in their communities. In addition to its commitment in advocating for the faith formation of our children, CCSTA also provides opportunities for school trustees, staff and supporters of Catholic education to deepen their faith. One way in which the Association does this is through its publications and documents, which may be viewed under the Resources tab on this website.

The CCSTA works with Catholic partners across Canada in providing our Catholic students with exemplary places where they may learn in their faith. The journey and accomplishments of the Catholic school, over the past two centuries, have been integral to the growth and spirit of Canada. Each school will continue to be, as our motto states, "a learning community enlivened by the spirit of Christ."

HCDSB Trustees and the Director have attended the CCSTA AGM in the past and have found it extremely beneficial to meet, collaborate and learn from Trustees and Catholic partners across the country while supporting Catholic education in Canada.



## Comments

The information about this AGM and conference was sent to all Trustees with a request to indicate their intention to attend with a firm commitment.

The following have confirmed their attendance:

1. M. Duarte, Chair of the Board and Milton Trustee, Wards 1 and 4
2. J. Klein, Director of Education and Secretary of the Board

As per [Policy I-34 \(B\) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees](#), attendance at the CCSTA AGM and Conference is a Board Business event with costs related being covered which does not warrant Board approval.

This conference is being held in Winnipeg, Manitoba which is outside the province, hence this information report is being provided with information regarding conference details, expenses, and benefits to our system.

### **Conference details:**

**Date:** June 4 - 6, 2026

**Location:** Radisson Hotel Winnipeg Downtown, 288 Portage Avenue, Winnipeg, MB

### **Keynotes include:**

- Embracing Unity in Diversity
- Walking Together: The Church's Journey Toward Reconciliation
- Leadership Anchored in Christ's Unity
- All One in Christ Jesus: Living Our Call as Trustees and Educators

### **Workshops include:**

- Global Solidarity Starts Here: Understanding Our Impact on the Global South
- Living the Gospel Through Social Justice in Catholic Education
- Building Bridges: A Journey Towards Relationship with First Nations Communities
- Legal Issues and Catholic Schools
- Media and Government Relations



### Estimates Expenses per Attendee:

|               |                                                         |
|---------------|---------------------------------------------------------|
| Registration  | \$875                                                   |
| Hotel         | \$209/day x 3 days = \$627                              |
| Flights       | \$700                                                   |
| Misc.         | \$300                                                   |
| <b>Total:</b> | <b>\$2,500</b> per attendee (excluding taxes and fees). |

### Benefits of attending the AGM/Conference:

- Meet, collaborate, and learn from Trustees and Catholic partners across Canada.
- Build relationships with Trustees across the province and country.
- Support Catholic education in Canada.
- Participate in Trustee Governance functions.

### Conclusion

Following are the attendees for the 2026 CCSTA AGM and Conference:

1. M. Duarte, Chair of the Board and Milton Trustee Wards 1 and 4
2. J. Klein, Director of Education and Secretary of the Board

**Report Prepared by:** M. Duarte (on behalf of all attendees)  
Chair of the Board

**Report Submitted by:** Marvin Duarte,  
Chair of the Board

## MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

|                                                                               |                                                                                                                                                                                                                                                     |                                                                     |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Date:</b><br><b>Time:</b><br><b>Location:</b>                              | <b>February 23, 2026</b><br><b>7:00 pm</b><br><b>Catholic Education Centre – Board Room</b><br><b>802 Drury Lane</b><br><b>Burlington, Ontario</b>                                                                                                  |                                                                     |
| <b>Members Present</b>                                                        | R. Barreiro<br>A. Adedeji<br>A. Dametto Woloschuk<br>J. O'Hearn-Czarnota<br>C. Saunders                                                                                                                                                             | T. Veale<br>M. Lourenco<br>M. Lopes<br>B. Hamlet<br>M. Lopez-Watson |
| <b>Staff Present</b>                                                          | C. Jack-Caldeira, Superintendent Special Education and Student MH Services<br>J. Klein, Director of HCDSB<br>R. Richardson, Special Education and Student MH Coordinator<br>S. Bernier, D. Kollee, O. Foese Senior Managers<br>A. Jones, EA Manager |                                                                     |
| <b>Members Excused</b><br><b>Members Absent</b><br><b>Recording Secretary</b> | B. Agnew , J. Lim<br><br>M. Heath                                                                                                                                                                                                                   |                                                                     |

### 1. Call to Order

Vice Chair Barreiro called the meeting to order.

#### 1.1 Opening Prayer and Land Acknowledgement

The meeting opened at 7:00 p.m. with a prayer led by the Vice Chair

#### 1.2 Approval of Agenda

**Moved by: A. Dametto Woloschuk**

**Seconded by: T. Veale**

**RESOLVED**, that the agenda be accepted as received. **CARRIED.**

### 2. Declarations of Conflict of Interest

There were no conflicts of interest reported.

### 3. Presentations

#### 3.1 School Climate Survey – J. McDonald

Vice Chair Barreiro introduced Jennifer McDonald, Board Research Officer. The presentation was followed up with questions and answers. This was included in the meeting package.

### 4. Approval of Minutes

#### 4.1 Minutes of January 19, 2026, SEAC Meeting

**Moved by: M. Lopes**

**Seconded by: T. Veale**

**RESOLVED**, that the minutes of January 19, 2026, SEAC Meeting be approved as presented.

The Vice Chair called for a vote and the motion **CARRIED.**

### 5. Business Arising from Previous Meetings

No business arising at this meeting.

**6. Special Education Board Policy Review**

No policies up for review at this meeting.

**7. Action and Information Items**

7.1 There were no action and information items brought forward.

**8. Board Committee Updates from SEAC Representatives**

No board committee updates were brought forward.

**9. Communications to SEAC**

**9.2 Trustee Report (J. O’Hearn-Czarnota)**

Trustee O’Hearn-Czarnota read her report, the following topics were mentioned after Board Meeting:

IB Updates at St. Kateri Secondary Schools by J. Crowell

2026/2027 school year calendar approved by HCDSB, sent to Ministry for approval

Budget Estimates presented by A. Lofts

Construction Report on Milton #11 by R. Merrick

Student Trustees update

OCSTA update

**9.2 Superintendent Report (C. Jack-Caldeira)**

The report was presented by Superintendent Jack-Caldeira and is [linked here](#)

**10. SEAC Discussion/Questions (Vice Chair)**

Vice Chair Barreiro thanked the Spirit of Inclusion Committee for the work.

**11. Meeting Summary and Next Steps (Vice Chair)**

Next Meeting hosts the Spirit of Inclusion Awards.

Send out Climate Survey information and discuss IEP data with Researchers to bring back to SEAC.

**12. Next Agenda (Vice Chair)**

12.1 Next Meeting: Monday March 23rd, 2026.

**13. Resolution re Absentees (Vice Chair)**

**Moved by: M. Lopez-Watson**

**Seconded by: M. Lourenco**

**RESOLVED, that the members mentioned be excused. Motion was CARRIED**

**14. Adjournment and Closing Prayer (Vice Chair)**

**Moved by: A. Dametto Woloschuk**

**Seconded by: M. Lopes**

**RESOLVED, that the meeting adjourn. CARRIED**

The meeting adjourned at 8pm with closing prayer led by the Vice Chair.

**MINUTES OF THE  
CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC) MEETING**

Date: March 2, 2026  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Present:

|               |                 |
|---------------|-----------------|
| J. Adams      | A. Nwosu        |
| A. Adekitan   | C. Saunders     |
| J. Atwiine    | M. Skrzypek     |
| J. DelBove    | L. Taiwo        |
| B. Dunstan    | G. Thomas Smith |
| J. Klein      | J. Venditello   |
| A. Marcellino | L. Wallis       |
| J. McInnis    | E. Wood         |

Regrets:

|             |             |
|-------------|-------------|
| Fr. R. D'Sa | M. Znidarec |
| M. Durate   |             |

**1. Land Acknowledgement and Opening Prayer**

The meeting opened at 7:00 p.m. with the Land Acknowledgment led by B. Dunstan and a prayer led by J. Venditello.

**2. Approvals & Revisions**

**2.1 Agenda**

*That, the agenda be amended as follows:*

J. Atwiine moved to add "School Activities" to Discussion Items

*Moved by: J. Atwiine*

*Seconded by: A. Nwosu*

*That the Agenda be approved as amended with the added Discussion Item – 8.2 School Activities:*

*Moved by: L. Wallis*

*Seconded by: J. Venditello*

## **2.2 Minutes**

*That, the minutes of the January 12, 2026, Catholic Parent Involvement Committee be approved as presented.*

*Moved by: E. Wood*

*Seconded by: L. Wallis*

## **3. Election of Co-Chair (J. DelBove)**

L. Wallis stepped down as co-chair immediately, and will stay on the committee until the end of June, as a result, an election for a new co-chair will take place.

Question was asked if the person elected to replace the L. Wallis vacated seat automatically becomes chair in September? J. DelBove advised that this is not the case. The seat vacated is being filled for the remaining one-year term in the current election cycle for the 2026-2027 school year. With L. Wallis stepping down, an election will take place for a new co-chair as part of this agenda item. The candidate elected to complete the vacated term may choose to vie for the co-chair position, but it is not automatic. The co-Chair position and the CPIC seat are two separate roles.

*The floor opened to nominations for a co-chair. A. Nwosu was as nominated Co-Chair.*

*Nominated by: J. Atwiine*

*Seconded by: J. Adams*

With no other nominations coming forth, A. Nwosu was acclaimed as co-chair.

## **4. Board Update (M. Skrzypek)**

### **4.1 General Update:**

M. Skrzypek thanked L. Wallis and congratulated A. Nwosu.

#### **Achieving:**

- Students are now well established in their routines since the start of Term 2 in Elementary and Second Semester in Secondary. March Break is approaching in two weeks.

- Math Achievement Action Plan focus is on three main areas:

- o Implementation of the Curriculum and High Impact Instructional Practices.

- Learning more about the Content and how students come to learn their curriculum.
- knowing more about where students are at so we can support them
- Elementary Schools are implementing Short Learning Cycles, using tools such as Knowledgehook. Educators determine how many students have achieved benchmark on a particular concept identified through EQAO as an area of need (5 strands: Number, Algebra, Data, Spatial, Financial Literacy). Students who are not at benchmark receive small-group instruction based on identified needs, teachers have access to support material to help with intervention. There are two Math itinerants supporting four elementary schools directly.
- Secondary Schools continue to focus on check-ins with students to determine where they are at with key elements of the curriculum and then what supports are needed; two Math Itinerants directly support throughout the year.
- Content learning is supported through the Short Learning Cycles, with teachers learning more about the concepts where students are needing additional support, using resources provided by the Ministry of Education and through resources that the board is currently using for instruction: Math UP, Mathology and Knowledgehook
- Schools further support students who continue to need additional supports in Elementary with the Do The Math program, which provides intervention in the area of Number based on a series of sequenced lessons that provided to students after they complete an initial diagnostic. Data continues to support that students have fixed and permanent improvement and higher levels of confidence
- In secondary schools, many provide lunch and after school supports for students who wish the additional support; relationship with Halton Black Voices to provide for black students to receive support from a black tutor.
- encouraging students to complete the Matholon in Knowledgehook, those who complete it will be awarded with a medal
- HCDSB wide secondary school Math competition taking place at Thomas Merton on April 15

### **Believing**

- All schools participating in their Lenten journey beginning with many schools having Shrove Tuesday before their Ash Wednesday ritual
- Upon return from March Break Holy Week will begin the follow week; all schools will recognize this most important event in the Catholic calendar with events such as whole school liturgies and stations of the cross
- All Grade 7 students will have had the opportunity to receive the Sacrament of Confirmation, while Grade 2 students will begin their First Communion after Easter. Some parishes will hold classwide ceremonies, while others will integrate them into weekend Masses.

-Conversations in the Spirit; Parish priests, Diocesan member, Principals and Senior Team members working together using the synodal process to enhance the home-school-parish triad in HCDSB

### **Belonging**

-Spring Mingle/Best Buddies Dance taking place on April 23;  
-Secondary schools review and distribute Individual Education Plans for Semester 2;  
-Elementary schools will be hosting Kindergarten parent orientation sessions in April and early May for families registering for September 2026.

### **Becoming**

-Black History Month was celebrated across the district through school assemblies, classroom activities, whole school announcement and individual student work; HCDSB provided resources for staff to access  
-Black student symposium took place during black history month. A central focus of the 2026 Symposium was strengthening student governance. Throughout the day, students built practical skills to organize, advocate, and represent their peers with confidence and purpose. Through hands-on learning, participants explored how Black Student Unions (BSUs) and Black Student Associations (BSAs) can function as strong, effective spaces for student voice, belonging, and leadership. Students amplified their leadership by developing a strong public voice, analyzing the strategic power of their organizational titles, and creating 'Advocacy Blueprints' to drive social justice initiatives and build lasting intercultural coalitions.  
-PD Day Dedicated to recognizing biases and how to address them in our approaches as educators; AI was the second focus for the day, educators explored resources and began the journey of understanding how to integrate into instruction and their own professional work

## **4.2 Upcoming Notable Items:**

- The Budget survey coming in the next few weeks
- A Boundary Review will be taking place in the Bishop Reding Family of Schools. Milton continues to experience growth, including around the GO Station. Our Lady of Victory is expanding, and Holy Rosary School is not able to add any portables to the facility. All schools are represented by parents from the school community and a community consultation will be taking place on March 25;
- A question was raised about on the progress of the new Georgetown West School.

- M. Skrzypek will follow-up with the Facilities Department.

## **5. Trustee Update (C. Saunders)**

C. Saunders thanked L. Wallis and congratulated A. Nwosu for being elected co-chair.

### **5.1 General Update:**

Since the last meeting two Board meetings and two Policy meetings. Highlights of the meetings were given, notably.

- At the January 13<sup>th</sup> Policy Meeting several key action items were discussed. The committee reviewed the current process for Catholic School Support, examining ways to ensure that families remain accurately designated as supporters of Catholic education. The topic of Home-to-School Student Transportation was discussed with the board considering updates to eligibility criteria and routing procedures to better support students.
- Exceptions from instruction in the Family Life Program, “Fully Alive,” specifically those related to human development and physical and sexual health education was reviewed. The board discussed how requests for exemptions are handled and explored ways to improve communication with families.
- Bequests made to individual schools or to the board, clarifying the policies and processes governing donations received through wills or estates was discussed.
- At the Regular Board Meeting on January 20, 2026, senior staff provided an update on the Multi-Year Strategic Plan, highlighting progress and upcoming priorities across several focus areas.
- Action items included a recommendation from the Material Review Committee regarding a specific book under consideration, as well as the presentation of the School Year Calendar for approval.
- During the Director’s Report, updates were organized under the board’s four strategic pillars:
  - **Achieving:**  
Staff presented information on dual credit opportunities available through Sheridan College and discussed broader initiatives to support all students in reaching their academic potential.
  - **Believing:**  
An update was shared regarding the ongoing Jubilee of Hope, emphasizing faith-based initiatives across the system.
  - **Belonging:**  
Reports included plans for Black History Month, along with updates from the committee focused on centering the experiences of Black students and staff throughout the board.

- **Becoming:**  
Senior staff provided updates on the Specialist High Skills Major (SHSM) programs, as well as new developments related to the proposed Georgetown West Catholic Elementary School.
- In addition, the board noted that the system has \$278.4 million in planned capital projects, covering various school building initiatives. Construction updates were provided for Milton #11, Oakville #3, and the new Georgetown West school. There was also discussion regarding upgrades to the Board Room at the central office, specifically enhanced sound and visual systems. The meeting concluded with the regular Student Trustee update.
- During the February 17 Policy Meeting, the board reviewed several important action items. These included revisions to the policy on delegations to the Board, updates to guidelines on banking, investment, and borrowing, and refinements to the procedures governing reimbursement of expenses. The meeting also addressed updates to the Corporate Purchasing Card program, including distribution and usage rules.
- At the Regular Board Meeting, senior staff presented an update on the International Baccalaureate (IB) Program at St. Kateri.
- Action items included final review and approval of the School Year Calendar.
- The meeting also featured reports related to the Municipal Elections, specifically addressing considerations around ward-based versus at-large representation.
- During the Director's Report, updates again aligned with the board's strategic pillars:
- **Achieving:**  
The board received an update on the St. Carlo Acutis Esport Hub operating at St. Ignatius, as well as further information regarding the IB program at St. Kateri.
- **Believing:**  
The Director announced the installation of the new Bishop, Bishop Joseph Dabrowski.
- **Belonging:**  
A letter from the Canadian Cancer Society was shared, recognizing that HCDSB collectively raised \$742,156, a significant accomplishment for the community.
- **Becoming:**  
Staff highlighted the upcoming Jill of Trades event at Mohawk College scheduled for February 19, 2026.
- Additional updates included the budget estimates timeline and the latest construction report, with a focus on ongoing work at Milton #11. The session concluded with the Student Trustee update.

## **6. Standing Items:**

### **6.1 CPIC Subcommittees:**

#### **6.1.1 By-laws (J. Venditello/L. Wallis/E. Wood)**

Nothing to report.

#### **6.1.2 Parent/Community Engagement Committee (A. Adekitan/A. Nwosu/L. Taiwo/G. Thomas Smith)**

February 26 featured John Gallagher on "Job Talk/Straightway Pathways".

An inquiry was made into the pathways offered to students with special needs, and what options are available for post secondary.

J. Klien noted that there are programs, such as Project Search available through the Milton District Hospital.

M. Skrzypek noted that the scope of the question is broad and that there is a need to clearly define the students that are being referred to.

Conversations with school administration is best to determine what is available and suited for individual students.

#### **6.1.3 School Council Support Committee (J. Adams/J. Atwiine/J. DelBove/E. Wood)**

A virtual "Let's Connect" session will be held on April 8, 2026, which is open to any council chair or council members.

#### **6.1.4 Social Media (B. Dunstan/L. Wallis)**

Social media continues to be active in promoting CPIC and its events.

### **6.2 CPIC Representation on Board Committees**

#### **6.2.1 Bullying Prevention & Intervention (L. Taiwo/E. Wood)**

Nothing to report

#### **6.2.2 Focus on Faith Council (B. Dunstan/J. Venditello)**

B. Dunstan advised that the Home-School-Parish Partnership committee will be amalgamated with the Focus on Faith Council as a working group.

J. Atwiine is to be kept apprised of any developments.

#### **6.2.3 Home-School-Parish Partnership (J. Atwiine)**

Nothing to report

#### **6.2.4 Journeying with Jesus (A. Nwosu)**

Nothing to report

#### **6.2.5 Mental Health (A. Adekitan/L. Wallis)**

An update will be giving at the next meeting

#### **6.2.6 School Year Calendar (J. DelBove/J. Venditello)**

Waiting on Ministry approval.

### **7. Community Updates:**

#### **7.1 OAPCE Update (M. Znidarec)**

Nothing to report

#### **7.2 Anti-Black Racism Steering Committee (G. Thomas Smith)**

February 19, 2026, the Black Excellence Symposium took place at the Thomas Merton Center.

### **8. Discussion Items**

#### **8.1 Election Nomination Questions (J. DelBove/L. Wallis)**

The format for the Nominee Biography questionnaire has been updated. It is now presented as a Candidate Profile, modeled more closely after a job application and requiring responses to structured, constructed questions. The questions will be released to all candidates at the same time.

The candidate information session will be on March 25, 2026, at 7:00 pm at the C.E.C., all CPIC members are welcome.

#### **8.2 School Activities (J. Atwiine)**

J. Atwiine requested feedback on a school activity known as a “Foam Party”. Some schools held this event in the past and are now being informed that this activity is no longer permissible.

J. Klein advised that the Board insurer OSBIE does not cover this activity, therefore, if the activity took place and an incident were to occur then the board would be liable.

J. DelBove noted foam related activities are on the Board Risk Management – HCDSB Not Approved Activity list. While an activity may be permissible one year, it may not be so in the future.

### **9. Other Business/Future Agenda Items**

Nothing to report.

### **10. Closing Prayer**

The closing prayer was led by A. Nwosu.

### **11. Adjournment**

The meeting adjourned at 8:30 pm

### **12. Emergency**

Nothing to report.

**From:** jeff martin

**Sent:** Wednesday, April 1, 2026 1:34 PM

**To:** Murphy, Patrick <[MurphyP@hcdsb.org](mailto:MurphyP@hcdsb.org)>; Duarte, Marvin <[DuarteM@hcdsb.org](mailto:DuarteM@hcdsb.org)>

**Subject:** [<EXTERNAL>] Core French in HCDSB Schools (Milton) and French Immersion impact

Good morning

How are you? I wanted to follow up regarding my previous message that you both and other HCDSB upper level members were included in. As public representatives for the educational community, I was hoping to receive some form of response from either you. Patrick, my children attend Guardian Angels so the information shared in my previous message should be of concern to you.

I realize that the decision made to expand the French Immersion program in HCDSB schools was to accommodate the growing demands by parents that want access to the program. However, the previous model of the FI program was working well. It is absolutely negligent to cave to parental demands and attempt to compete with the public board, without looking into the potential sustainability of this current model.

I am an educator with the Peel District School Board. I have entered my 20<sup>th</sup> year of teaching and have seen the shift toward rapid expansion in the French Immersion program first hand. IT IS NOT WORKING! It is not sustainable either. I currently have 3 FI colleagues on leave, for what I would imagine is burn out. They each are teaching 3 grades simultaneously because FI creates several splits. Our core french teachers are stretched to their limits as well because they also have partial FI assignments because there are simply not enough qualified French speaking educators available to support the FI program.

ALL of this is currently happening in many HCDSB schools, especially Guardian Angels. My children have been learning online through SMASH French for most of their Core French experience.

We are a Canadian school and Core French should not be pushed to the sidelines because French Immersion is being used as a competitive tool against the public school boards.

This is the actual reality of what is going on in French Immersion classrooms. Educators are overloaded with children that are below grade level, have unidentified learning disabilities, and often have 2-3 special needs students that require one-to-one support.

The current FI model accommodates the majority of parental requests and applications. No longer can French Immersion educators recommend and encourage parents to withdraw from the program because their child is essentially struggling and failing.

Parents are under the false impression that French Immersion offers your child better educational opportunities. It does not.

Amazing and passionate Core French Educators are being pulled from their current roles to cover gaps in French Immersion. Administration has no choice because they must fill the role and they have no other options. Those Core French educators are also the ones in the building planning and providing school performances, French education programs and community events that are outside of their assigned responsibilities and fall under volunteered efforts.

HCDSB and the Trustees feel that replacing Core French instruction in HCDSB schools with SMASH French, an online program, is acceptable.

I am here to say again that it is absolutely not.

HCDSB and the Trustees should not fear losing students to the public system. Those families from the Catholic Community that have left for the public system will return. The public system has seen a dramatic and overwhelming increase in immigrant families surging in every community. The average student in the public system is classified as ESL. Take the time and look at the provincial scores across the three major public boards. You will see that they are well below the provincial average scores of the three major Catholic Boards.

Educators in the public system are navigating with newcomer families and students, that barely speak English, need constant support and depending on their status, also require financial and community support from the school. This support is not funded or provided by the board or ministry or community programs. It is funded and provided by the school and educators themselves. So, when educators are first navigating through all of that, on top of the rest of their educational responsibilities, you can imagine the consistency in quality programming that occurs. It is just not possible.

The Core French and French Immersion issue will not go away unless the current model is adjusted and efforts are put forth in attracting new qualified French speaking educators.

I appreciate the time and your response regarding this lengthy email. I do intend to continue pursuing this issue further.

Jeff

**From:** "Minister (EDU)" <[Minister.edu@ontario.ca](mailto:Minister.edu@ontario.ca)>  
**Date:** April 14, 2026 at 11:35:57 AM EDT  
**To:** "Minister (EDU)" <[Minister.edu@ontario.ca](mailto:Minister.edu@ontario.ca)>  
**Subject:** [<EXTERNAL>] Putting Student Achievement First Act, 2026

**Memorandum to:** Chairs of District School Boards  
Directors of Education  
Secretary/Treasurers of School Authorities  
School Board Supervisors  
President, Ontario Catholic School Trustees' Association  
President, Ontario Public School Boards' Association  
Chair, Council of Ontario Directors of Education

**From:** Paul Calandra  
Minister of Education

Denise A. Cole  
Deputy Minister of Education

**Subject:** *Putting Student Achievement First Act, 2026*

We are writing to inform you that yesterday, the government tabled the *Putting Student Achievement First Act, 2026* (the Act). If passed, this legislation would strengthen accountability and governance in school boards and improve consistency across classrooms to better support students, parents and educators.

For EDU, the proposed changes focus on three key areas that would be supported by future regulatory and education policy reforms if the Bill is passed.

1. **Strengthen Governance and Accountability**

1. Increase school board financial accountability by:
  1. Enabling regulations to limit school board trustee honoraria, and policies to set limits on the ability to claim discretionary expenses, including membership fees.
  2. Enabling regulations to improve transparency and oversight over school board subsidiaries, such as transportation groups, foundations, and other temporary organizations, and their use of public funds.
  3. Enabling regulations to allow the Minister of Education to step in to ensure budget compliance and focus on student success when there is an impasse among trustees. If the Bill is passed, the ministry intends to set budget rules for English-language District School Boards.

4. Separately from the proposed Bill, O. Reg. 412/00: Elections to and Representation on District School Boards has been amended and filed, to reduce the maximum number of trustees from 22 to 12 and related matters. This change is not dependent on the proposed Bill passing.
2. Equip English Public and English Catholic district school boards with qualified leadership by:
  1. Establishing two specialized roles: Chief Executive Officer (CEO) and Chief Education Officer (CEdO). The Director of Education would continue to be, and become known as, the CEO of the school board.
    1. Future regulations would establish that the CEO requires business qualifications to deliver on their responsibility for financial and operational oversight. The CEdO would be required to have pedagogical qualifications to focus on their responsibilities on advancing student achievement and success using their expertise in effective teaching practices. The CEO may serve as CEdO if qualified in both areas or appoint another qualified individual.
  2. Requiring the Minister of Education's approval to terminate a CEO to help prevent trustee reprisals or dismissals of school board leadership when they are carrying out their responsibilities.
3. Professionalize school board bargaining by:
  1. Designating the Council of Ontario Directors of Education (CODE) as the central employer bargaining agency for all English-language school boards.
  2. Establishing a committee within CODE to oversee and direct its employer bargaining activities.
  3. Allowing the Minister of Education to make regulations and orders to facilitate the effective governance of the committee within CODE (including its composition and authority).
  4. Designating the Ontario Catholic School Trustees' Association (OCSTA) as an observer to central bargaining to ensure denominational issues are only addressed locally.
4. Enhance capital projects delivery by:
  1. Providing authority for the Minister to make policies and regulations respecting capital projects and include consequences for noncompliance.
  2. Strengthening Ministerial power to oversee, redirect or cancel capital projects where necessary.
  3. Allowing the Minister of Education to intervene by selecting a third party (person or entity) to take control of the management of a capital project.

5. Improve school board communications by providing Ministerial authority to establish policies regarding school board public communications.

2. **Improve Access to Consistent, High-quality Education by:**

1. Providing Ministerial authority to establish policies respecting the use of educational materials.
2. Providing Ministerial authority to establish policies for the assessment of student achievement.
3. Removing the school climate survey requirement for boards.

3. **Modernize Education Systems by:**

1. Dissolving the Languages of Instruction Commission of Ontario (LICO) and replacing it with a streamlined dispute resolution mechanism.
2. Providing families with the option to receive the Ontario Education Number (OEN) from birth and enhancing data collection to improve overall planning and service delivery in the child care and early years sector.
3. Clarifying regulation-making authority of the Ontario College of Teachers regarding accreditation of teacher education programs.

If passed, the proposed changes would come into force on varying effective dates, with additional regulatory amendments and policy changes to follow.

In the meantime, we welcome your feedback on the proposed legislative amendments through Ontario's Regulatory Registry, which can be accessed through the following link: [A Proposal for the Putting Student Achievement First Act, 2026 | regulatoryregistry.gov.on.ca](https://regulatoryregistry.gov.on.ca).

As always, thank you for your ongoing commitment to the students of Ontario.

Sincerely,

Paul Calandra  
Minister of Education

Denise A. Cole  
Deputy Minister

- c: President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)  
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)  
President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)  
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)  
Executive Director, Ontario Catholic School Trustees' Association (OCSTA)  
Executive Director, Ontario Public School Boards' Association (OPSBA)  
Executive Director, Council of Ontario Directors of Education (CODE)  
Secretary, Conseil ontarien des directions de l'éducation de langue française (CODELF)  
President, Association des enseignantes et des enseignants franco-ontariens (AEFO)  
Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)  
President, Ontario Teachers' Federation (OTF)  
Secretary Treasurer, Ontario Teachers' Federation (OTF)  
President, Ontario English Catholic Teachers' Association (OECTA)  
General Secretary, Ontario English Catholic Teachers' Association (OECTA)  
President, Elementary Teachers' Federation of Ontario (ETFO)  
General Secretary, Elementary Teachers' Federation of Ontario (ETFO)  
President, Ontario Secondary School Teachers' Federation (OSSTF)  
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)  
Chair, Ontario Council of Educational Workers (OCEW)  
President, Ontario Public Service Employees Union (OPSEU)  
Chair, Education Workers' Alliance of Ontario (EWAO)  
President of OSBCU, Canadian Union of Public Employees – Ontario (CUPE-ON)  
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)  
Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)  
Executive Director, Catholic Principals' Council of Ontario (CPCO)  
Executive Director, Ontario Principals' Council (OPC)



## Regular Board Meeting

## Action

|                                                                                                              |          |
|--------------------------------------------------------------------------------------------------------------|----------|
| Appointment of Representative to the Ontario Catholic School Trustees Association (OCSTA) Board of Directors | Item 9.1 |
| Tuesday, April 21, 2026                                                                                      |          |

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Belonging: Embracing relationships & sustaining safe, welcome schools.**

### Purpose

To submit the appointment of the Halton Catholic District School Board Region 13 representative to the Ontario Catholic School Trustees Association (OCSTA) Board of Directors for the two-year term May 2026 to April 2028.

### Comments

The OCSTA Board of Directors is the major decision-making body for the Association. Regional Directors are elected at the OCSTA Annual General Meeting. Roles and responsibilities are provided in Appendix A.

### Conclusion

The appointment to be submitted to OCSTA.

### Recommendation

|                                                                                                                                                                                                             |                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Resolution#:</b>                                                                                                                                                                                         | <i>Moved by:</i>    |
|                                                                                                                                                                                                             | <i>Seconded by:</i> |
| <b><i>RESOLVED</i></b> , that the Halton Catholic District School Board appoint Trustee _____ as the Region 13 representative to the OCSTA Board of Directors for the two-year term May 2026 to April 2028. |                     |

Report Prepared and Submitted by:

M. Duarte  
Chair of the Board



## Ontario Catholic School Trustees' Association

### **OCSTA Board of Directors – Roles and Responsibilities**

OCSTA is a Not-For-Profit Corporation and is subject to the  
**Not-For-Profit Corporations Act**

The Board of Directors is the major decision-making body of the Association. This group manages the affairs of the Associations and consists of:

3 Table Officers: President, Vice President, Past President  
15 Regional Directors  
Executive Director  
Chaplain  
ACBO Liaison to OCSTA

Regional Directors and Table Officers are elected at the Annual General Meeting.

#### **The Board of Directors**

- Serves as the principal source of policy and political direction for the Association between Annual General Meetings.
- Approves amendments to the Constitution and By-Law which are then taken to the membership for approval at an AGM.
- Approves the annual Association budget and establishes membership and service fees.
- Selects OCSTA Award recipients.
- Establishes ad-hoc Work Groups, as required.
- Other responsibilities as adopted by the Board of Directors.

#### **Board of Directors' Meetings**

- 6 times per year (September, December, February, April (2), and June.
- May be called by the President at other times.
- Shall be convened by the Executive Director upon direction in writing of five Directors.

#### **Committee Meetings**

- There are currently 5 Standing Committees.
- OCSTA Regional Directors are required to sit on 2 of these committees.
- Committees meet approximately 3-6 times per year.
- Ad Hoc Committees may be established, as needed.

#### **Provincial Advisory Council Meetings**

- There are currently 4 Provincial Advisory Councils
- Membership on the Advisory Councils includes two members of the OCSTA Board of Directors
- Councils meet a minimum of twice per year

## Regional Directors

- Know and understand:
  - the issues currently under discussion at OCSTA;
  - the position of OCSTA on these issues; and
  - the position of boards (within their region) on these issues.
- Know the full range of services that are available from OCSTA for trustees and administrators and encourage the maximum use of OCSTA services.
- Engage and participate in meetings and Association events.
- Seek input and views from their respective regions and bring forward issues to the Board of Directors.
- Help to build member board commitment to OCSTA through liaison activities and information sharing with other trustees and member boards.
- Keep boards and trustees in their regions aware of OCSTA issues and initiatives, sharing available reports and position papers, as appropriate.
- Enhance communication between the Boards they represent and OCSTA by:
  - providing on a regular basis to boards in their regions, a report on OCSTA Board of Directors' meetings
  - encouraging boards to respond to OCSTA issues and discussion papers.
- Ensure that OCSTA is kept informed of important issues, events and needs of boards in their region.
- Respect and protect the confidentiality of matters discussed at the OCSTA board

## Table Officers

### The Role of the President

- Presides at all general meetings of the Association and at meetings of the Board of Directors
- Has general supervision of OCSTA's affairs
- Is an ex-officio member of all committees
- Is the official spokesperson for OCSTA

### The Role of the Vice President

- Presides at meetings of the Board of Directors in the absence of the President.
- Represents the Association in place of the President, as required.
- Any other duties, as determined by the President.

### The Role of the Past President

- Because of the immediate Past President's familiarity with Association operations and political priorities, this position fills an important role for the current President and the Board.

### **Mission Statement**

*Inspired by the Gospel, OCSTA provides leadership, service, and a provincial voice for Catholic school boards in promoting and protecting Catholic education in Ontario.*

November 2023

## Ontario Catholic School Trustees' Association

### REGIONS

| Region | Catholic District School Board                                                                                                                                                                 | Number of Directors |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 1.     | Huron-Superior Catholic District School Board<br>Nipissing-Parry Sound Catholic District School Board<br>Northeastern Catholic District School Board<br>Sudbury Catholic District School Board | 1                   |
| 2.     | Kenora Catholic District School Board<br>Northwest Catholic District School Board<br>Superior North Catholic District School Board<br>Thunder Bay Catholic District School Board               | 1                   |
| 3.     | Northern Regions No. 1 & 2 (at large)                                                                                                                                                          | 1                   |
| 4.     | Bruce-Grey Catholic District School Board<br>Huron-Perth Catholic District School Board<br>Waterloo Catholic District School Board<br>Wellington Catholic District School Board                | 1                   |
| 5.     | London District Catholic School Board<br>St. Clair Catholic District School Board<br>Windsor-Essex Catholic District School Board                                                              | 1                   |
| 6.     | Toronto Catholic District School Board                                                                                                                                                         | 2                   |
| 7.     | Dufferin-Peel Catholic District School Board                                                                                                                                                   | 2                   |
| 8.     | York Catholic District School Board                                                                                                                                                            | 1                   |
| 9.     | Durham Catholic District School Board<br>Peterborough, Victoria, Northumberland &<br>Clarington Catholic District School Board<br>Simcoe-Muskoka Catholic District School Board                | 1                   |
| 10.    | Algonquin & Lakeshore Catholic District School Board<br>Catholic District School Board of Eastern Ontario<br>Renfrew County Catholic District School Board                                     | 1                   |
| 11.    | Brant Haldimand-Norfolk Catholic District School Board<br>Hamilton-Wentworth Catholic District School Board<br>Niagara Catholic District School Board                                          | 1                   |
| 12.    | Ottawa Catholic School Board                                                                                                                                                                   | 1                   |
| 13.    | Halton Catholic District School Board                                                                                                                                                          | 1                   |
|        | TOTAL                                                                                                                                                                                          | 15                  |

## Regular Board Meeting

## Action Report

|                                                                                                          |                 |
|----------------------------------------------------------------------------------------------------------|-----------------|
| <b>Establishment of a Finance/Budget Standing Committee at the Halton Catholic District School Board</b> | <b>Item 9.2</b> |
| Tuesday, April 21, 2026                                                                                  |                 |

The following Notice of Motion was presented at the March 24, 2026 Regular Board Meeting:

**WHEREAS**, many Ontario School Boards have similar Finance/Budget Committees;

**WHEREAS**, the Ontario Catholic School Trustees Association (OCSTA) senior leadership recommended that the Halton Catholic District School Board (HCDSB) establish such a committee;

**WHEREAS**, a Finance/Budget Committee will enhance the budget process by establishing a constant dialogue on issues of importance;

**BE IT RESOLVED**, that the Board of Trustees of the HCDSB establish a standing committee focused on financial and budgetary matters to be known as the Finance Committee, in accordance with Board by-laws and composed of at least three Trustees.

Submitted by: C. Saunders  
Oakville Trustee, Wards 4 & 7

## Regular Board Meeting

## Information Report

|                         |           |
|-------------------------|-----------|
| Director's Update       | Item 11.1 |
| Tuesday, April 21, 2026 |           |

### Alignment to Strategic Plan

This report is linked to our strategic priorities of:

**Achieving:** We hold high expectations for all.

**Believing:** We are distinctly Catholic.

**Belonging:** We are a community that accompanies.

**Becoming:** We are on a journey together.

### Purpose

The purpose of this report is to apprise trustees of the activities and initiatives led by staff that reflect the priorities and goals of the HCDSB Multi-Year Strategic Plan 2024-2028.

### Background Information

#### **Achieving:**

##### **Summer School 2026**

The Halton Catholic District School Board will offer an online Summer School Program in Summer 2026 through the Thomas Merton Centre for Adult and Continuing Education.

The program provides students in Grades 8–12 with opportunities to earn, upgrade, or reach ahead on secondary school credits required for graduation. Courses meet Ministry of Education requirements and support student achievement and post-secondary pathways.

Instruction is delivered online in an asynchronous format, with Ontario-certified teachers available for instructional support, assessment, and feedback during regular school-day hours. The program runs primarily July 6 to 31, 2026.

The online summer school program enhances flexibility and access to learning, supporting students' academic progress and successful transitions into the following school year.

##### **FIRST Robotics Achievement and Excellence at HCDSB**

We are proud to celebrate an outstanding season for HCDSB secondary school FIRST Robotics teams. All four HCDSB teams have qualified for the Ontario Provincial Championships, an exceptional achievement that reflects the talent, teamwork, and dedication of our students and



mentors. Each team earned a major award at their District events, demonstrating excellence across engineering, innovation, collaboration, and leadership.

This year's qualifying teams include Tronic Titans (Team 3161, Holy Trinity CSS), recipients of the *Gracious Professionalism Award*; FireHawks (Team 9098, St. Ignatius of Loyola CSS), winners of the *Quality Award*; Royal Robotics (Team 9562, Bishop Reding CSS), recognized with the *Innovation in Control Award*; and Horns of Steel (Team 11428, Corpus Christi CSS), who earned the prestigious *Rookie All-Star Award*. All teams represented HCDSB April 17-18, 2026 at the Provincial Championships at the Niagara Falls Convention Centre.

The FIRST Robotics Competition (FRC) is an international STEM initiative that challenges secondary students to design, build, and program industrial-sized robots while developing leadership, project management, and communication skills. The program strongly supports Ontario's secondary school curriculum, particularly in *Science, Technology, Engineering, and Mathematics (STEM)*, as well as experiential learning, problem-based learning, and the development of transferable skills outlined in the *Ontario Skills Passport*. Participation in FIRST Robotics provides students with authentic, real-world learning experiences that foster innovation, collaboration, and career readiness aligned with Ministry priorities.

## Believing:

### Faith Formation, Community Outreach, and Parish Engagement

Throughout the Lenten and Easter seasons, our schools demonstrated a strong commitment to Catholic faith formation through prayer, liturgical celebration, and service. Many school communities marked Holy Week by hosting Passion plays and Stations of the Cross, several of which were open to parents and the wider community. Students participated in interactive Stations of the Cross and contributed creatively by preparing liturgical art and materials used in Easter celebrations. Schools also gathered for rosary devotions centred on the Sorrowful Mysteries, Fast and Feast prayers, and Easter liturgies celebrating the Resurrection. In addition, students and staff benefited from a visit of the Saint John's Bible, on loan from the Diocesan library, which provided a rich opportunity for scriptural reflection.

Our commitment to social justice and outreach remained a visible expression of our faith. School communities supported Canadian Food for Children through Lenten collections and organized food and toiletry drives for local charities. A student and staff Crochet Club produced handmade washcloths for outreach through our Chaplaincy's work in the Dominican Republic. Schools also participated in the "Soles 4 Souls" initiative, collecting over six hundred pairs of shoes, and raised funds in support of the Darling Home for Kids. Preparatory activities for Earth Day clean-up initiatives further emphasized care for God's creation.

Recognizing the pastoral needs of our students, a grief support group was offered at Corpus Christi CSS, grounded in a study of the Resurrection, providing faith-based support for students experiencing loss.

Strong School-Home-Parish partnerships continue to be evident. A teacher from St. Andrew Catholic Elementary School supported parish sacramental preparation by teaching catechism classes for children preparing for First Communion at Mary Mother of God Parish, thereby strengthening the shared responsibility for faith formation across school and parish communities.



## Belonging:

### School Board Directors of Education Meet New Bishop

Directors of Education from the Diocese of Hamilton recently met with Bishop Joseph Dabrowski for an initial orientation and dialogue on Catholic education. The bishop affirmed the essential role of Catholic schools in the Church's mission, emphasized evangelization, synodality, collaboration, and hope. He expressed strong support for educational leaders. The meeting established a positive and shared foundation for ongoing partnership between the Diocese and Catholic school boards.

## Becoming:

### 2026-2027 School Year Calendar

The 2026–2027 School Year Calendar has now received final approval from the Ministry of Education.

The first day of school for students in the Halton Catholic District School Board will be Tuesday, September 8, 2026.

As Labour Day falls later than usual in 2026, the first instructional day occurs slightly later than families may anticipate. To support effective planning, professional learning, and system readiness, the Board has scheduled two Professional Activity (PA) Days for staff prior to the return of students.

The Professional Activity (PA) Days for the 2026–2027 school year are as follows:

- Wednesday, September 2, 2026\*
- Thursday, September 3, 2026\*
- Friday, October 9, 2026 (*Faith Day*)
- Friday, November 27, 2026
- Friday, January 29, 2027 (*Elementary Schools Only*)
- Friday, February 5, 2027 (*Secondary Schools Only*)

*\*These Professional Activity Days will take place prior to the start of the school year for students.*

## Conclusion

As we celebrate the season of Easter, we are reminded of the hope and faith that guide our work. The initiatives highlighted in this report reflect our collective commitment to the HCDSB's Multi-Year Strategic Plan (2024–2028): **Achieving**, **Believing**, **Belonging**, and **Becoming**, as we continue to foster excellence, inclusion, and growth across our system.

Report Prepared and  
Submitted by:

John Klein  
Director of Education and Secretary of the Board

## Regular Board Meeting

## Information Report

|                                                  |                  |
|--------------------------------------------------|------------------|
| <b>2026-27 Budget Consultation Survey Report</b> | <b>Item 11.2</b> |
| Tuesday, April 21, 2026                          |                  |

### Alignment to Strategic Plan

This report is linked to the strategic priorities:

**Achieving:** We hold high expectations for all

**Believing:** We are distinctly Catholic

**Belonging:** We are a community that accompanies

**Becoming:** We are on a journey together

### Purpose

The purpose of this report is to provide the Board of Trustees with a summary of the feedback received from our 2026-27 Budget Consultation Survey.

### Background Information

As a component of the Board's annual budget process, each year the Halton Catholic District School Board (HCDSB) holds a public consultation survey to seek feedback about our proposed budget priority areas for the next school year. This year, the survey was conducted between March 11<sup>th</sup> and 27<sup>th</sup>, 2026. It asked respondents to identify their top priority for budget investment across the four pillars and for general feedback on where budget investments should be focused for the upcoming school year and beyond. This format captures stakeholders voice in a way that allows HCDSB to better understand and identify specific areas where services can be improved to better serve our staff and students. Participation was voluntary in this survey. The results of this survey will be used by HCDSB Senior Staff to inform budgetary decisions for the upcoming school year.

### Comments

The survey was promoted via email to all HCDSB stakeholders. Information about the consultation was also posted on the landing page of our Board website, and information was shared via social media. Parishes were also contacted about this consultation. In total, we received feedback from 1609 respondents. The findings from the survey are in the report attached and a summary is included below.

#### **Achieving:**

Respondents prioritized core classroom resources, hands-on learning, literacy/numeracy supports, and Special Education supports (each ~20%). Students and parents/guardians/



caregivers with a child receiving Special Education supports placed the highest priority on specialized supports such as more one-to-one assistance.

**Believing:**

Respondents prioritized community and service engagement (34%), with most respondents valuing opportunities for students to connect and serve. School administrators, however, emphasized faith formation programs (40%).

**Belonging:**

Respondents prioritized extracurricular and experiential opportunities (44%), particularly families and students. Staff and school administrators placed greater emphasis on mental health and well-being supports (49–63%) whereas students receiving Special Education supports highlighted a broader range of needs.

**Becoming:**

Respondents prioritized arts, music, and extracurricular programs (20%), particularly by families and students not receiving Special Education supports. Staff prioritized in-school programs and resources, while students prioritized school facilities and learning environments. Those receiving Special Education supports showed more balanced priorities across areas.

**Recurring Themes related to Maintenance & Gaps:**

- (1) Special Education and one-to-one supports
- (2) Mental health and wellbeing supports
- (3) Core subject supports and interventions
- (4) Extra-curricular activities
- (5) Non-core subjects (maintenance) / Technology (gap)

**Conclusion**

The feedback received through the Budget Consultation Survey is shared with the Board of Trustees to help guide the decision-making process as the Board considers the 2026-27 Budget.

**Report Prepared by:** Zoe Walters  
Researcher, Research and Development Services

**Report Submitted by:** Dr. Lisa Collimore  
Chief Research Officer, Research and Development Services

**Report Approved by:** John Klein  
Director of Education and Secretary of the Board

# 2026-2027 Budget Consultation

## SURVEY REPORT

Report Prepared by:  
*Research & Development Services*  
4/10/2026

## Contents

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# 2026-2027 Budget Consultation

## SURVEY REPORT

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### *Survey Background*

The Halton Catholic District School Board (HCDSB) conducted a consultation to gather stakeholder input on the 2026-2027 budget, to identify HCDSB community priorities while continuing to meet the needs of all learners in the Catholic system. Results reflect the views of survey participants but are not fully representative of the entire HCDSB community and should be interpreted with caution.

The HCDSB community was invited to participate in the online survey between March 11<sup>th</sup> and March 27<sup>th</sup>, 2026. The questions asked respondents to identify their top priority for budget investment across the four pillars and for general feedback on where budget investments should be focused for the upcoming school year and beyond. A total of **1609** responses were received. Responses have been aggregated and summarized below.

### *Survey Results*

#### *Demographics*

Respondents were asked to indicate their role. Overall in this sample, more than half of respondents (59%) were **parents/guardians/caregivers of a HCDSB student** (see *Table 1*). If a student or a parent/guardian/caregiver, then the respondent was also asked if they/their child receive(s) special education supports; the majority of both groups selected 'no' (see *Table 2*). Respondents were also asked to indicate their municipality (see *Table 3*); an equal proportion chose Burlington, Milton, and Oakville, and fewer chose Halton Hills.

**Table 1.**

*Respondents' Roles*

| Role                                         | Count (n)   | Percentage (%) |
|----------------------------------------------|-------------|----------------|
| Parent/Guardian/Caregiver of a HCDSB Student | 947         | 59%            |
| HCDSB Staff member (other than P/VP)         | 546         | 34%            |
| HCDSB Student                                | 53          | 3%             |
| HCDSB Principal or Vice-Principal            | 30          | 2%             |
| Community Member                             | 13          | 1%             |
| HCDSB School Council member                  | 10          | 1%             |
| Other                                        | 7           | 0%             |
| Parish Member                                | 3           | 0%             |
| Trustee                                      | 0           | 0%             |
| <b>TOTAL</b>                                 | <b>1609</b> | <b>100%</b>    |

**Table 2.***Respondents' Special Education Support Status*

|                   | Parents/Guardians/Caregivers |                | Students  |                |
|-------------------|------------------------------|----------------|-----------|----------------|
|                   | Count (n)                    | Percentage (%) | Count (n) | Percentage (%) |
| No                | 732                          | 77%            | 40        | 75%            |
| Yes               | 187                          | 20%            | 8         | 15%            |
| Prefer not to say | 28                           | 3%             | 5         | 9%             |
| <b>TOTAL</b>      | <b>947</b>                   | <b>100%</b>    | <b>53</b> | <b>100%</b>    |

**Table 3.***Respondents' Municipalities*

|                | Count (n)   | Percentage (%) |
|----------------|-------------|----------------|
| Burlington     | 477         | 30%            |
| Halton Hills   | 157         | 10%            |
| Milton         | 460         | 29%            |
| Oakville       | 511         | 32%            |
| Outside Halton | 4           | 0%             |
| <b>TOTAL</b>   | <b>1609</b> | <b>100%</b>    |

## Question Summaries

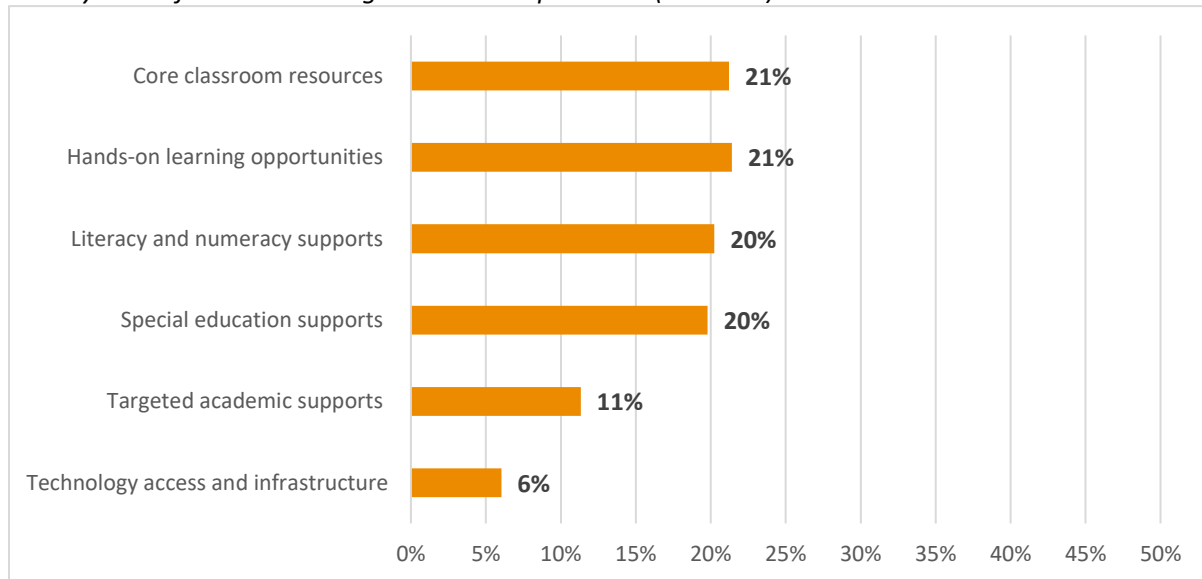
Survey results are presented by MYSP priority area for each question below, with breakdowns by respondents' role and by whether the student receives Special Education supports.<sup>1</sup>

### *Achieving:*

#### **Q1: Where would additional investments have the greatest impact on student learning and achievement?**

Overall, respondents almost evenly selected *core classroom resources*, *hands-on learning opportunities*, *literacy and numeracy supports*, and *Special Education supports* (n = 318-344; 20-21%) as areas where additional investments could have the greatest impact on student learning and achievement. However, when broken down by role and whether special education supports are received, clearer preferences emerge within groups. *Special Education supports* stood out as the top priority for HCDSB staff (excluding P/VP) (n = 185; 34%) and for respondents who receive Special Education supports (n = 66; 34%). Whereas *hands-on learning opportunities* was the top priority for parents/guardians/caregivers (n = 265; 28%), HCDSB students (n = 24; 45%), and those who do not receive Special Education supports (n = 251; 33%).

<sup>1</sup> Tables comparing Special Education supports consists of (a) Parents/Guardians/Caregivers of students who receive Special Education supports + students who receive Special Education supports, and (b) parents/guardians/caregivers of students who do not receive Special Education supports + students who do not receive Special Education supports.

**Figure 1.***Priority Areas for the Achieving Pillar: All Respondents (n = 1607)***Table 4.***Priority Areas for the Achieving Pillar: Role Breakdown*

|                                      | Parent/ Guardian/<br>Caregiver of a<br>HCDSB Student | HCDSB Staff<br>member (other<br>than P/VP) | HCDSB Principal<br>or Vice-Principal | HCDSB Student        |
|--------------------------------------|------------------------------------------------------|--------------------------------------------|--------------------------------------|----------------------|
| Core classroom resources             | 19% (n = 178)                                        | 27% (n = 147)                              | 13% (n = 4)                          | 13% (n = 7)          |
| Hands-on learning opportunities      | <b>28% (n = 265)</b>                                 | 8% (n = 46)                                | 10% (n = 3)                          | <b>45% (n = 24)</b>  |
| Literacy and numeracy supports       | 25% (n = 233)                                        | 13% (n = 72)                               | <b>33% (n = 10)</b>                  | 6% (n = 3)           |
| Special education supports           | 12% (n = 112)                                        | <b>34% (n = 185)</b>                       | 27% (n = 8)                          | 8% (n = 4)           |
| Targeted academic supports           | 11% (n = 107)                                        | 11% (n = 60)                               | 7% (n = 2)                           | 15% (n = 8)          |
| Technology access and infrastructure | 5% (n = 50)                                          | 7% (n = 36)                                | 10% (n = 3)                          | 13% (n = 7)          |
| <b>TOTAL</b>                         | <b>100% (n = 945)</b>                                | <b>100% (n = 546)</b>                      | <b>100% (n = 30)</b>                 | <b>100% (n = 53)</b> |

**Table 5.***Priority Areas for the Achieving Pillar: Special Education Supports Breakdown*

|                                 | Receives Special<br>Education supports | Does not receive<br>Special Education<br>supports |
|---------------------------------|----------------------------------------|---------------------------------------------------|
| Core classroom resources        | 11% (n = 22)                           | 20% (n = 156)                                     |
| Hands-on learning opportunities | 16% (n = 32)                           | <b>33% (n = 251)</b>                              |
| Literacy and numeracy supports  | 17% (n = 34)                           | 25% (n = 193)                                     |
| Special education supports      | <b>34% (n = 66)</b>                    | 6% (n = 44)                                       |
| Targeted academic supports      | 17% (n = 34)                           | 10% (n = 77)                                      |

|                                      |                       |                       |
|--------------------------------------|-----------------------|-----------------------|
| Technology access and infrastructure | 4% (n = 7)            | 6% (n = 49)           |
| <b>TOTAL</b>                         | <b>100% (n = 195)</b> | <b>100% (n = 770)</b> |

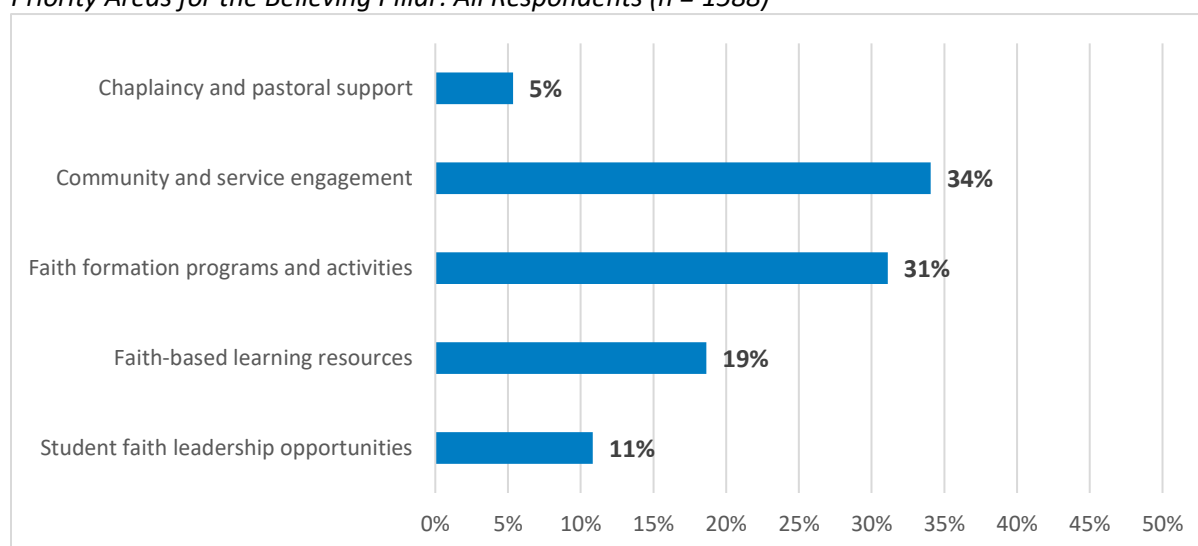
### Believing:

#### Q2: Where would additional investments have the greatest impact on students' faith formation?

Overall, respondents indicated that the area of additional investment that would have the greatest impact on students' faith formation was *community and service engagement* (n = 541; 34%). This preference was consistent across nearly all roles and groups, including those with special education supports. The exception was for principals/vice-principals, who most often selected *faith formation programs and activities* (n = 12; 40%).

**Figure 2.**

*Priority Areas for the Believing Pillar: All Respondents (n = 1588)*



**Table 6.**

*Priority Areas for the Believing Pillar: Role Breakdown*

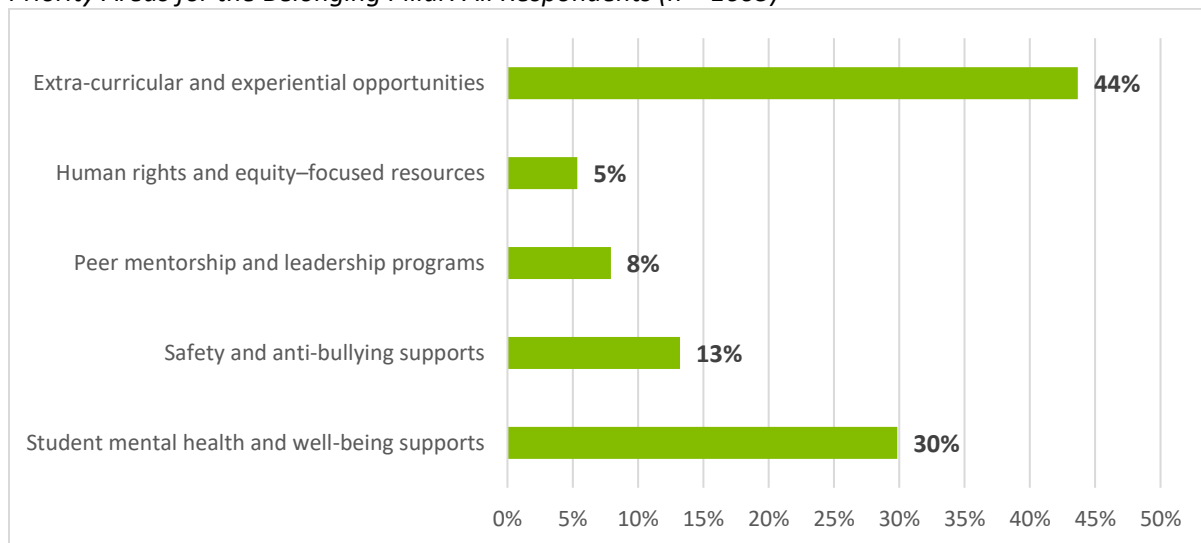
|                                         | Parent/ Guardian/<br>Caregiver of a<br>HCDSB Student | HCDSB Staff<br>member (other<br>than P/VP) | HCDSB Principal<br>or Vice-<br>Principal | HCDSB Student      |
|-----------------------------------------|------------------------------------------------------|--------------------------------------------|------------------------------------------|--------------------|
| Chaplaincy and pastoral support         | 5% (n=44)                                            | 6% (n=35)                                  | 3% (n=1)                                 | 4% (n=2)           |
| Community and service engagement        | <b>33% (n=311)</b>                                   | <b>35% (n=186)</b>                         | 20% (n=6)                                | <b>52% (n=27)</b>  |
| Faith formation programs and activities | 30% (n=279)                                          | 34% (n=181)                                | <b>40% (n=12)</b>                        | 21% (n=11)         |
| Faith-based learning resources          | 22% (n=201)                                          | 15% (n=80)                                 | 10% (n=3)                                | 13% (n=7)          |
| Student faith leadership opportunities  | 11% (n=99)                                           | 11% (n=57)                                 | 27% (n=8)                                | 10% (n=5)          |
| <b>TOTAL</b>                            | <b>100% (n=934)</b>                                  | <b>100% (n=539)</b>                        | <b>100% (n=30)</b>                       | <b>100% (n=52)</b> |

**Table 7.***Priority Areas for the Believing Pillar: Special Education Supports Breakdown*

|                                         | Receives Special Education supports | Does not receive Special Education support |
|-----------------------------------------|-------------------------------------|--------------------------------------------|
| Chaplaincy and pastoral support         | 8% (n = 15)                         | 4% (n =31)                                 |
| Community and service engagement        | <b>37% (n = 71)</b>                 | <b>34% (n =260)</b>                        |
| Faith formation programs and activities | 27% (n = 52)                        | 30% (n =225)                               |
| Faith-based learning resources          | 16% (n = 31)                        | 22% (n =168)                               |
| Student faith leadership opportunities  | 13% (n = 25)                        | 10% (n =75)                                |
| <b>TOTAL</b>                            | <b>100% (n = 194)</b>               | <b>100% (n =759)</b>                       |

**Belonging:****Q3: Where would additional investments have the greatest impact on students' sense of belonging?**

Overall, respondents indicated that the area of additional investment that would have the greatest impact on students' sense of belonging was *extra-curricular and experiential opportunities* (n = 701; 44%). This preference was consistent across nearly all roles and groups, including those with and without Special Education Supports. The exception was HCDSB staff and HCDSB principals and vice-principals who prioritized *student mental health and well-being supports* (49% and 63%, respectively).

**Figure 3.***Priority Areas for the Belonging Pillar: All Respondents (n = 1605)***Table 8.***Priority Areas for the Belonging Pillar: Role Breakdown*

|                                                 | Parent/ Guardian/ Caregiver of a HCDSB Student | HCDSB Staff member (other than P/VP) | HCDSB Principal or Vice-Principal | HCDSB Student       |
|-------------------------------------------------|------------------------------------------------|--------------------------------------|-----------------------------------|---------------------|
| Extra-curricular and experiential opportunities | <b>52% (n = 493)</b>                           | 30% (n = 161)                        | 17% (n = 5)                       | <b>55% (n = 29)</b> |

|                                               |                       |                       |                      |                      |
|-----------------------------------------------|-----------------------|-----------------------|----------------------|----------------------|
| Human rights and equity-focused resources     | 5% (n = 44)           | 7% (n = 39)           | 3% (n = 1)           | 2% (n = 1)           |
| Peer mentorship and leadership programs       | 8% (n = 73)           | 8% (n = 43)           | 17% (n = 5)          | 8% (n = 4)           |
| Safety and anti-bullying supports             | 18% (n = 171)         | 6% (n = 34)           | 0% (n = 0)           | 8% (n = 4)           |
| Student mental health and well-being supports | 17% (n = 165)         | <b>49% (n = 267)</b>  | <b>63% (n = 19)</b>  | 28% (n = 15)         |
| <b>TOTAL</b>                                  | <b>100% (n = 946)</b> | <b>100% (n = 544)</b> | <b>100% (n = 30)</b> | <b>100% (n = 53)</b> |

**Table 9.**

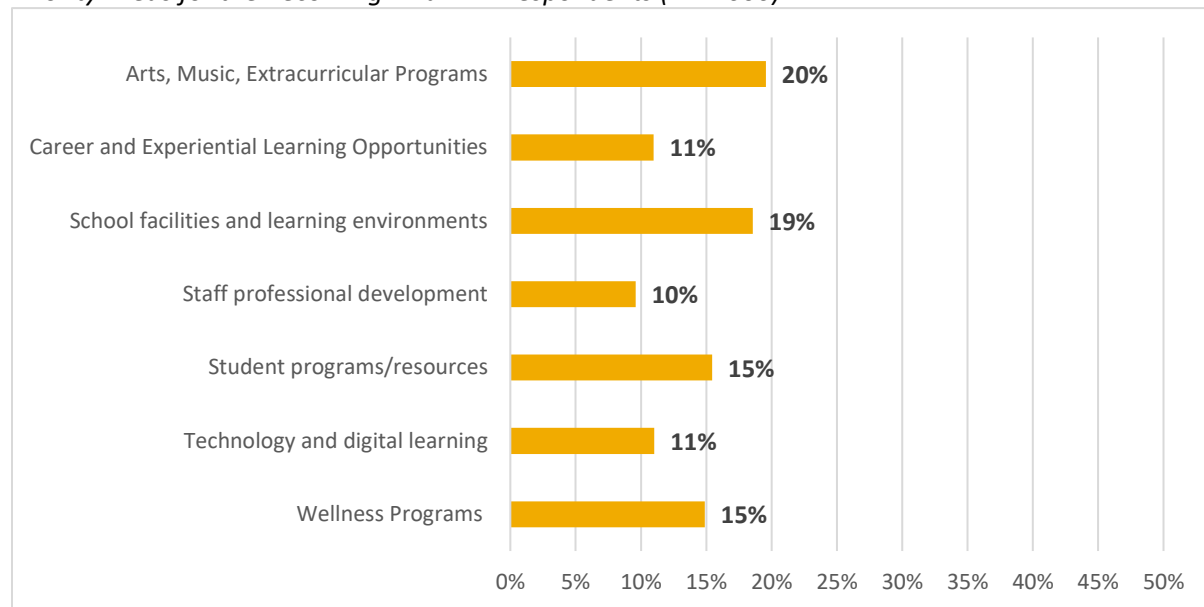
*Priority Areas for the Belonging Pillar: Special Education Supports Breakdown*

|                                                 | <b>Receives Special Education supports</b> | <b>Does not receive Special Education supports</b> |
|-------------------------------------------------|--------------------------------------------|----------------------------------------------------|
| Extra-curricular and experiential opportunities | <b>37% (n = 73)</b>                        | <b>57% (n = 438)</b>                               |
| Human rights and equity-focused resources       | 14% (n = 27)                               | 2% (n = 14)                                        |
| Peer mentorship and leadership programs         | 8% (n = 16)                                | 8% (n = 60)                                        |
| Safety and anti-bullying supports               | 15% (n = 29)                               | 18% (n = 139)                                      |
| Student mental health and well-being supports   | 26% (n = 50)                               | 16% (n = 120)                                      |
| <b>TOTAL</b>                                    | <b>100% (n = 195)</b>                      | <b>100% (n = 771)</b>                              |

### **Becoming:**

#### **Q4: Where would additional investments have the greatest impact on students' evolving needs?**

Overall, the most selected area for additional investment to impact students evolving needs was *arts, music, extracurricular programs* (n = 314; 20%). This preference was evident for parents/guardians/caregivers (n = 213; 23%) and those who do not receive Special Education supports (n = 185; 24%). In contrast, HCDSB staff (other than P/VP) (n = 120; 22%) and HCDSB principals/vice-principals (n = 8; 27%), as well as those who receive Special Education supports (n = 34; 18%), most often selected *student programs/resources*, indicating a stronger focus on in-school supports and programming. HCDSB students (n = 14; 26%) and those who receive Special Education supports (n = 35; 18%) most selected *school facilities and learning environments*, indicating that physical space is important to their educational experience.

**Figure 4.***Priority Areas for the Becoming Pillar: All Respondents (n = 1606)***Table 10.***Priority Areas for the Becoming Pillar: Role Breakdown*

|                                                | Parent/ Guardian/<br>Caregiver of a<br>HCDSB Student | HCDSB Staff<br>member (other<br>than P/VP) | HCDSB Principal<br>or Vice-Principal | HCDSB Student        |
|------------------------------------------------|------------------------------------------------------|--------------------------------------------|--------------------------------------|----------------------|
| Arts, Music, Extracurricular Programs          | <b>23% (n = 213)</b>                                 | 15% (n = 83)                               | 3% (n = 1)                           | 19% (n = 10)         |
| Career and Experiential Learning Opportunities | 13% (n = 120)                                        | 7% (n = 39)                                | 3% (n = 1)                           | 17% (n = 9)          |
| School facilities and learning environments    | 18% (n = 172)                                        | 19% (n = 102)                              | 17% (n = 5)                          | <b>26% (n = 14)</b>  |
| Staff professional development                 | 7% (n = 69)                                          | 12% (n = 68)                               | 23% (n = 7)                          | 9% (n = 5)           |
| Student programs/resources                     | 12% (n = 112)                                        | <b>22% (n = 120)</b>                       | <b>27% (n = 8)</b>                   | 6% (n = 3)           |
| Technology and digital learning                | 11% (n = 104)                                        | 11% (n = 60)                               | 17% (n = 5)                          | 11% (n = 6)          |
| Wellness Programs                              | 16% (n = 155)                                        | 13% (n = 73)                               | 10% (n = 3)                          | 11% (n = 6)          |
| <b>TOTAL</b>                                   | <b>100% (n = 945)</b>                                | <b>100% (n = 545)</b>                      | <b>100% (n = 30)</b>                 | <b>100% (n = 53)</b> |

**Table 11.***Priority Areas for the Becoming Pillar: Special Education Supports Breakdown*

|                                                | Receives Special<br>Education supports | Does not receive<br>Special Education<br>supports |
|------------------------------------------------|----------------------------------------|---------------------------------------------------|
| Arts, Music, Extracurricular Programs          | 16% (n = 32)                           | <b>24% (n = 185)</b>                              |
| Career and Experiential Learning Opportunities | 15% (n = 30)                           | 12% (n = 96)                                      |
| School facilities and learning environments    | <b>18% (n = 35)</b>                    | 19% (n = 145)                                     |
| Staff professional development                 | 9% (n = 17)                            | 7% (n = 54)                                       |
| Student programs/resources                     | <b>18% (n = 34)</b>                    | 10% (n = 77)                                      |
| Technology and digital learning                | 10% (n = 20)                           | 11% (n = 85)                                      |

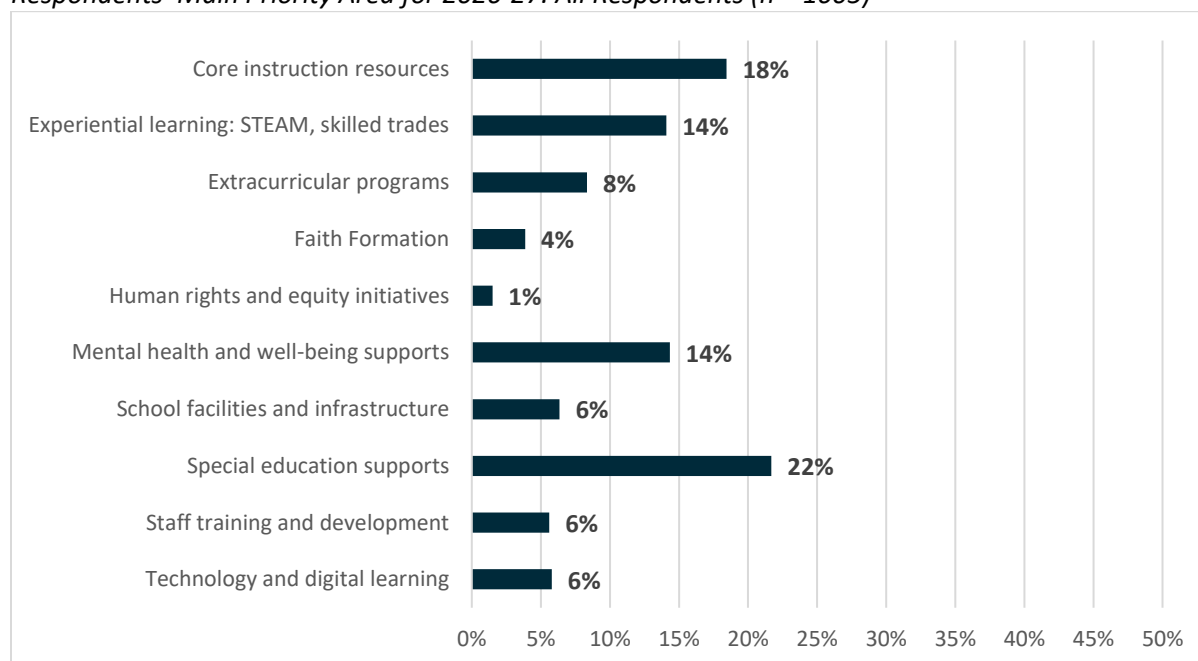
|                   |                       |                       |
|-------------------|-----------------------|-----------------------|
| Wellness Programs | 13% (n = 26)          | 17% (n = 129)         |
| <b>TOTAL</b>      | <b>100% (n = 194)</b> | <b>100% (n = 771)</b> |

**Q5: If the Board had to prioritize ONE area for increased investment in 2026–27, even if it meant limiting growth in other areas, which should it be?**

Overall, the most selected area for increased investment in 2026-27 was *Special Education supports* (n = 348; 22%). This finding was true for HCDSB staff (other than P/VP) (n = 191; 35%) and HCDSB principals and vice-principals (n = 8; 27%), as well as those who receive special education supports (n = 77; 40%). In contrast, *Experiential learning: STEAM, skilled trades* was the most selected area for the remaining groups: parents/guardians/caregivers (n = 188; 20%); HCDSB students (n = 10; 19%); and those who do not receive Special Education supports (n = 172; 23%). Thus, the overall priority differs across groups, highlighting the need for balanced investment strategies to meet diverse needs in our community.

**Figure 5.**

*Respondents' Main Priority Area for 2026-27: All Respondents (n = 1605)*



**Table 10.**

*Respondents' Main Priority Area for 2026-27: Role Breakdown*

|                                              | Parent/ Guardian/<br>Caregiver of a<br>HCDSB Student | HCDSB Staff<br>member (other<br>than P/VP) | HCDSB Principal or<br>Vice-Principal | HCDSB Student |
|----------------------------------------------|------------------------------------------------------|--------------------------------------------|--------------------------------------|---------------|
| Core instruction resources                   | 19% (n = 182)                                        | 18% (n = 101)                              | 10% (n = 3)                          | 6% (n = 3)    |
| Experiential learning: STEAM, skilled trades | 20% (n = 188)                                        | 4% (n = 21)                                | 7% (n = 2)                           | 19% (n = 10)  |
| Extracurricular programs                     | 12% (n = 110)                                        | 3% (n = 14)                                | 0% (n = 0)                           | 17% (n = 9)   |
| Faith Formation                              | 4% (n = 38)                                          | 3% (n = 19)                                | 7% (n = 2)                           | 2% (n = 1)    |

|                                       |                       |                       |                      |                      |
|---------------------------------------|-----------------------|-----------------------|----------------------|----------------------|
| Human rights and equity initiatives   | 1% (n = 12)           | 2% (n = 9)            | 3% (n = 1)           | 4% (n = 2)           |
| Mental health and well-being supports | 10% (n = 94)          | 21% (n = 114)         | 23% (n = 7)          | 15% (n = 8)          |
| School facilities and infrastructure  | 7% (n = 65)           | 4% (n = 24)           | 3% (n = 1)           | 17% (n = 9)          |
| Special education supports            | 14% (n = 136)         | <b>35% (n = 191)</b>  | <b>27% (n = 8)</b>   | 11% (n = 6)          |
| Staff training and development        | 5% (n = 51)           | 6% (n = 31)           | 13% (n = 4)          | 6% (n = 3)           |
| Technology and digital learning       | 7% (n = 67)           | 4% (n = 22)           | 7% (n = 2)           | 4% (n = 2)           |
| <b>TOTAL</b>                          | <b>100% (n = 943)</b> | <b>100% (n = 546)</b> | <b>100% (n = 30)</b> | <b>100% (n = 53)</b> |

**Table 11.**

*Respondents' Main Priority Area for 2026-27: Special Education Supports Breakdown*

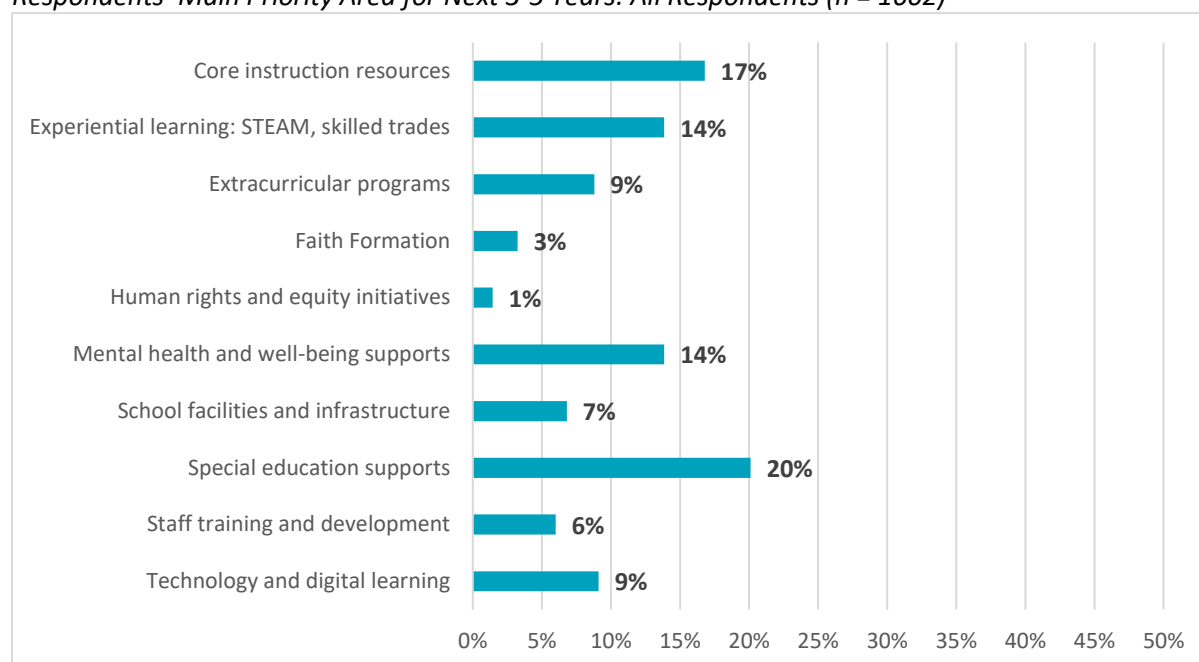
|                                              | <b>Receives Special Education supports</b> | <b>Does not receive Special Education supports</b> |
|----------------------------------------------|--------------------------------------------|----------------------------------------------------|
| Core instruction resources                   | 14% (n = 27)                               | 20% (n = 147)                                      |
| Experiential learning: STEAM, skilled trades | 10% (n = 20)                               | <b>23% (n = 172)</b>                               |
| Extracurricular programs                     | 4% (n = 8)                                 | 15% (n = 109)                                      |
| Faith Formation                              | 4% (n = 8)                                 | 4% (n = 30)                                        |
| Human rights and equity initiatives          | 3% (n = 6)                                 | 1% (n = 8)                                         |
| Mental health and well-being supports        | 11% (n = 22)                               | 10% (n = 77)                                       |
| School facilities and infrastructure         | 4% (n = 8)                                 | 6% (n = 44)                                        |
| Special education supports                   | <b>40% (n = 77)</b>                        | 8% (n = 60)                                        |
| Staff training and development               | 5% (n = 9)                                 | 6% (n = 42)                                        |
| Technology and digital learning              | 5% (n = 9)                                 | 8% (n = 60)                                        |
| <b>TOTAL</b>                                 | <b>100% (n = 194)</b>                      | <b>100% (n = 771)</b>                              |

**Q6: What is the main reason you selected this priority?** Please share a brief explanation.

Many respondents shared reasons for their top priority selections. While some provided detailed explanations, most comments simply *reinforced* the priority itself. To read all reasons provided, organized by priority area, see [Appendix A](#).

**Q7: Over the next 3-5 years, what should HCDSB invest more in?** Please select your top choice.

Overall, *Special Education supports* was selected by the highest number respondents as the area in which HCDSB should invest more over the next 3-5 years (n = 322; 20%). This echoes respondents' preferred area for investment in the 2026-27 school year. This preference was consistent for HCDSB staff (other than P/VP) (n = 178; 33%) and HCDSB principals and vice-principals (n = 8; 27%), as well as those who receive special education supports (n = 73; 38%). In contrast, *Experiential learning: STEAM, skilled trades* was the most selected area for parents/guardians/caregivers (n = 179; 19%) and those who did not receive Special Education supports (n = 164; 21%). Students equally selected *extracurricular programs* and *school facilities and infrastructure* (n = 11; 20%).

**Figure 6.***Respondents' Main Priority Area for Next 3-5 Years: All Respondents (n = 1602)***Table 12.***Respondents' Main Priority Area for Next 3-5 Years: Role Breakdown*

|                                              | Parent/ Guardian/<br>Caregiver of a<br>HCDSB Student | HCDSB Staff<br>member (other<br>than P/VP) | HCDSB Principal or<br>Vice-Principal | HCDSB Student        |
|----------------------------------------------|------------------------------------------------------|--------------------------------------------|--------------------------------------|----------------------|
| Core instruction resources                   | 17% (n = 160)                                        | 18% (n = 97)                               | 7% (n = 2)                           | 7% (n = 4)           |
| Experiential learning: STEAM, skilled trades | <b>19% (n = 179)</b>                                 | 6% (n = 32)                                | 0% (n = 0)                           | 13% (n = 7)          |
| Extracurricular programs                     | 12% (n = 116)                                        | 2% (n = 13)                                | 0% (n = 0)                           | <b>20% (n = 11)</b>  |
| Faith Formation                              | 3% (n = 32)                                          | 2% (n = 12)                                | 3% (n = 1)                           | 6% (n = 3)           |
| Human rights and equity initiatives          | 1% (n = 13)                                          | 2% (n = 9)                                 | 3% (n = 1)                           | 0% (n = 0)           |
| Mental health and well-being supports        | 11% (n = 99)                                         | 19% (n = 105)                              | <b>27% (n = 8)</b>                   | 9% (n = 5)           |
| School facilities and infrastructure         | 7% (n = 67)                                          | 5% (n = 28)                                | 3% (n = 1)                           | <b>20% (n = 11)</b>  |
| Special education supports                   | 13% (n = 123)                                        | <b>33% (n = 178)</b>                       | <b>27% (n = 8)</b>                   | 6% (n = 3)           |
| Staff training and development               | 5% (n = 49)                                          | 7% (n = 38)                                | 13% (n = 4)                          | 9% (n = 5)           |
| Technology and digital learning              | 11% (n = 104)                                        | 6% (n = 32)                                | 17% (n = 5)                          | 9% (n = 5)           |
| <b>TOTAL</b>                                 | <b>100% (n = 942)</b>                                | <b>100% (n = 544)</b>                      | <b>100% (n = 30)</b>                 | <b>100% (n = 54)</b> |

**Table 13.***Respondents' Main Priority Area for Next 3-5 Years: Special Education Supports Breakdown*

|                                              | <b>Receives Special Education supports</b> | <b>Does not receive Special Education supports</b> |
|----------------------------------------------|--------------------------------------------|----------------------------------------------------|
| Core instruction resources                   | 14% (n = 27)                               | 17% (n = 130)                                      |
| Experiential learning: STEAM, skilled trades | 9% (n = 18)                                | <b>21% (n = 164)</b>                               |
| Extracurricular programs                     | 5% (n = 9)                                 | 15% (n = 114)                                      |
| Faith Formation                              | 3% (n = 5)                                 | 4% (n = 29)                                        |
| Human rights and equity initiatives          | 2% (n = 4)                                 | 1% (n = 9)                                         |
| Mental health and well-being supports        | 12% (n = 23)                               | 10% (n = 78)                                       |
| School facilities and infrastructure         | 6% (n = 12)                                | 8% (n = 62)                                        |
| Special education supports                   | <b>38% (n = 73)</b>                        | 6% (n = 47)                                        |
| Staff training and development               | 5% (n = 10)                                | 5% (n = 42)                                        |
| Technology and digital learning              | 7% (n = 13)                                | 12% (n = 93)                                       |
| <b>TOTAL</b>                                 | <b>100% (n = 194)</b>                      | <b>100% (n = 768)</b>                              |

### *Open-ended Questions*

Respondents were asked to provide feedback on two topics: (1) existing programs/services they think are essential and should be maintained, and 2) programs/services they think are currently missing or need to be strengthened. Responses for each topic have been themed and summarized below.

After reviewing both sets of comments, it became evident that respondents approached the two questions in a similar way. Many used the second question as an opportunity to reinforce the importance of continued funding and focus on the same areas they had identified as essential to maintain in the first question. As a result, the themes identified across both questions largely overlap, suggesting that respondents view these areas as not only essential but also as requiring additional support to fully meet student needs.

NOTE: The percentage for each theme refers to the proportion of respondents whose comment aligns with said theme. These themes do not account for all opinions expressed in the survey, but they do provide a summary of the most frequent themes found in the comments. Some of the responses are listed multiple times, under various themes.

### **Q8: Which existing programs or services do you think are essential and should be maintained, even if funding is limited?**

There were 965 responses submitted ([Appendix B](#).) Analyses of the responses identified five key themes in what respondents consider essential programs and services to maintain. Examples are provided for each theme below. Programs to keep include:

#### **THEME 1: SPECIAL EDUCATION AND ONE-TO-ONE SUPPORTS (27.2%; n = 262):**

*“Every school accesses behaviour analyst support, and they help a variety of students of diagnoses and needs and to support more students the board needs some more BAs.  
More after school programs are being offered and require more BA support”*

*"I think special education support services are essential, These program support students with diverse learning needs and help ensure they can fully participate in the classroom. Maintaining these services promote inclusion, equity and student success."*

*"Investing in life skills programming and added supports in integrated special education classes is essential. Increased support staff is needed to ensure meaningful learning for all, and maintain safety for all students."*

**THEME 2: MENTAL HEALTH AND WELLBEING SUPPORTS (19.4%; n = 187):**

*"CYC is crucial as well as social work. As a frontline worker I can speak with confidence that the presence of these professionals needs to be at the forefront of every school building. There is inconsistency with the amount of care."*

*"Mental health and well-being supports should remain a priority. These programs help children feel safe, supported, and confident at school and provide important support for students facing emotional or social challenges"*

*"Social Emotional Learning programs, Mental Health Services for students (CYC, SW, Psych, etc). Direct 1:1 support for students, identity affirming mental health support"*

**THEME 3: CORE SUBJECT SUPPORTS AND INTERVENTIONS (17.2%; n = 166):**

*"Academics - anything related to math, reading, writing, science, etc. so that they do better and learn more. Teach them these areas that have a direct influence on their life."*

*"Core instruction on reading, writing and math. Kids are moved up to the next grade level without the core knowledge to be successful. Once they fall behind, they stay behind."*

*"Empower and reading support for those who fail the reading screening. We need a similar math support that we currently don't have."*

**THEME 4: EXTRA-CURRICULAR ACTIVITIES (e.g., sports, clubs, field trips, etc.) (16.9%; n = 163):**

*"After school extra curricular programs . Provides all youth with an opportunity to participate in activities in a safe place - financially supports all interested to participate"*

*"Investment in extracurricular and experiential learning such as guest speakers and field trips."*

*"School athletics and clubs. These services have a number of benefits - helps with a child's sense of belonging, mental health and overall wellness."*

**THEME 5: NON-CORE SUBJECTS (e.g., arts, athletics, etc.) (8.7%; n = 84):**

*"Additional support for physical education and music/arts programs"*

*“Arts and athletics programs are very important to me and create a sense of belonging and help kids discover new creative outlets.”*

*“Investment in the arts is essential. Music, drama, visual arts, dance, media arts are spaces where students learn how to be Reflective, Creative, and Holistic Thinkers, as outlined in the Catholic Graduate Expectations. Art is why life is enjoyable.”*

**Q9: Which programs or services do you feel are currently missing or need to be strengthened to better support students?**

There were 936 responses submitted ([Appendix C](#)). Analyses of the responses identified the top five recurring themes regarding what is missing in the schools. Examples are provided for each theme below. Note that all but one of the themes were identified across both questions, indicating strong alignment in stakeholder priorities. This suggests that while these programs are considered essential, they may not currently be meeting the level of need, pointing to areas requiring both sustained and enhanced investment.

**THEME 1: SPECIAL EDUCATION AND ONE-TO-ONE SUPPORTS (18.6%; n = 174):**

*“As mentioned before, in my opinion, EA support needs to be increased significantly. If our low-achieving students could get EA support, it would allow the classroom teachers to spend more time with the rest of the students in the class.”*

*“Behaviour Analyst services need expansion. More BAs are required to provide timely, consistent support, strengthen staff capacity, and implement proactive, individualized strategies for students with complex needs.”*

*“Increased number of behaviour analysts, EAs and spec ed resources is essential to the needs of spec ed learners are supported.”*

**THEME 2: MENTAL HEALTH AND WELLBEING SUPPORTS (13.9%; n = 130):**

*“Additional mental health support for students and targeted interventions for parents to better support student mental health, resilience, boundary-setting, attendance, etc.”*

*“I feel mental health support is lacking the most, whether this be teaching mental health, supporting students and staff with mental health resources, trainings, and educational assistants to help with higher needs to avoid burnout in teachers.”*

*“Most importantly, access to mental health support should be expanded, and preventative mental wellness programs focused on resiliency, coping skills, and emotional regulation. Conflict resolution and peer mediation programs.”*

**THEME 3: CORE SUBJECT SUPPORTS AND INTERVENTIONS (13.5%; n = 126):**

*“Early reading intervention. Students need to be able to read and transfer those skills to understanding math and developing writing. Low readers and writers need more intervention in their early years to be successful by grade 3.”*

*“More intervention support for struggling students who are below benchmark in language and math”*

*“Reading and math literacy supports need to be strengthened, especially early and targeted interventions. More small-group support and consistent skill-building would help students develop strong foundations and keep pace as academic demands increase.”*

**THEME 4: EXTRA-CURRICULAR ACTIVITIES (e.g., sports, clubs, field trips, etc.) (11.9%; n = 111):**

*“Extracurricular activities such as arts, music, and sports—based on my current experience with kindergarten—should be introduced from an early age, as they play a key role in supporting children’s overall development, creativity, and social skills.”*

*“Kids should have more opportunities to enjoy school day trips. For example, visiting museums, provincial parks, botanical gardens, etc.”*

*“Opportunities to engage in activities outside the classroom (field trips, overnight trips) which would address other key learning objectives and foster a greater sense of community.”*

**THEME 5: TECHNOLOGY (e.g., devices, IT support, courses, etc.) (6.3%; n = 59):**

*“Access to digital learning tools and devices that is safe, equitable, and reliable”*

*“Practical use of technology and digital tools”*

*“Technology devices for students and good funding for evolving programs like robotics and AI labs”*

## Appendix A

**Q6: What is the main reason you selected this priority?** Please share a brief explanation.

### Core instruction resources: (n = 216)

a severe lack of core physical resources, textbooks, etc. For get digital resources, not effective for parents to support their child's learning

A strong foundation is needed in order to build on top. If we continue to weaken the students core learning. It will impact in-depth learning and valuable basic learning will be lost.

Across schools, classes have varying degrees of access to materials. Some schools have more than others.

Additional resources are required to sustain daily student instruction. Supplies, like pencils, paper, calculators, and funds for discretionary teacher spending are needed for more innovative teaching and learning activities to be implemented.

Although all areas are very important, core instruction resources are an important part of improving student achievement. With diverse learning styles and large classroom sizes, teachers may be able to use more resources in an evolving teaching environment in the classroom.

As a classroom teacher we have zero resources for literacy, numeracy and science resources which means i have to use my own time out side of work hours to create them or use my own funds to purchase them. When administration changes your grade placement it's more personal time and money invested.

As a parent and teacher myself, I see the value in hard cover resources or workbooks for students and for parents who are helping out at home.

at the end of the day, this is the most important resource to help teach the children.

Basics should always be the focus beyond extras

Because my child has had very poor teachers in his school career and the priority should be on teaching the kids proper things!

Because my child is in *[identifying information removed]* - right now building a foundation of learning is most important for his development.

Because the children need more assistance and attention with their core learning. If they cant succeed with their basic learning the entire school experience feels more draining on them.

Because we should NOT have the amount of split grades we have. Everything should be done to AVOID splits - especially cross-divisional splits. Not a single student benefits from split classes, full stop.

Bring back math text books! Students learn so much from actually using textbooks. Also, textbooks will decrease paper usage and stop teachers from having to find resources on their own and print them. The cost of replacing a few textbooks annually will be much more cost effective than printing.

Budget constraints has limited the activities I want to do in my classroom for both junior and senior classrooms.

By increasing core funding, you effect change across the most students.

Can't forget the basics !

Children are taught the bare minimum. This limits the growth of children who are capable of lerning more

Class size and teacher to student ratio greatly impacts the students overall learning and development.

Classroom resources are extremely lacking. We need funding for fundamental aspects of instruction, such as new textbooks and science lab materials. Second, funding for extracurricular activities is lacking. Students are deterred from joining sports and activities due to increasing fees.

Classroom

Teachers are provided with minimal access to actual resources PRINTED and enough PRINTED for students.

Classrooms lack basic necessities to run a smooth day-to-day instruction; teachers are tasked with supplying their own classrooms with resources and if your child is not privileged to fall within this classroom setting, they miss out. Teachers would also be able to spend more time focusing elsewhere

Compared to other students same age in the same board or others I feel like both my children are behind. I have to spend additional financial resources to get them both caught up.

Continued investment into standardized evidence-informed literacy and numeracy instruction resources would fill gaps that I am currently having to fill with at-home instruction.

core instruction materials would help streamline instruction and make learning outcomes more predictable for teachers and students, across schools and throughout the board.

Core instruction resources are very essential because they ensure standards-aligned, consistent, and equitable learning for all students. Key Reasons: Standards Alignment & Quality, Equity and Inclusion, Coherence and Consistency, Teacher Support & Effectiveness and Enhanced Student Engagement.

Core instructional resources are key for schools, as qualified teachers and high-quality materials directly support effective teaching, student learning, and overall school success.

Core instructional resources are the foundation for learning. So much has been taken from this area and the impact is evident. Back to basics. Technology is great but we are watching an entire generation of students lose the ability to critically think because of the reliance on technology.

Core is most important

core is the key

Currently it is difficult to run a classroom properly with the lack of resources given. classrooms need more consumables, more access to online technology (since that is what's being pushed) and overall there should be less expectation on teachers to fill in the missing gaps.

Currently my kids do not have textbooks, just print outs. The teachers ask for basic supplies to support classrooms. My daughter is in a high number class with little support in math and the teacher blames resources as a factor.

Currently, teachers are using outdated resources just to get by. Halton Catholic is severely behind other boards in the resources that they provide students. Textbooks provide consistency and a starting point for teachers to build on. Students deserve up to date resources and an equal education.

Elementary school work is outdated, from tpt, or math up . No 21st century lessons- no steam, no hands on Learning . Just paper!

Elementary schools need math and language ( grammar and reading comprehension) text books. It's horrible there is a lack book resources to be used to teach students math and language since the school board no longer provides math text books for students.

Kids also need notebooks and paper

Ensuring that our children are at the appropriate standards.

Every student is in the classroom, so expenditures in that area would reach the most students in our Board.

Feels like the rest of the options are a waste of funding.

Focus on core teaching - that's your priority. Everything else is fluff

Focus on education and student experience.

Focus on more in class work

Fundamentally these resources support what children are at school to do - learn!

Get back to basics!

Good education is founded in good core instruction. If kids have excellent basic academic support, they have better achievement and sense of accomplishment, making everything else is easier to organize.

Grade 1 children are significantly struggling with literacy. We have to do better for this group.

I am tired of my children bringing home outdated Math textbooks which are 35 years old and have been re-covered.

I believe its needed

I believe the current digital math resources do not meet the growing needs of students. In order to understand the "Big Ideas," students need to have a strong understanding of the fundamentals. The current resources are TOO broad and not efficient.

I chose core instruction resources because if I have a class of 30 students but not enough materials like books how is that equitable for all students. Additionally, I need to provide copies, pencils etc. again to be equitable to all students I need to have enough so that I can provide it to them.

I feel like we need to go back to textbook instruction. Students are overwhelmed with tech. Specifically math, the resources currently available are not the best for student learning. I think an updated textbook would be incredibly beneficial for both students and teachers.

I have a large class with multiple learning needs. I wanted to choose Spec Edn supports because many of my students are struggling and need support, but they get none. More resources would reach more students as the spec. ed resources will only be provided to a small number of students.

I have limited access to resources, no textbooks and find myself making most materials myself or purchasing them.

I hope they would look at class sizes- reduce the number of students per class so core instruction would be better.

I know the classrooms are lacking supplies and sometimes have difficulty delivering the curriculum because of this (ie.art supplies).

I selected Core instruction resources because providing updated textbooks, classroom supplies, and digital learning tools has the greatest impact on students' foundational skills, especially in reading and mathematics. Strong academic resources help ensure all students can achieve success.

I think Covid really impacted our children's core learning and need to reinforce and catch back up

I think the most important focus should be on improving student learning in the classroom. In order to this in a 21st century way, teachers needs resources and students need access to technology that works.

I think there needs to be a larger focus on resources that will compliment the classroom, textbooks for core subjects, books from the library to help support lessons

I would like students to get textbooks

I would say its the best place to start, in the very long list of needs, as it has the potential to impact the majority of student body I'm in grade [identifying information removed] and have tutored numerous grade [identifying information removed]. STEAM/online based learning has ruined attention spans and I've needed to teach grade 4 English and math skills. It's depressing and the board needs to do better.

If our children cannot read, write, and do math, everything else is irrelevant.

If the basics are not strong, the rest won't matter

If we reinforce the core instruction resources, that will strengthen all other areas

Important because core resources make it easier for students to learn and teachers to teach.

In our experience, children as struggling with basic math and reading skills as well as handwriting and time management. Some additional coaching and help would go a long way

Instruction for foundational skills (reading & writing) aren't sufficient. In preschool my kids were reading, writing & doing math. They learned to focus on completing a task. That learning was eroded in the HCDSB system. Entering Gr 1, their reading, writing & focus had regressed significantly.

Investment in specialized programs when regular classrooms do not get essential supplies (textbooks, paper, lab equipment, previously available digital resources) is an egregious misuse of funding. Why aren't the 'non-special' students supported in the basic REQUIRED courses?

It is difficult for students to be engaged in learning when everything seems to be on a screen/in digital form. There should not be paper limits and photocopy limits. This limits and hinders students' abilities.

It is the fundamental basis for the beginning of a child's school life.

It is the most important.

It is very clear that resources of all types have been scaled back by the government therefore future investment should ensure that children do not fall behind academically compared to national and international students

It seems as though core resources should be available to students before extras are considered.

It would be helpful if there was one program that the board supported for teachers and staff to use and build off of. It would be really helpful to have board supported text books again.

It's the key piece of school. Everything else is secondary

Items like textbooks are still used. They are falling apart and there aren't enough to go around in high schools. High school students are also asked to print lesson sheets at home to make note-taking easier as teachers "are not supposed to". This is an expense out of my pocket.

Its tricky to answer this question if we don't know the extent of what is being done under all of the pillars.

Kids don't have enough basic resources. Also principals should carefully watched on how they spend Money (board & fundraise money). At our school[identifying information removed] our principal used Fundraised funds to buy a 3D printer that only the gifted kids use, she is discriminating against rest of students

Kids need to first learn the core of instruction, so resources should be mostly destined there

Kids need to know the fundamentals, so core investments is necessary

Lack of consistent resources in math and language. Teachers are doing what they want and it's not consistent. We need to follow a text book so that all students are getting the same information and same structure. Students learn better with paper and pencil.

Language needs a scope and sequence. Resources given to us we are often never taught how to use we are encouraged to watch a video. Often see teacher pulling from many resources however some pulling from the wrong resources such as Teacher Pay teacher, often not covering the curriculum expectation.

Learning is the purpose. Stop wasting funds and dividing people with special interest agenda's and identity politics

Let's get back to basics!

Let's put first things first rather than doing many things sub-par, let's focus on the mains and invest heavily. There are many extra curricular initiatives outside of school that accomplish the secondary outputs...

Many parents express concerns with the online math tools. Resources like MathUp and Mathology are difficult for students to use and do not provide enough practice.

Must get the core activities right first

My child's classroom teacher pays out of pocket for paper and other supplies to be able to provide their core class program, if there is any money in the budget, it would have the biggest impact with direct investment to homeroom classes

My kids have NEVER had math workbooks or text books. They barely write, everything is tech. They are told to "Google" things to research information in CORE subjects (math, social studies, science). It is ridiculous. We work very hard to limit our kids tech use, yet they have it all day at school.

My main concern is the primary responsibility is to teach kids the core skills, reading, writing, math, science. While being creative and recognizing how to use IT. Human rights and equity initiatives, should not be included or teaching ideology or victim based thought is ridiculous.

My priority is my kids and their education (math, science, reading, writing, English and French Immersion). I have been debating homeschooling my kids as I feel the focus has been heavy on matters that do not accomplish the most basic requirements - helping them excel in academics.

Need more in class assistance for kids who struggle with reading and math etc. for parents to have to outsource and find the money for tutoring so our kids don't fall behind can be challenging for some. Especially in this economy

Need more technology

Need to focus on education

Not all students get involved in clubs and after-school programs; for most students, the time we have with them in the classroom is all we're limited to, so I think maximizing the time we have with them in those moments is most important.

Not enough funding to run a classroom to be able to deliver curriculum that is hands on for student learning.

Not enough resources for students to access

Not having appropriate resources makes consistency across the board difficult. TVO resources are not appropriate and are not effective in the day to day teaching and learning.

Numeracy and Literacy are VERY important, and it starts with constant and consistent teaching.

Our schools are doing worse than most in the world. For the first time in centuries, students of 2026 are statistically dumber than their parents despite spending more hours and years in school than their parents. This is embarrassing! Time to get back to basics.

Politics out of the classroom

Outdated textbooks and classroom spaces hinder learning. Also funding for field trips (experiential learning) is something my students have personally asked time and time again as to why we don't have more field trip opportunities OR retreats that happen off school grounds.

Over the years, I believe basic education has been de-prioritized in the school system for several reasons: support of political agenda's, non-educative causes/agenda's, hyper-focus on tech (while important- not at the expense of basic skills- math, reading, writing).

primary focus needs to be back to basics; reading & comprehension, writing and grammar, logical understanding and reasoning, math, science, support of the arts and history including bible studies.

Provide most direct benefit to students' learning

Reach the maximum number of students and improve student's investment/interest in learning fundamentals

Relevant and timely materials that support student learning success

Resources for students (print materials) to use in the classroom that would reduce requirements to use devices during class time to access text, digital worksheets, etc. Requirement to have and use devices (ie cell phones) is problematic.

Resources keep getting pulled but nothing is being put in place to replace them. The math resources currently provided (MathUp, Mathology) are, quite frankly, useless!

resources to organize and conduct my classroom.

School is for education (MATH, SCIENCE, GRAMMAR) and not a place for indoctrination.

Schools don't have any resources (textbooks and technology).

Schools have been underfunded for too long. We need core resources brought back and adequate for students.

Schools need to focus on reading, writing, maths and sciences.

So children do not fall behind.

Some classes are really lacking and with no budget to buy new manipulative or supplemental materials student engagement plummets. It has been years since we have had any budget to buy anything other than the basic needs

Some resources feel old, and limited.

Spend money in areas that benefit ALL students, not just a particular subset. Stop focusing on equity and lowering standards.

Students requiring extra assistance should receive it. Lowering standards is preventing the average student from achieving what once was basic academic knowledge.

Strong core instruction is the foundation for all student success. Investing in high-quality teaching resources ensures every student builds essential literacy, numeracy, and critical thinking skills.

Students appear to be falling behind in core subjects.

Students are experiencing gaps in literacy and numeracy and without proper resources (especially human resources like EAs, specialized teachers and/or itinerant teacher ie:early literacy teacher) the gap will continue to widen.

Students are falling behind where they should be with basics - penmanship, spelling, math skills. We need to get back to basics and teach the fundamentals.

Students are generally not graduating with the appropriate skills needed for success in high school and beyond.

Students are learning differently now and things are so outdated

Students are there to learn

Students do not have equitable access to a laptop and with the ban on cell phones we are striving to support students to regulate their use of the personal digital devices but it is impossible to enforce when so much of the resources they use are via the internet. The phone organizers don't work.

Students do not seem to function at the expected age/grade level. This priority supports learning at/above the requirements for each grade. Increased support in the classroom would decrease the need for supplementary assistance to maintain grade level and age appropriate developmental functioning.

Students have poor core academic skills. Lack of math sense, poor written expression, disinterest in reading. It is deplorable. Early screening for reading is imperative. Homework needs to come back -REGULAR MATH HOMEWORK ESSENTIAL. You are failing the kids. Shameful system.

Students learn better with physical textbooks instead of digital copies and many of our 20 year old math textbooks are in rough shape and need replacing.

Students miss learning when teachers leave and classes move to D2L or Google Classroom, forcing them to teach themselves. Textbooks and workbooks give hands-on learning and a reliable backup when computers are slow, outdated, or the Wi-Fi barely works.

Students need additional supports with developing basic literacy and numeracy skills, and too much has been poured into technology and digital resources over the past few years. Students need to further develop and strengthen their competencies in basics and foundational skills.

Students need textbooks, print workbooks and teachers need paper. There is too much reliance on digital learning. Screen to E impacts eyesight, intellectual, emotional, social and spiritual development in a negative way.

Students need their basic needs met before extras

Students need time away from devices. They need structured learning resources such as a tangible textbook to work from. This allows students to review previous chapters as well as look ahead to new chapters.

Students need to be exposed to a variety of instruction resources - variety is still important.

Students need to get better at basic from early ages in reading/writing and math. Let's not forget what technology is based on, basics.

Students need to have more opportunities to explore, deep learning.

Students need to learn the basic foundations of core subjects so that they can build upon what they have learned each year. I feel that there is still lack of support for the teachers and in resource management to ensure that all students are well supported at an earlier age group.

Students need to learn the basics and teachers need the resources and support to teach them. Example math workbooks and math programs rather than only online resources.

Students need to learn the foundations of reading, writing and mathematics. Basic life skills are not being focused on in the classroom.

Students need to strengthen their academic knowledge

Students using books that are in multiple pieces held together with elastic bands. Facilities dilapidated in older high schools.

Students who do not have digital resources are at a disadvantage.

Studies show that actual pencil to paper help students learn more effectively.

Support and maintenance of activities

Teachers are feeling too much pressure to cut back on photocopying. Pencil/paper activities need to remain an option - research has shown the action of handwriting helps learning

Teachers are not finding resources on their own; need choice and a place to start; need time and instruction on best practices/resources

Teachers are often looking for external resources to supplement student learning. Math textbook (Jump Math) would be very beneficial.

Teachers are paying for resources because the resources we receive are not a complete program. Mathup and Mathology are not always appropriated for the age group. The questions are wordy and difficult. So much printing and wasting planning time printing everything. A math workbook should be used.

Teachers are spending so much time looking online for resources (which is fine) but if we had some that the board supplied it could allow us to focus on other things. Consistency is key too!

Teachers don't have the supplies in class to support the basics of instruction; while every area needs significant extra investment, the core baseline needs to be addressed

teachers need to have good resources that are up to date in order to enhance student learning with the changes happening in the real world. give the teachers the resources so they can adapt learning the students with current information

Teachers should have access to tried and true materials they need to properly teach strong Math and Language foundation. Developing confidence in their learning helps with mental health too. The technology investments don't stand the test of time, as they become outdated fast.

Textbook for science and math so it is all synchronized across the board.

Textbook introduction and clearly defined curriculum and teaching introduced since grade 1. Having a lot of difficulty navigating what the kid is supposed to accomplish and where they need targeted support to catch them up. Have no insight in how to navigate curriculum expectations.

Textbook over phones

Textbooks are needed to meet the needs of students. (ex. My Math Path)

Textbooks are very old and in bad shape. They need to be replaced.

That should always be the primary aspect looked at first.

The # of itinerants & consultants who do not actively contribute to easing the stress of teachers & students in the classroom, is wasteful. This staff should be re-deployed back to the classroom & the funds saved should be spent directly on CLASSROOM RESOURCES & TEACHER PROFESSIONAL DEVELOPMENT.

The arts are so severely underfunded. So many teachers buy resources with their own money. We need materials in classrooms to help build meaningful experiences in person. Online learning is killing our students' chance to have true personal growth and build community connections in the real world.

The basic needs to be excellent for the other areas to grow.

The board has neglected investment in physical resources, favouring digital. Classrooms are sorely in need of physical textbooks and learning materials. Parents and students are frustrated by this lack of visible learning resources. It inhibits parent's ability to assist in their child's learning.

The board's focus should be academic instruction and skill acquisition, so core instruction resources should be budgetary priority. These resources benefit all students.

The classroom is where everything happens. So much is divided into segregated groups now that we forget where it all happens--in our rooms.

The classroom is where majority of learning happens - I also think the board should consider staffing (class sizes) as a priority.

The classroom may need the extra support and resources that teachers can't provide by themselves. If the teachers struggle to help their students because they don't have enough materials, it can lead to students not getting the support and learning instructions they need.

The FSL program would benefit from concrete resources (textbooks, access codes to online textbook programs)

The kids don't have a solid learning foundation. Their needs to be a back to basics approach to learning ie: more reading at an earlier age (back to old school spelling test) and more core math (pencil to paper and memorization).

The main focus & purpose of education is delivered in daily core instruction. Core instruction is a deliverable that each student is entitled to have and should remain the same across all boards - it is the foundation. All other areas noted above are incorporated to support student success.

The main reason that I selected this priority is because we are lacking in resources to provide consistency across the grades. We have too many online resources and no core resource to use as a board. All of our resources have been taken away and nothing has been brought in to replace it.

the more supports and tools that teachers have will benefit student learning. This could include more math games for centres and more language resources for literacy centres. It could also include more technological supports like math games and STEM activities to help students

The resources for core instruction are limited. There are additional fees for advanced educational programs that shouldn't exist.

The school that my kids go to has a lot split classes. Feedback from my kids leads me to believe that non-split classes and a smaller student to teacher ratio would help improve their ability to learn.

The students are lacking strength in education

The students need textbooks. The teachers need accessible/reliable and consistent resources that don't require a lot of time and every piece of tech to be working in order to use during class time.

There are major behaviours that are affecting the classroom, making it impossible to effectively teach. We need to go back to textbooks, not digital resources. Get kids off screens. They can't function.

There are no resources or booklets for teachers that meet the new Ontario Curriculum and expectations (ex. Language- morphology- no booklets for students that target expectation). Teachers are buying units online and spending their own money.

There are not enough literacy resources for teachers.

There is a huge gap for with teaching resources. We're given online resources but then don't have enough student tech and printed paper is rationed. We need textbooks and notebooks, especially in math, science, and social studies.

There is disparity in the level of education each student receives. Some years you have an experienced teacher and other years you have an inexperienced teacher who does not teach the curriculum.

There is no consistent structure to teach from and follow for both teachers and students, resulting in inconsistency amongst grade teaching partners and throughout the grades

There is too much variation in resources throughout the board. Resources would make it equitable for all

There needs to be explicit and clear instruction being given by the educators.

There seems to be lack of focus on the basics, learning and proper evaluation of student's academic level. Too much emphasis and time spent on DEI initiatives. Schools main purpose should be academics.

They ensure consistency across classrooms and schools

they need to have a really good base for future studies

This area gets left behind frequently. To have the programming run in my visual arts course the best it possibly can, I spend anywhere from \$1000 to \$2000 yearly from my own pocket to get the resources I need (art supplies, consumables, etc.)

This is being left behind nowadays

This should always be the number one priority. Core instruction development centered around Christian core values.

This would impact both students and tutors.

To create consistency in what and how subjects are being taught across the board.

Too many needs in the classroom. Need extra resources to help students get their diploma/achieve their goals/enjoy school

We are required to use technology that is not 1-1. Students on technology leads to distractions. Having hands-on resources like textbooks will help limit the distractions. Also, when teaching a combined grade, I need tools that let one class work independently on questions/readings from a resource.

We currently have to search through multiple websites to piece together resources. Commonly used resources would ensure students across the board are given the same opportunities.

We do not have a proper math resource - teachers are spending their own money and time to create or buy what's needed.

We have outdated materials and supplies

we have very little and are expected to supplement out of our own pockets

We lack resources. There's no consistency with language. Textbooks would be helpful again as paper has been cut at schools. Difficult to limit printing when we don't have textbooks.

We must get the basics right before moving to more advanced items.

We need classroom resources like textbooks for all subjects. Having to get multiple different resources together for a lesson. Specifically math, knowledgehook, mathup and mathology are not aligned and are all different.

We need core instructional resources and programs back in all schools to support students who are struggling with literacy and numeracy. Having board literacy itinerants coming in to support small groups in primary is great, we need this happening for numeracy intervention too to close gaps.

We need print resources. Handing CHILDREN tech, telling them to google stuff for research, and for MATH and SCIENCE, is shameful.

We expect attention and stamina, yet we give kids tech non stop because we do not have print resources. I would like math texts/work books, science & social text books.

We need textbooks for math, online math resources can not be used as a single source, always searching for work to practice skills as mathology is a great tool but doesn't have enough practice questions to retain taught skills. At home students do not always have access to tech.

We need textbooks in addition to language resources for junior grades. Mathup, Knowledgehook, mathology are all different and nothing is aligned.

We need to cut the *[inappropriate information removed]* and get back to focus on Reading, Math, Science, and Religion. We need to reduce class sizes and not increase them. And for God's sake reduce the PA days. Have teachers conduct professional development over the summer and March break.

We need to focus on useful tangible teaching materials to support children's learning foundation.

We need to start at the core of development.

We wish students can have updated learning material and homework to support their learning

When students and teachers are provided with the tools, resources, and classroom sizes needed to experience individual and community success, this can support improved mental health and wellness at school, positive relationships, and space to grow their faith and explore their identity.

While all of these options are priorities our students education needs to be number one.

With AI need to rethink how to assess students more in class

With smaller class sizes, teachers could focus on the core instruction and better target students who are struggling. We need smaller class sizes!

Without core instruction resources, children cannot advance their education.

Without materials to teach students with the learning is not able to happen, no matter what supports you have in place.  
You cannot learn STEAM, or participate in a meaningful way if you do not have a firm understanding of the core principles in school (basic math and literacy skills)  
You need the core curriculum being taught by trained teachers who are willing to have a goal for the students to be successful  
You try to focus too much on non core areas. You need to get back to the 3 Rs

#### **Experiential learning: STEAM, skilled trades: (n = 135)**

AI is rapidly taking over and the traditional education system is incredibly outdated and almost obsolete. At least skilled trades and experiential learning opportunities give the kids a chance at some sort of productive future.

Appropriate for where jobs are becoming more important

Area that we don't have as much time to teach. This will be foundational to anyone's career.

Art/music/drama are woefully underprioritized at secondary level-the arts are important for human growth. Too many art classes are canceled/collapsed or have not been given the opportunity to exist. Students need to see these in school! Do you want to improve student mental health? Fund the arts!

Arts funding has been increasingly cut over the past 10 years to the point where no instrumental music programs have been added to elementary schools. On top of that, budget cuts to the instrumental programs are making it very difficult to run full and successful programs. This needs to change.

At the current school I am at, this would be the best choice for them.

Because all your other choice will only end up as another DEI exercises

Because enough money has already been wasted on all the other areas, especially woke equity [*inappropriate information removed*].

Kids are ahead of their teachers already with most technology. Experiential learning will provide them with the most real-world skills and a sense of competency for real world applications.

Because I selected mental health and academic tutoring support and two other questions. Never did you let me select all three.

Because it's hands on learning which impacts the student directly

Because it's the feature.

But in order to give this to the students, teachers also need to have the capacity to teach these topics.

Because overall I think it's lacking. Most kids have access to extra circular activities, free or subsidized. Most kids have access to counseling either free or subsidized. STEM is expensive and not every family has access.

Because skilled trades are in decline and all students can benefit from working with their hands.

Because they need the hands on experience early on to understand how it will be in their future

Because with the ever increasing hardship we see in the world, and the decreasing chances for so many to go to University, experiential learning and skilled trades might give the kids that cannot afford University, a shot in life.

Best for kids to learn basic trades

Changing job landscape with aging workforce, skills gap in trades and rapidly developing AI require children to have an understanding of STEAM topics to hopefully enter this field or work with the tools that will be required of them in the future

Children have different interests and exposure to experimental learnings apart from regular academic programs will broaden their minds and help them channel new interest and explore that for future potential

Children learn through repetition—but when learning happens through play, their brains are more engaged, which can make learning faster and stickier. Experiential, play-based learning should be increased/enhanced for the benefit of all children.

Children need to develop their curiosity with more hands-on STEAM activities, which could adapt better in this changing world.

Digital world is changing because of AI at a rate of pace school systems cannot keep up with

Education through experience is lacking

empower students with skills geared to job opportunities

Experiential learning allows our kids to apply their intelligence rather than memorizing facts.

Experiential learning because learning in school is often limited to the classroom. Students do not always apply what they learn to the real world. STEAM and skilled trades help students learn by doing and develop practical skills for real life.

Experiential learning in STEAM and skilled trades helps elementary kids develop crucial skills like problem solving, creativity, and confidence while having fun!

Experiential learning is emphasized too little in Canadian schools.

Getting hands-on opportunities for students in STEAM will be valuable and give them practical experience.

gives kids the opportunity to try different things that they would not normally be exposed to. Provides the opportunity to expand knowledge on what is out there and possibly create passion in an area where none previously existed.

Hands on activities get students involved, excited, and take initiative.

Hands on are the best learning tools

Hands on learning and future usable skills

Hands on learning experience,

Hands on skills are vital in AI world

Hands-on opportunities in areas like STEAM and skilled trades allow students to actively apply what they learn rather than only studying concepts theoretically. When students build, experiment, and solve real problems, they develop stronger critical thinking, creativity, and collaboration skills.

Helps them in the future to enter the workforce

high school prepares students for careers, without hands on learning they are less prepared.

Huge gap in trades - is needed desperately -early exposure to this could spark interest in youth

I am a strong advocate for STEAM programs and initiatives.

I believe kids learn best through experience, and they become excited when they see knowledge applied. Engagement and interest naturally follow.

I believe that we better knowledge students can have a better rate of success. Specially with co-ops opportunities that can give tangible experience (hands-on) even if it means partnering with companies

I believe there has come a time when many people only want to work in organizations (non-profit or public offices) or the private corporate world (I could be wrong) thus the jobs that "people don't want to do" has become ignored so to speak, in terms of education and training opportunities.

I believe this is where the most opportunities will lie within the future for kids now

I don't feel like there are enough options available for skilled trades in the schools.

I feel more of a hands on approach to learning can benefit many children in all aspects.

I feel the math levels need an overall improvement and greater focus is needed on ensuring the basic concepts are understood right in lower grade levels

I firmly believe that giving the students to use their knowledge on practice would give them more sense of purpose, especially when it is done in healthy competition manner (I-part of the class group/We as a class/ We as a grade/We as a school) - that nurtures the sense of belonging, improve other

I personally feel hands on experiential learning is underrated and very relevant to real world life skills. Skilled trades will become increasingly popular and needed when these children enter the work force.

I think that exposure to STEAM subjects and skilled trades gives the students more choices and opportunities on their professional careers. It will also give them a more well-rounded formation.

I think there will be a lot of students who will have futures in the trades careers. I think getting early hands-on experience will benefit them when they are finished school.

In my home, it is the most difficult to replicate and/or provide support in this area. I have been given resources and plans have been constructed to address the other areas mentioned. Some of the other items have already received support recently as well.

In the era of social media and technology where there is a lot of online and e-learning, we need to help our kids to develop their natural instincts and intelligence to be applied in the real world interacting with real people and learning how to solve real problems as they appear

It brings a lot of opportunities for students

It is an area I believe is weaker than the others. It is important for students, from a young age, to be able to have first hand experience with STEAM principles and be empowered by the ability to perform simple tasks linked to the skilled trades even if that is not an area of study they will pursue

It makes them better prepared for the world and practical life

It's upsetting that the board requires students to pay for supply teachers on curriculum-based field trips. This raises fees, making trips unaffordable for many families and limiting valuable experiential learning opportunities.

Its important for kids to learn early things they are good at and things they may enjoy and how it can lead to employment opportunities.

It's important for students to have hands-on learning to have better understanding of the curriculum.

kids aren't as interested in trades. Everyone pushes university but most degrees do not lead to a job in that area unless it is specialized (doctor, lawyer, teacher). Many end up going to college or having debt after, the trades are good work with good pay and useful skills in demand.

kids have to make choices so early re: which pathway they will follow (eg. college, univ, trades...) Perhaps early exposure to hands-on real life experiences can spark some practical interests. Show the kids how the fundamental learnings impact real world innovation and functioning.

Kids lack those skills nowadays

Kids learn best with hands on experience and the opportunity to use different areas of the brain that are triggered through hands-on work. STEAM/skilled trades focus on professions that could benefit students in the long run to highlight and facilitate interest in roles that have future longevity.

Kids need more diversified approaches to learning that challenge them in less conventional ways.

Kids need to have a platform where they feel they have knowledge and skill which will help them be an entrepreneur or seek modest job, also skills could keep them away from gadget if they enjoy something hands on to do.

Kids seem to be struggling with math in general requiring separate teacher or extra courses to understand.

Learning happens beyond a desk. Opportunity to learn with hands on activities is beneficial

Learning STEAM helps children build important skills like creativity, critical thinking, and problem-solving, which are essential for their future

Many students fall through the cracks and would benefit from greater access to and support for hands-on learning, where they may excel. Additionally, with the OSSD requirements, skilled trades classes should be of top priority to grow and invest in as they have often been put on the back burner.

More hands-on learning. Kids get so much screen time outside of school...

Most people learn best through hands on work.

My children take less field trips than when they were attending *[identifying information removed]*, and I feel it's an important gap that needs to be filled. I would like to see more visits to botanical gardens, museums, or science fairs.

My son has a strong interest in STEM and it doesn't seem he is being exposed to this at school.

My son learns through application (not tutorage).

Not enough stem or hands on learning in the classroom.

opportunities for ALL. Eg. divide divisionally, based on learning profiles (strengths and differences). The fact that high IQ children are not performing well on screens needs to be teased out and dealt with. This year, too much focus was on grades 2-6 and not enough on the intermediates.

Our children will be competing for jobs with foreign people whose education system is much more advanced. We need to keep our kids sharp and well educated.

Our kids are falling behind the world in preparedness to enter university and the work world after. We should work on rewarding the students who are top performers with more challenge versus letting them average out. I am not talking about gifted programs alone, we need to make all education special

Our school is outdated, I wish there was a science lab or tools that the kids could use and create science experiments with.

The Arts is lacking in our school, we don't even have a music teacher, we have a bunch of band brass instruments and no teacher to utilize them in a music class.

Practical

Prepare for the future - current world

Preparing students for the future

Preps them for the future and engages them

Prioritizing experiential learning in STEAM and skilled trades gives students real-world skills, engages diverse learners, and prepares them for both careers and further education. It bridges the gap between school and the workforce while supporting multiple pathways to success.

Priority should be on hands on learning and experience. Support should be focused on skills that align with careers that will be in demand in the future job market.

Provide students with exposure to skills not focused or covered under their core curriculum such as skilled trades and STEAM careers. Beneficial for future job demands.

Provides the greatest opportunities for kids in the coming age and is currently under funded. It can play a pivotal foundational building block for all other learning - whether scientific / digital or trade skill.

Rapid advancements in technology. Kids need to grasp mathematics and literacy skills early on, to be able to utilize the artificial intelligence tools that will be used often.

School can feel so routine that hands on and experimental activities makes learning memorable and exciting.

Show the many pathways

Skill trading will go long way helping job opportunities for young people with talents

Skilled trades are the future

Skilled trades is a growing area of opportunity

Skilled trades programs offer opportunities to find interest in different ways, exposure to manipulate and achieve, relieve anxiety, responsibility, constancy in developing a project. Exposure to find a possible career

STEAM and skilled trades are the backbone of future-ready education. Investing here directly strengthens student competitiveness, supports Ontario's labour market needs, and ensures graduates leave our system with practical, high-value skills that drive real opportunity.

STEAM education represents the most versatile investment for a diverse student body, students with varied learning profiles can thrive through hands-on inquiry. This investment will yield dividends, equipping all learners with the cognitive flexibility and technical literacy required for the future.

STEAM is hands on and provides students with skills to prepare them for the future.

STEM helps build problem-solving, critical thinking, and creativity, which are useful in school and real life. Let's push the minds of this young ones in their early stages to the point they harness the full potential of the brain. They need to know they can do more if they set their minds to it.

STEM prepares Grade 1 students for the future Resilient Problem-Solving: Logical Reasoning: Tangible Science: Abstract concepts become real. Collaborative Skills: STEM moves education from passive listening to active discovery, lifelong love for learning

STEM will be the core of most careers now & in the future

Students benefit from experiential learning and being 'hands-on'. The more opportunities for this, the more engaged students are in their learning. In addition, the more engaged a student is, the deeper the learning and understanding of curriculum they experience. Students feel excited and energized about education when they experience learning away from a desk and computer. They need to be immersed in learning a new skill or idea, not simply read about it.

Students learn by experiences.

Students need to be given experiences with hands on real life learning. Skills trades needs to be the focus

Students need to learn basic life skills and bringing back the basics to the classroom should be a top priority, not using digital technology as the learning tools.

Students should get access to emerging technologies like AI and be prepared for future challenges and opportunities.

Technology is advancing rapidly in our daily lives and work environments, our students deserve the tools and training to stay relevant. STEAM programs provide the necessary foundations and exposure for students to enhance critical thinking and prepare them for the future.

Technology is the future

That is the future of learning, experimentation, special and complex projects

That would encourage the kids to be involved through curiosity

the experiential learning in STEAM and skilled trades builds is not just learners but makers, innovators, and problem-solvers ready for the demands of the 21st-century workforce and personal development

The future is coming fast and we as a nation need to be competitive and grow initiatives here instead of farming them out to the south. This is the generation that will need to step up to that challenge.

The impact will have

The main reason for my selection of experiential learning is because it helps them develop problem solving, Social Skills. It builds creativity and curiosity that eventually helps their brain development through fun learning and play.

The school system does not put enough emphasis on skilled trades / hands on learning

The students need practical learning to adapt to the real world, not just theoretical knowledge.

The way of the future. We've got today covered, so now we need to prepare the kids for jobs that don't exist yet.

The world is changing and technology is advancing quickly. Learning a skill trade is a great opportunity as it can secure work opportunities that will not be affected by the new and quickly advancing tech world. Such as AI and robotics.

The world is evolving and applied skills are going to be more valued. We need to start celebrating and focusing on those aptitudes.

There are not enough apprenticeships for skills trades ! You can get into a skilled trade , but after that it's very difficult to find a company or person to take you on to further your career

There is a lot of opportunities for people in the trades and kids don't get enough exposure to them.

These are fundamental skills that will be needed in the future to be successful

These areas most needed in the coming years and students can also show leadership skills and develop other skills.

These fields have the most potential for their future career

They have enough experience with Technology and digital learning outside the school. Also, AI is taking all the technology work. STEAM and trades will be hard to be replaced by AI.

This type of learning and experience is highly engaging, practical, and helps spark interest & exploration in students for topics that could eventually become part of their work/career journey. They are highly relevant for society today.

To be creative.

To offer different modes of learning and opportunities for students who learn better hands on

Today, it's very important to have other skills to help you with problem-solving and overcoming frustration.

Trades have often had a negative stigma and now there's not a lot of enrollment. Kids can have successful careers and feel a sense of pride in areas like the trades. I believe providing them earlier opportunities besides university/college routes would be a strong asset for the students.

Training young kids in STEM or skilled trades isn't just about making them "smart" or job-ready early—it's about preparing them for how the world actually works today . Problem solving skills, building confidence, better career choices, develop practical choices etc.

We have a severe shortage of skilled trades. I think more emphasis and acceptance needs to be placed on skilled trades.

We need more supports and resources to provide students with experiential learning, and it is difficult to do so with the lack of budget

We need to get away from screens and technology ASAP. Stem is essential for the kids and their futures. We can't this fall to the waste side with identity politics ruining schools and education.

With economy changing with AI and less need for labour, I believe the safest careers will be in STEAM, technology, robotics, and skilled trades

World is changing and evolving very quickly due to advances in science and especially in AI .

This will affect every industry from biology to the farming.

I think school board has to think out of the box and how these kids can face the upcoming challenges

#### **Extracurricular programs: (n = 82)**

All rounded development

Arts, music, sports and community events/extra curriculums do a lot to foster a sense of community on the students and the larger community which is critical in building a collective sense of wellbeing. However, this should not be at the expense of core instructional budget/resources.

As a member of a robotics team, the boards lack of funding for us highly impacts our ability to perform well and I'd love to see more of an effort and investment in our success.

because I want to play cricket and the staffing is not very diverse

Because there is none including the whole school community... just few

Because they are essential for student growth. They help students build leadership, teamwork, and sportsmanship while strengthening school community. More funding would allow schools to offer more clubs, sports, trips, and activities so more students can participate and benefit

Being involved in extracurricular activities improves engagement in school as well as mental health of students. There have been limited opportunities for my elementary aged children especially compared to their peers of same age in public school.

Bridges the gap between school and real-world skills; Across Canada, there is a growing shortage in skilled trades (electricians, welders, construction workers, technicians). Hands-on learning gives students who struggle academically a chance to excel.

Currently extracurricular programs are very limited in school. Arts, music, drama, sports etc will help elementary school kid's overall development.

Despite the understanding that focusing on one would limit growth, I think more funding for extra-curricular activities will actually support not just that area, but with funding for (Robotics, Sports Programming), will provide children with an outlet, so that they can have a better mental health.

Digital culture, media and ideologies are putting the real educational values down. Moreover school must to review the security situation. day the vice- principal told to students on announcements that the suicide is a way to give the life to God . It's is unacceptable!

Everyone has diverse financial ability by having after school programs we can be inclusive of the community we support and foster relationships/friendships within the schools

Extra curriculums help with a sense of belonging.

Extracurricular activities bring the community together - children and parents United in one common goal of supporting their child and helping to foster relationships with peers involved in the same activity. These programs are lacking and require attention.

Extracurricular activities give kids a sense of belonging and helps them achieve goals that are non academic.

Extracurricular activities helps to develop important life skills like teamwork, leadership, communication and make kids feel more confident, be more engaged with school and discover Talents and interest.

Extracurricular Programs - sense of belonging while building confidence and identifying who you are and who you want to be. Grow mentally from experiences beyond the classroom.

Extracurricular programs are often overlooked, but can make a fundamental difference to the overall experience of students.

Whether sports or clubs, it cultivates belonging, inquiry, and commitment.

Extracurricular programs foster student engagement, belonging, and well-being, especially as students seek connection beyond the classroom. They build leadership, confidence, and school culture, and often support students who may not thrive academically, strengthening equity and community.

Extracurricular programs provides opportunities for students to become more well-rounded. All students should participate in a sports team and arts club. I have a child in a *[identifying information removed]* and the emphasis on sport and the arts is much higher than in Canada.

Extracurricular programs support many of the the above - experience, mental health, inclusion, equity

Extracurriculars rely a lot on staff that volunteer, if there are ways to involve more students in the fun side of school, it will increase a sense of community.

Extracurriculars are transformational in terms of creating positive student experiences, building soft skills, school spirit/pride, school community, etc.

Feel that content is rushed. I'd rather my kid understand better less topics that cover more topics that they can continue exploring later upon career path selection or post-secondary education.

For self confidence and belonging in a group.

Team players

For students to be healthy and active. More resources are needed, coaches, and extra opportunities to try new sports. As technology and life changes, athletics will always be the same and will have the best benefits for children when it comes to mental health, leaderships, friendships, growth.

Funds mostly get sent to bigger clubs/teams as opposed to smaller ones.

Giving students the opportunity to explore their own interests (music, sports, arts, etc.), beyond the basic curriculum they learn at school, leads to higher satisfaction, improved physical and mental well-being, and a stronger sense of community.

I believe children need more dedicated spaces where they can develop their skills and build a stronger sense of belonging and connection with their peers.

I believe that extracurricular programs help students to increase and develop some skills while have them mentally and physically busy which is great for them.

I believe that extracurriculars should be a high priority because I believe that students can succeed both inside and outside the classroom. As someone who is passionate about extracurriculars, I have truly demonstrated what I have learned in school through extracurriculars.

I believe we do not have proper and enough extracurricular activities at Elementary Schools

I feel like there isn't any fun exciting trips.

Kids need to get out go skiing etc.

I feel this is extremely important for building life skills, encouraging teamwork and competition

I feel we need to explore other kind of skills, work to engage with creativity

I have young kids in an elementary school in *[identifying information removed]* and there are no programs available for the firsts grades. Extracurricular activities usually start later but I am a firm believer those help to not only be curious but to form a good character, person and even a team member, helping with bully

I paid roughly \$90-120 each for my high school students to join the junior basketball and volleyball teams, in addition to \$65 school activity fees. I believe the board should fund extra-curricular programs.

I selected this priority as some children's families do not have the money for extra-curricular activities, as they are expensive; however, it provides an outlet for students and helps them to make friends and increases their well-being.

I strongly believe having children participate in extracurricular activities, builds confidence, leadership, and teamwork skills.

I think our kids need more resources in arts that the board isn't taking into consideration at all!

I think extracurricular programs are a great way to expose children to different interests and help them make friends throughout the school, outside of their immediate classroom.

I think it is very important for the enrichment of the academic program. Also it could impact the mental health of the children

I think that extracurricular programs really form relationships and socialization among the teens and gives them somewhere to feel safe and belong

I think the students can develop new and valuable skills for life with extracurricular programs.

In addition to the education that children should receive at school, I would like to see extracurricular activities for children to develop their talents, interests and abilities.

Keeping kids active outside classroom learning, improves discipline, independence and exploring their interests

Kids need exposure to build a personality ready for when they are out of school. They would also need some push to get out of their comfort zone

Kids need more than academics to be well rounded. Also private activities are increasingly expensive. This will allow opportunities for kids who's parents cannot afford those extra curricular activities outside school

Kids need to enjoy the social aspect of school and feel safe and supported

Kids of all ages should be able to join teams

Kids spend too much time inside and on tech.

Kids these days spend too much time in front of computers, and it affects both their physical and mental health. Extracurricular programs and sports could make a big difference.

Many of the options can be addressed through sports, clubs, and the arts. These provide a sense of belonging, opportunities for cerebral engagement, and physical activity. Altogether, they contribute to improved well-being, belonging, and overall engagement. Many school teams have been cancelled and extracurricular programs seem to be decreasing. Lack of teachers willing to coach and put in time after the school day ends has been provided as a reason.

Most memorable; experiences are vital for development

My child is the most excited about team sports at school. It motivates him to want to come to school.

My decision is unfortunately based on assumptions, and I have no access to hard data. For instance, if the actual number (not percentage, actual numbers) of special needs is published, I may be inclined to change my answer. It is a difficult question without hard evidence.

Need more outlets for children.

Our school has no extra curricular opportunities for kids. No christmas concerts, nothing.

Our students have been paying too much for extracurricular which is the stuff that they always remember. It is crazy how much students are paying and it limits who can do extracurricular.

Participation in sports and non-sports teams, groups, and events fosters growth in multiple skill sets, including intrapersonal skills, leadership, critical thinking, and creative thinking, leveraging the child's interests as a catalyst for development while having fun with their peers.

Prison yards are better equipped than *[identifying information removed]* school. There are zero play structures, limited sports equipment for outdoor play, kids are constantly being kept indoors. Limited extracurricular sports, arts, & field trips. They don't need more screen time or support - they need to PLAY.

Provide students with more exposure to other activities past the regular school classes where they can collaborate with others.

School sports used to bring the students together to support the schools teams a create a sense of the school as a team. Schools have no sense of community anymore due to a number of factors. This would help point them in the right way.

School trips are important. Seems they hardly do any anymore

Sports program are so important they teach the kids how to work with people and these skills can be applied later on in life when working in there career

Students should practice their social interactions as well as gain more knowledge beyond their regular classes.

The classroom, although the first priority, a well rounded student is involved outside of the classroom. Clubs, sports etc provide an outlet and opportunity for the student to grow and engage further.

The computers in our school are too slow to use and they can't afford new ones

There are currently limited extracurricular programs (such as clubs or field trips) in the *[identifying information removed]* area.

There are limited opportunities for students to participate in extra curricular

There are many extracurricular clubs, however the ones that are not there are the ones that require potentially expensive equipment. For example, sports climbing. Also, once we join a sports team the additional costs we have to pay are also excessive as such more funding would be good.

There is not enough emphasis on athletics and sports anymore.

There is way too much focus on talking at kids to try and make them feel better. Give them challenges, give them something to build a sense of accomplishment, share their successes, and then you will have resilient kids capable of standing on their own.

This is one of the highest requests from parents asking for support for students.

This keeps getting smaller and smaller and is the only resource for some kids to feel part of a team or club. This is a fundamental part of the childhood experience that no child should miss out on.

This would have an impact on students life to learn new skills, based on their individual interest form a community in school beyond their classrooms

To give more opportunity to the students amplify their knowledge.

To help kids to play together rather than online alone. Even if the extracurricular activities involved being online, just participating with peers in person will help with mental well-being, faith and emotional growth. The positive effect have far reaching potential.

Very poor extra curricular options within the school, children need more time away from academics to improve their social skills and develop a sense of belonging to the community.

We do not see extracurriculars or clubs at school, it would be lovely for kids' enrichment, field trips would be great as well.

With so much of this generation's time spent on screens, hands-on activities, sports and arts programs are critical. They improve focus, creativity, mental well-being, and social connection skills that directly support student success and align with the whole child values of Catholic education

#### **Faith Formation: (n = 50)**

A strong education based on faith and morals is the perfect balance. Mental health and well-being are fundamental for today's youth.

Although catholic schools do provide solid foundation for faith formation, many children these days (as a student i have experienced) are not very involved in their faith. Promoting faith more in the classroom may spark more interest and involvement in catholicism in the youth.

As a Catholic Board, we uphold Catholic beliefs and values, yet Catholic Social Teaching and the Catechism are not always present in the curriculum. Teaching them is vital to help students connect their faith to today's societal issues and use it to navigate challenges.

As a Catholic School Board faith formation should be and needs to be a priority.

As a Catholic school board, we should prioritize faith formation and religious education for both students and staff. More training is required for staff and greater opportunities for students to put their faith into action.

As a Catholic school system, prioritizing faith formation needs to happen. This has been reduced to a minimum over the past 15 years if not more. The Catholic identity within the school culture has lost its meaning.

As Catholics we should help our students practice Catholic values. Leading them through activities like Retreats, Missionary and Charitable opportunities to become better Catholics. This will improve many of the challenges that we face everyday in our schools, like bullying, racism, ableism etc.

Because as Christian faith is the priority

Being a student at a Catholic school today no longer reflects the value of that choice. Neither for the students nor for the parents.

Building a healthy outlook and learning foundation in primary school is essential. A one-size plan won't work in HCDSB, as each school and student differs. Flexibility and care are key. May the Holy Spirit guide us in supporting every child's growth.

Developing a personal relationship with God naturally shapes students' mental health and behavior. When they understand that God created them in His image, and recognize their ongoing need for His guidance and wisdom, it transforms how they see themselves and how they relate to others.

Faith and spiritual focus is the most important aspect that is missing in our current system hence there is no challenges.

Faith formation assists people with health and well-being which in turn affects all other areas of the school and its mission.

Faith Formation is at the Core of Catholic Education and through this we can incorporate many of the items from the list above. We have to be steadfast in our Catholic Values in moving our students, staff and community forward.

Faith formation is currently lacking and to build relationship with parishes is needed. We need to build relationships with the parishes.

Faith formation is VITAL in all areas of a student and staff well-being, body mind & spirit. All other priorities can be supported through leadership & faith formation.

Faith formation should be a priority because it is the foundation of Catholic education. It helps students grow in values, character, compassion, and faith, shaping both their academic journey and their personal lives.

For a Catholic Board, I am becoming increasingly concerned about the lack of engagement of students, staff and families with the Catholic community outside the school. It is also disturbing that often faith has little or no relevance to the people who should be mentoring and fostering it.

For many unfortunately, school provides the only exposure to faith.

HCSB appears to be drifting away from the Catholic values that are at the foundation of the school board. Teaching students about Christian faith and love is the difference from the public school system. If this is stripped away, we don't need two school boards. I am not happy with the current Math resource, Mathology- far too language based. I do not like the literacy resource fly Leaf- too complicated. Buying social studies resources on Teachers Pay Teachers.

I feel that faith is not reflected enough in the school community (eg, grade based faith retreats, masses, parish involvement, etc)

I find that faith formation is missed in our catholic schools. Catholic school feels like is just a name because a lot of families and teachers don't even practice the faith therefore schools just don't reinforce the faith to avoid conflict with families.

If everyone just behaved the way Jesus told us most of these other issues would be issues

It's a Catholic school. Children should be taught and focusing on rules, life lessons etc. from Christ and not the governments current curriculum.

Lack of Parish presence lack of Catholic Faith lack of preparation for sacraments

More Catholic Faith and Parish presence

Most kids do not attend mass, or are even aware of how to pray basic prayers like the Hail Mary. Need more parish school involvement. Kids need to be taken to their parish church regularly for the sacraments and even beyond the sacraments for general spiritual growth. Eg holy hour or holy half hour

My daughter is in high school and does not understand the point of nuns in the catholic faith after spending all her education in this catholic school board. This is an example of the need to invest more in teaching our students about Faith formation and our catholic faith specifically.

My daughter will be doing her first holy communion next year

Our Catholic faith has lost its importance in our Catholic schools.

Over the years we've seen a decline in faith resources and sacrament preparedness. As a Catholic community, we need to keep this at the forefront otherwise why have a separate board? Our Faith is what makes our board different and special. Our faith will build a stronger school community.

Prioritizing faith formation ensures we are supporting the "whole child". By investing in spiritual growth alongside academics, we provide students with a strong moral compass and a sense of purpose that helps them navigate challenges throughout their lives and careers.

Students are not fully engaged with our catholic faith. The curriculum for Religion could be more meaningful and should be taking more seriously.

Students do not go to church and family structures are more broken each year.

The beginning of this survey said "we are distinctly Catholic- strengthening faith formation and Catholic values in our schools. How about ACTUALLY teaching Catholic values? There should be no Pride flag flown outside any Catholic school. EVER. PERIOD.

The board should be more focused on promoting and practicing the Christian faith and stop trying to accommodate other faiths. It is a Catholic board.

The Catholic faith is lost in our catholic school system. Teachers and PRINCIPALS should lead by example with prayers, rosary days, and actually be a practicing catholic.

The children in our schools do not know their faith, let alone praying a complete Hail Mary. By teaching them their faith, they will now have access to life long learning through the gift of the Holy Spirit in them.

The faith formation in our board is embarrassing. Our clothing, baby, and food drives are poorly advertised/executed. We never invite Christian guest speakers to inspire our students. Our students are spiritually adrift, and we, their shepherds bear responsibility for allowing this to continue.

The foundation of Catholic education is Catholicism - particularly how staff and students embody, practice, and understand the faith. Without this foundation, Catholic education is secular education baptized as vaguely 'religious' but without defining or embodying what that actually means.

The state of the world is a result of a God less society.

There are very few opportunities to engage with their faith outside of sacrament preparation.

This is the reason my son is at a Catholic school, to support his faith formation. He would like to be more involved, but often feels that he is not at a "Catholic" school.

This why I send my child to a Catholic school and not a public school. Faith formation in the school is very important. To believe in God means to love and to care. Where is love there is wellbeing. We are a Catholic Community. Let's deepen and renew our faith with events and activities that serve others in our schools and local community. We no longer discuss Pro Life, we no longer discuss Family. We no longer do Mass more than once a year. Our schools do not feel Catholic. Our students are apathetic to the faith because our teachers and board are. Create a consultant group to redo the curriculum, it's time for a change. We're a Catholic school system where faith formation only seems to be applicable during core components, would like to see this brought back to schools and upheld our religious beliefs. We've increasingly observed that faith formation seems to be lacking in the Catholic schools, which is concerning because it was the primary reason we chose Catholic education for our children.

#### **Human rights and equity initiatives: (n = 16)**

Because all kids need to know about their rights and the equal opportunity for everyone, it will be beneficial for all. Because even though we claim to prioritize human rights and make reconciliations with BIPOC, queer folk, etc., there's a long way to go. How can we support ALL students when in our own churches and institutions, women and queer folk, for example, are still being treated as second-class citizens? High school students' minds are mature enough to grapple with emerging geopolitical challenges. As they prepare to enter the workforce and society, equipping them with a deep understanding of human rights and cultural respect is essential for fostering empathetic, informed global citizens. Human Rights & Equity Initiatives ensure all students feel valued, included, and able to succeed. Embedding equity in our practices removes barriers and strengthen outcomes for all learners. Special Education is included by fostering inclusive environments where diverse needs are supported. I think this is important because young people today are exposed to such an unstable world that they need guidance to navigate life through faith good life choices and empathy. IEPs for student with diverse learning needs are in place for them to access education and demonstrate their learning. Their IEP accommodations in all three domains need never to be compromised and always accessible. Once the accommodations are documented, they must constantly be implemented. Increased support is required for our marginalized students -- like newcomers to Canada -- and their families. It is scary to see the world we are having to bring up our children in. I feel they should be educated in understanding how every life is precious, grow in empathy and compassion. Children should learn how dangerous entitled behavior can be. Knowing, practicing and respecting the basic human rights and laws of everyone, everywhere . Our world is falling apart right now, understanding everyone's dignity and rights will help build a healthier future for tomorrow! Students and families from equity-denied communities continue to be harmed in our schools and work environments. The world is in crisis at the moment. It seems that we need to recover our humanity in people. Reinforcing equitable environment so everyone feels they belong and are supported and loved is key for a loving, kinder and caring future. To ensure equitable access for multilingual learners, since they are most often overlooked in this school system. We are only really making a difference for all when those who are marginalized are no longer marginalized. We have a major issues with anti-black racism issues in our board , we need representation, staff and programs that support it. We have many Newcomer families and the Welcome Centre is pivotal in making sure families are connected with Settlement services.

#### **Mental health and well-being supports: (n = 165)**

A struggling student can't learn effectively. Prioritizing well-being builds a foundation that reduces burnout and disengagement. By giving kids the emotional tools they need to thrive, we minimize disruptions and maximize actual learning time. A students' well being and mental health have such a profound impact on their education and success. a trend of increase in mental health needs and supports. Resources to equip personal to support the needs. Already a very under funded area, may help to start when they're young. Although mental health supports is my top choice as this affects many more students than in the past, I also think that providing a laptop for every student is equally important.

An increase in the compliment of social workers is necessary to allow for individualized/group mental health supports (e.g. CBT/DBT) therapy in schools both in the elementary and secondary panel.

As an elementary teacher in another board, I have seen first hand the reality of classrooms today. Teachers are asked to wear many hats and having more support for students' mental health would make a big difference on the classroom environment overall.

As of right now, many schools have a part time CYC and SW. The allocation of mental health supports should not be focused on the number of the school, but rather the needs and having an available staff ready to support if a crisis arises.

As questões de saúde mental são sérias e sensíveis. Por isso, o desconforto do aluno, aluna ou do seu docente e além de contribuir para a importância da saúde mental na escola, a empatia deve ser basilar no enfrentamento e em toda tomada de decisão.

Because I witness the increasing mental health needs in our school every day

Because if mental health can improve for a student, everything else can follow.

Believe kids need as much support as possible in our current environment

Biggest risk to kids

Children seem to be more detached from each other than before in large part to social media and technological distractions.

Excessive lockdowns during the pandemic have impacted many kids including my own in ways that they still haven't recovered and changed for the worse.

Community mental health agencies have long waitlists. This leads to untreated/unsupported mental health issues presenting in schools with greater frequency and greater complexity.

Emotional regulation is a huge struggle for most students

Students need to learn how to reflect and deal with social/emotional issues

Every day the children need mental health and wellness it is very important.

Every school needs to have a full time CYC dedicated to it. With the increase in mental health and some schools only having 0.5, students are missing out on core resources and then either not having someone to go to, or going to other staff, admin, whose time is taken away from other areas of need.

Focus on helping children cope with digital stressors, social media bullying, etc so they can concentrate on school learning, experience positive environment inside and outside school.

From experience working with students who are experiencing challenges with their mental health and well-being. Mental health and well-being is also having a significant impact on student attendance and achievement.

Good mental health is the foundation for everything else. Much easier to be open to learning (and teaching) from a healthy mental state and wellbeing.

Growing need for mental health supports in this generation of youth

I believe it is most important

I believe more supports regarding mental health and specialised services and programs are the most needed in our school Board.

I believe students have the right to understand the impact of mental health on learning.

I can see that students are having a hard time with coping, maintaining attention, anxiety, and communicating their needs, in part due to increased social media and screen time playing games, etc. +

I feel as though there are not enough staff support/resources available for students who struggle with mental health as these struggles continue to increase in the classrooms.

I feel so many students tackle so much on at once and no one is every worried at all and just says "oh it's highschool" but so many students are overwhelmed everyday and are just told to get over it

I feel that this is a priority as mental health has been increasing at an alarming rate for children. The studies received by those who are educated in mental health is vastly different than other educators as they have a very student focused lens and are strong advocates for children.

I find that there is no support for mental health needs. A lot of talk and no strategic plans

I had problems at home when I was a kid. It would always lead me to cutting my arm at school, or carving such words as "loser". It was clearly visible to everyone but nobody ever bothered to talk to me about it. I was super depressed and didn't know I had ADHD.

I have grown up with mental health which fell undiagnosed until my early 20s. It made me feel isolated and so different from other peers. I would love more support for this and even just educating everyone on avoiding the mental health stereotypes ( adhd means active, busy etc)

I have seen a significant increase in children and youth struggling with their mental health. The lack of support in schools contributes to the overall tone of a school community and without them students fall through the cracks.

I have witnessed a growing need in students who manifest mental health challenges, especially in the Intermediate years.

I'm retired but I see many schools and students... MH is the common issue where we need to create a better sense of validating all students regardless of the problems they bring to schools... creating that sense of value and importance in our young people ... meeting them where they are at

I see a decline in student mental health and am genuinely concerned that this generation is suffering on a daily basis from isolation, cyberbullying and an overall lack of movement and motivation

I see evidence of increased mental health stresses among students and adults and am concerned that we need to address these areas to stay healthy and productive as a Board

I think is a key aspect specially with kids that have access to social media.

I think so many kids need more support in terms of mental health and may not necessarily be special needs but high needs students that could benefit from more support

I work with family doctors and there continues to get an increase number of consultations requests about mental health in teenagers/young adults.

I would like the school to place more emphasis on developing students' communication and social skills. These skills help children build healthy relationships, collaborate with others, express their thoughts confidently, and support their overall well-being and success at school.

I'm most worried about the state of our children's mental health and well being growing up in the world of social media, AI and facing those more challenging years ahead -bullying etc without enough proper support in place to help them navigate

I'm torn between a couple of Choices. Extracurricular and educational supports are needed as well. In an ever changing world the kids need all the support they could get, some parents don't even know how to deal with all the changes. So extra support here would help Shape a brighter future

Ideally, I would like to see more support for our newcomer population, however there is not an option for that - and student mental health and well-being is an important investment for all. Newcomer students require support to help them navigate life as a member of HCDSB.

If even one student in the class struggles with emotional regulation, instruction is consistently interrupted, especially if the student does not require or fit the needs of having an E.A.

If the mental health is taken care of, they can become better students

If we don't tackle a student's mental and well being, then we don't have anything else. It is the foundation and sets the tone for learning, environment, and securing a strong and stable the future.

If we learn how to deal with stress and mental health in a positive way it will also help in healthy learning and less problems in schools (bullying and elevated situations)

Improving mental health and well-being supports has a direct effect on all stakeholders by fostering a more inclusive, accepting and supportive environment that is "good for all".

In a post-Covid world, and in a society that is over saturated with technology, student mental health challenges have continued to be highly concerning. This impacts their ability to learn within a classroom setting.

In a world with leadership that has lost touch with their prime directive ( building a world wherein human can and will flourish) , our children are at risk of losing hope

In an increasingly fractured world students are reporting more difficulties with well-being. Mental health needs are more complex, and are beginning at younger ages. More mental health support would allow students access to professionals who can help them learn well-being strategies for daily life

In my opinion student's mental health and well-being is everything.

In Ontario alone, 1000 students are recorded as not wanting to attend school. Investing more time, energy, and resources into students' mental health would allow them to feel more confident in attending school.

In this world full of negativity and stress, either from social media or news. It's very important to focus on wellbeing and safety for kids.

It is at the root of everything else

It is important to offer Tier 1 resources to prevent mental health issues and Tier 2 or 3 supports for those who need them

It is sad that many students experience anxiety or panic issues and are on medications. A sense of peace and well-being is essential for healthy growth and learning.

It will support all around care

Kids deal with excessive pressure and less support than they used to. Poor healthcare funding means less access to professionals. Providing programs in-school helps fill the gaps. Identifying issues early gives parents heads up if there are red-flags and gives kids tools to thrive.

Kids need more education around this and learning how to regulate at an early age to carry it into their adolescence

Kids use mental health as an excuse for everything...peer pressures, etc. If we equip them with skills/language to handle life's pressures, they may have a greater chance to be self sufficient and not so adverse to hard work, more likely to invest in themselves, help one another.

Learning can't happen if students aren't emotionally regulated.

Students dealing with anxiety, stress, trauma, or depression struggle to focus, retain information, and participate in class. It improves every other area indirectly.

Teachers spend less time managing crises and more time teaching.

Learning mental health strategies and students knowing that they can get support encourages students to come to school thus having an impact on success.

Life is expensive and parents have to work long hours, so their children spend too much time alone, making it difficult to bond with the family. We do everything for our children, but sometimes we don't have enough time to do everything we want and must prioritize the family's well-being.

Limited funds for initiatives / supplies / speakers / training, lack of extra mental health understanding and basic supportive strategies within the school beyond CYC and Social Worker, job expectations vs. pay grade not being adequate given the responsibilities mental health supports

Many children in my child's classroom have challenges, such as ADHD and regulation difficulty, but there are not enough resources to support. Too much time is given on screens to students once they rush to complete their work, rather than focusing on ensuring students do their work thoroughly.

Many students are struggling with anxiety and it is affecting their learning and future aspirations

Many students are struggling with Mental Health and there is not many services.

Many students are struggling with mental health and would benefit from additional supports and more frequent supports

Many students put on a brave face but are masking in an effort to just survive or get through the day(s). Many students are misunderstood, false narratives are created about them w/out any fact checking or due diligence. This can affect their sense of physical/mental safety & wellbeing.

Many students seem to be struggling with mental health and 1 cyc does not seem Sufficient ( even though she does an amazing job at our school )

Many students still struggle to access support in the community and look to the schools to provide ongoing support

Many students today are dealing with different challenges at home and at school.

Many things happening around the world

mental health and wellbeing is not prioritized, admin and staff are not fully educated on this

Mental Health challenges for students impact literally every other aspect of education.

Mental health in students is becoming more of an issue every year with the increased use of social media, screen time and less healthy movement and face to face socialization.

Mental health is a real problem and needs the intervention early.

Mental Health is on the decline and students and families have no clue what to do or how to access supports. There are limited resources in the community and some are inundated with long wait lists. Waiting 6 months for a referral does not work for someone in crisis right now

Mental health is so important, and the kids need the support now more than ever with all the stressors they are experiencing. Also, some youth are not taught how to cope with their mental health, they do not know how to self-regulate and positive coping skills.

Mental health issues among youth have exacerbated due to the pandemic and societal shifts. HCDSB can support students by providing access to support staff, such as social workers and counsellors, to build resilience, manage stress, and offer timely interventions.

Mental health issues are on the rise in this generation and they have different issues than their parents faced so it's hard to know how to help them.

Mental health needs additional focus.

Mental Health needs are increasing overall in elementary and secondary schools.

Mental health needs seem to be increasing in the schools that I support. The intersectionality between Mental Health and Special Education should be an area of increased attention and focus.

Mental health resources are extremely important & affordable access in the community is limited. The school is an accessible point of entry for mental health supports and it should be more easily available to them. Ideally, students should be able to get help without going through VPs and parents.

Mental health supports can be integrated into all of the other options.

Mental health supports are lacking in the schools and we need more of it. We are seeing how it is impacting our students

Mental health supports that are rooted in equity-centered practice. You cannot have proper mental health care without the equity lens. They are separate options on this form but they do not exist in silos.

More focus needs to be placed on mental health of students, need more support programs, anti bullying, staff training etc. As well as school building safety.

More often than not, students are struggling with outside pressures which are prohibiting their ability to function in the classroom. Mental health includes AI, cell phones, social media, which is affecting classroom behaviours, socialization, school culture, and the broader community.

More Students suffer from mental health these days. A lot of students need help and support discussing feelings, self regulation, and emotions. Not enough is done for them at home, they need it at school.

My child has been diagnosed with anxiety because of what happens at school.

My experience in working with Secondary and Elementary students is there is a lot more mental health issues since COVID. This is also true with employees, but for students it has doubled or tripled.

Need for Mental Health supports in schools

No one feels good about getting out of bed to go to school (staff or students) if they are not mentally healthy.

Our students mental wellness is important in all facets of learning

Overall wellbeing is in jeopardy as they experience trauma through societal costs ie parents struggling to feed and house them. Their sense of safety and belonging or lack thereof is a major contributor to their poor mental health and wellbeing therefore, they are not learning ready.

Preventative programs focusing on mental health and well-being of students are crucial in maintaining a caring, connected, and respectful school community. Students are who are in dire need of support are falling through the cracks due to lack of resources.

Staff feel helpless and are suffering also

prevention of bullying and missed school time, our children are suffering

happy=successful

Rising rates of depression and anxiety in teens. Feelings of disconnectness and loneliness. Comparison with peers leading to lowered self-esteem. Mental wellness has a strong connection to physical and academic well-being. Kids can't learn if they're not well mentally.

Rising student dysregulation and high needs are taking significant teacher time, limiting support for others. More CYCs are needed to provide class-wide and targeted support, improving regulation and allowing teachers to focus on learning.

Significant needs around the area of mental area shown by students

Since covid mental health and well being has taken the biggest hit on our youth and I believe it has negatively impacted their socialization AND learning

So many of our students are struggling with mental health issues such as depression, anxiety, and increased dependency on technological devices, bordering on addiction. More staff support and resources are needed to help our students. They can't learn if they're not in the right mental space.

So many of our students require supports for mental health and wellbeing. Many of which would benefit from alternative school programs and additional supports within the school.

So many students have behaviour issues and it not only affects the child but all the students around them. Most behaviour stems from some type of mental health issue.

So many people especially teens are struggling mentally and they have no help or not enough.

Specifically student safety regarding bullying. More awareness from staff's end and proper training is needed. Things are not being dealt with properly and bullying is minimized/allowed (or being ignored).

State of our children and youth today

strong mental health and sense of self allow students to be able to learn - this comes first

Student mental health and well being is essential in order for them to access their learning potential.

Student mental health as a priority would support the other areas indirectly. A student who feels connected and support will be more likely to achieve academically.

Student mental health is an ongoing concern. Students wellness affects their achievement and sense of belonging.

Student mental health is at an all time high and particularly in *[identifying information removed]*, lack of youth programming limits the ability for students to access programs. having more support to assist students would help to improve their ability to be successful in school

Student mental health is the root of the other areas. Positive mental health will indirectly benefit the other areas such as extracurriculars or faith formation. Poor student mental health with no outreach has and will continue to show negative patterns in other areas if not addressed

Student mental health needs are becoming only more complex and we need to better service our vulnerable students. High achieving kids do well in our school, but we need more support through Credit Recovery/Alt Ed/Special Education and mental health

Student mental health needs are growing

Student mental health needs are growing and directly affect learning, behaviour, and safety. Prioritizing mental health supports strengthens student success, staff capacity, and overall well-being.

Student mental health needs have significantly increased and are negatively impacting engagement, achievement, and attendance. Students are having more mental health crisis at school and they are stressed.

Student MH and well-being are ESSENTIAL for HCDSB as they directly influence students' ability to learn, participate, and achieve in safe, caring, and inclusive school environments. MYSP highlights that supporting mental health through awareness, early identification, and tiered interventions.

Students and staff are beyond struggling with Mental health. We are overwhelmed by all the needs that are in my classroom. Students are experiencing rising anxiety, emotional distress, and learning disruptions following the pandemic. Investing in school-based mental health supports ensures timely intervention, improves engagement, and helps students feel safe, regulated, and ready to learn and thrive.

Students are facing growing up in a new world where social media, peer pressure and family challenges are at an all time high. Students are having difficulties with their mental health and well-being. Anxiety is on the rise, self- regulation struggle, lack of conflict resolution skills. More available evidence based programs would be beneficial.

Students are often given special accommodations by the school in classes but outside of class not given much to deal with stress or depression.

Students are really struggling with mental health and counselors (CYC/SW) are overloaded

Students coming to us from other countries with greater needs and more mental health supports are needed.

Students continue to demonstrate increasing skill deficits in social and emotional regulation at all age groups. If Mental health needs remain unchecked the issues compound.

Students have been struggling since Covid and need to work on their mental health and self regulation to help them cope with everyday, both in and out of the classroom. Teachers are not qualified mental health providers and have too many other demands to help students in this area.

Students have increasing challenges in mental health.

Students require mental health supports more now than ever. Academics are important, but mental health takes precedence.

Students still struggling after Covid. Mental health illness is on the rise and personnel to support students must be a top priority.

Students who are not well cannot do well. Mental health and wellness impacts all other areas of achievement!

Students who do not receive the needed mental health supports impact the classroom in various ways including: student learning, teacher morale, and overall student behaviour. If we do not address mental health issues, quality learning is impacted and overall student success is negatively impacted.

Support for both physical and mental wellbeing for staff and students requires focus. With addressing this area, it will support growth and development in other areas organically

Supporting student mental health and well-being can improve a student's academic ability, strength student connection and build a stronger school community without stigma.

Teens are in a mental health crisis and need tools and people to teach them coping strategies etc. wait lists for mental health professionals are too long and students are suffering in the school buildings.

The increase in student mental health needs, attendance and engagement has been on a high increase (and this is from an elementary perspective). More supports in this area is vital.

The increase in support that kids need with mental health

The main reason i picked mental health and wellbeing is because i find that teachers and staff preach that they care about mental health but don't do anything.

The number of students facing challenges in managing stress, anxiety and complex issues has doubled, significantly impacting their learning and everyday interactions. It is essential to have dedicated staff who can address these issues and foster a supportive environment.

The school is huge, access to guidance support is limited, students have anxieties about academics. More support for mental health, confidence, paths for post secondary to start in gr 9, etc

My child had questions for course selection & felt dismissed because of the long line to access support

The world broadly is experiencing more conflict and with the internet and social media, students could be more exposed or aware of these elements. A focus on solidifying a strong foundation in wellness and mental health supports will better prepare them to manage through these complex events

The world is an extremely messed up place right now. Children need help understanding how to navigate everything going on.

There are continuous mental health concerns among students at HCDSB

There is not enough funds going to student mental health and staffing. more social workers. greater program support for students that is beyond the transformations program (programs for behaviour students, ASD programming, more flexibility with mental health programs) funds given to SW&CYC

There is so much going on in our world and so many are dealing with mental health issues and crisis because of it.

This is an area that I observe as needing additional support and capacity

This is because in this digital era children are being isolated. They get much information but they lack how to process it in mature way. Also I have seen the digital media causing suicidal thoughts, drugs abuse and identity confusion among students.

To avoid bullying

Too many children are suffering with mental health issues.

Unless a student has their mental health taken care of, none of the other initiatives will have affect the learning environment.

We have seen an increase in mental health concerns such as depression, anxiety, more youth diagnosed with ADHD, etc.

We must build resilient kids and start giving them the tools and support to cope as they grow older.

We see this as a problem a lot more these days.

What I really wanted to select is executive skills, leadership learning, mindfulness of self and others with use of clubs, extra-curricular, team work, faith teaching. This is core to success in school and life and prepares for working life

When children's well being is balanced, it supports their learning capabilities and general development.

While I wanted to select extracurricular activities, (as I believe these can help with mental health and well being), I know it's not something everyone accesses. I feel making mental health and well being a priority will help students have more successful and positive school and life experiences.

With the amount of pressure and stress kids going through with the fast paced learning and changes will be beneficial to focus on mental health and self help support so we can have a rounded youth going to college with skills to cope with the pressure and organization challenges they face in future

Without good mental health, all other areas suffer. Schools have the opportunity to provide easy access to mental health support in the place young people spend most of their time. This is the best place to promote and support mental health and well-being.

You are working our kids to death. Your expectations are not good. We tell you we need help and we get nothing.

You can't learn if you're not mentally stable

Younger grades ex gr 1s could benefit from someone going into classrooms to discuss bullying/hard relationships etc

### **School facilities and infrastructure (n = 53)**

Alternate spaces for student who struggle in the inclusive model need proper space to work, de-escalate, re-group, and participate in OT activities in a dignified space (not in a former change room, makeshift alt space or former storage room)

Because we lack equipment and technology for our students to use, the phones don't help and if we can get them computers to work on then the phones will no longer be distractions.

Because I consider that having a specific room for certain academic and extracurricular activities contribute significantly to consolidate knowledge acquired than doing so in the same room where they receive their regular lessons.

Because if the school is in good condition (clean, with the necessary equipment, etc.), it is much easier for learning to take place.

Because libraries need funding, desperately.

Building safe fences around school zone playgrounds to separate from public spaces around elementary schools (e.g. *[identifying information removed]* Elementary school)

City growth is exceeding school capacity.

Classrooms in trailers is unacceptable for a first world country

Clean, safe modern spaces and bathrooms. More space, less portables.

Create an engaging and useful space for learning.

Current school infrastructure unable to handle school and staff population. Lack of access to clean bathrooms, cafeterias, and common spaces.

Facilities needs to be updated as older schools will need renovating. School playgrounds and outdoor area needs to be maintained and enhanced.

Growth is important. To expand in any aspect of the school we need space and chance for us to offer more services.

High school is overpopulated with 30+ portable classrooms

[identifying information removed] can really use some improvement

I believe that libraries should be the top priority for HCDSB and that is included in school facilities and infrastructure.

I don't believe there are the correct early years resources available at my child's school. Only one bathroom/sink in the Kindergarten class and the ratio of educators to children is far too high for that age group (1:15)

I feel the school where my son is at is lacking proper playground for kids to play properly

I see that many portables are setup for regular classrooms. The school should have more in school instructions than portables and have more extra curricular activities like sports and have space for them.

I would like the building to be heated properly so that staff and students do not need extra clothing/blankets to stay warm when sitting for a period to write test/assignment. 18 degrees is too cold when you are sitting for 75 minutes.

If this means a lower student/teacher ratio, this would be most important.

Improve the cafe and food available to kids.

Investing in school facilities can improve all of the other options listed above. Safe, sustainable, technologically advanced facilities improve many facets of the staff and students' well-being.

I've seen the condition of the bathrooms in the schools. I can only imagine the condition of other areas and departments. Stop wasting money on frivolous programs when the basics aren't being met.

Keeping the schools clean and safe

Many of the [identifying information removed] schools are aging and a refresh would enhance the learning/working environment for staff and students.

Many schools don't have playgrounds. Outdoor play is important for children.

More cleanliness. Schools are DIRTY

My child has been in a portable for 3 years straight. It is not a good learning environment.

My child is starting her learning journey. This seems like a priority that in the long term she will benefit from. This priority will change for us as she grows

My child's school has [identifying information removed] portables! Student population is [identifying information removed].

My kids are going to [identifying information removed] High School, and it hasn't implemented a band or more option or more optionally after school clubs yet

My son's school in [identifying information removed] is looking and feeling old and there's a lot of dust. It requires updates to the physical building, [identifying information removed].

My teen is having difficulty in finding a quiet place to study within the school. Library is always occupied and resources are limited with IEP. My teen often has to go to public library to study because there is almost always no space within the school so her spare period is wasted on the road.

Older buildings need to have mobility and accessibility provided for every student and staff

Properly working air conditioning is essential. Start a fund raise if you can not solve otherwise.

Providing world class schools to support staff and students to become world class teachers and future leaders.

Safety of our children.

School feels gross and dirty

Smaller classrooms, more teachers.

Some facilities are deteriorated, and in poor maintenance. Often, limits of structural system integrity and cleanliness have a detrimental impact on daily school functioning.

Some of the schools I am in have no spaces available when small groups and outside assessors need them.

Some schools are overcrowded ([identifying information removed] schools with 30+ portables) which does not help to foster community.

Students need smaller class sizes, more quiet spaces to work, less chaos in the halls and common areas.

Summer is around the corner, children tends to secrete body heat from playing and being active, therefore air conditioning must to consider for the students and educators to be able to study, learn and teach comfortably.

The kids need something to do outside for recess. They need grass to run around in, play ground to get exercise in. The concrete jungle is not good for development and leads to more issues.

the lack of ea support in schools  
we need more eas in the schools

There should be more classrooms and no portables as it is unhygienic and cold and mouldy.

To be honest If I can't bring my bag into MY high school cafeteria or library, that's a problem. If the school would actually pay attention to issues that actually matter instead of making security guards tell you to take off your jackets and bags to enter a space within your own school

Too lazy to fill out

Too many portables

We need kids involved. online world is having a negative impact on human development

We need to pivot to more hard-copy resources and in-person learning materials, as online learning and a shift to digital access are eroding critical thinking skills and problem solving skills in students that were once deemed necessary to the learning experience.

### Special Education supports (n = 293)

A classroom of 20-30+ students is being affected by the lack of special education support. It is extremely difficult to address the different learning needs of each student in a classroom and give each student the support they need to truly succeed. EA support would help this

Additional support can help teachers manage diverse learning needs more effectively, creating a better learning environment for all students.

All my children struggle with reading and math. However, with the government funding cuts, special ed supports have declined the most under this government. My youngest is waiting for supports (spec ed for autism). She's almost *[identifying information removed]* and going into grade *[identifying information removed]*, and has never had any supports. HIRE STAFF!

All of these need to be a 'priority', that we have to pick one over the other is akin to asking which child you sacrifice for the other and reflects poorly on Ontario's inability to maintain our education system. Shame on the conservatives.

All students should receive an education that best meets their needs. With so many cuts, especially to special education, many students are being set up for failure due to a lack of funding and support for success.

Alternative Education and the Transformations Program

Although our student population is in a decline the students with special education needs are rising

As a classroom teacher in the primary division I have witnessed the decrease in funding in all aspects of spec ed. We have fallen short in EA support, SERT's supporting teachers, resources ect....

The kids are suffering, they need more support. It helps us all in the long run!!!!!!!

As a kindergarten teacher my special needs students do not get enough support even with formal identifications. We are educators and EAs. We are alone with up to 32 students covering breaks and lunches. It affects all students and is burning out educators causing more illness and leaves.

As a parent with a disabled child, I know that it's necessary for our children to have access to EA supports since they assist our kids during the school year. Without them, our kids have a hard time with learning and peer relationships which are necessary for schooling. It's a fundamental right.

As a the parent of a student with an IEP, what can be offered as far as EA support and quiet spaces is severely lacking in Elementary.

As a teacher and administrator, we just don't have enough support. Inclusion without adequate support is it's own form of exclusion.

As classroom sizes are so large, only students with severe needs are getting extra support and there are many students falling through the gaps as there is simply not enough support for them. My class has 11 IEPs and no extra support apart from the SERT which is minimal.

As parents, we can contribute financially, raise money and volunteer our time for programs, clubs, sports, trips, technology and resources. Where we fall short, is with those students who need education support. Those students need people, not "stuff!" Schools need more Educational Assistants!

Because both my kids have iep and are gifted and not enough is done with them, in my mind. The bar is low and smart kids are not challenged/supported enough.

Because EAs are overworked, schools are understaffed in terms of EAs. Unable to meet all needs of students. Unable to de-escalate situations as efficiently in regards to behaviour due to lack of staff. Unable to give all students adequate support that need it.

Inadequate EA allotment.

Because i have an autistic son level 1, and is really poor the help that i received with him, the teachers with him not even know how to help him, the staff on the school is really ignorant about how to help kids that are in level 1

Because it is needed

Because special education support is a support for all children who need help.

Because the real one I would have picked wasn't there.

Because there's too many kids with IEP's and not much support.

Both my children have IEP's but the time it took to get them in place was so long that I feel they will be behind in their studies despite them. I'd love to see this move faster for kids in need.

By supporting kids with special educational needs, helps all kids in the classroom as the teacher can spend more time helping all.

Children need supports IN and out of the classroom to minimize disruptions, behaviours. Spend money on SUPPORT STAFF PLEASE Children with exceptionalities are heavily underfunded, leading to inadequate support and learning, and serious safety issues. This impacts all students in the learning environment, not just those with exceptionalities.

Children with special needs require additional resources that school funding needs to prioritize. Teachers are demanded to instruct children that often require more support and it impacts every child when that happens. Having one-on-one or smaller group support means ALL children get to learn.

Children with special needs should have more support throughout. Too often I hear that there is not enough support. Well give them the support they need.

Children/ youth with neurodiverse learning needs are falling through the educational cracks. They require specialized supports and hands on teaching that will assist them meet their full potential.

Class complexity is becoming the number one issue impacting all students learning and ability to achieve, believe, belong, and become. We need to ensure educators are able to support the students in their classes with resources, training, professional development, and human resources (EAs, SLP/CDA..

Class sizes are increasing, support staff decreasing, violence as well.

Clear need

Continued cuts by the current government to these programs

cuts to special ed impact all students and the school experience at large.

Do not feel there is enough special education support at this time.

Everyone has the right to education that works for them. More resources will support teachers and support staff in supporting these students but also if there was more resources for students who need it teachers would be better able to support the larger group.

Exceptional students are not getting even close to the support that they need in classrooms. We need more EAs, better behaviour support. There are more and more kids with exceptional needs and special education funding seems to keep getting cut.

Extra staff to make sure inclusive education is not abandonment.

Extra support staff for special needs takes the load of our teachers. In order to benefit the greatest amount these teachers need additional support resources

Extra time to complete assignments/tests is the first accommodation offered through IEPs. This does not address the root cause of a student's struggles. Direct instruction teaching, small group tutoring, and more individual support is what will make a difference.

Funding and allocations for EA's is critically low. More and more students are being identified which creates tremendous caseloads for SERTS and EA's alike. We need to be able to service our most vulnerable students and not burn out our lowest paid assets, our EA's.

Giving teachers as much support in the classroom through educational assistants, support for inclusive classrooms for all learners.

Safety for students and staff.

Gov't continues to make cuts to all education-thus increasing class sizes, but specifically to special ed despite consistent if not increasing identification of needs. If teachers are ever worked, ratios too high and student needs increasing then they cannot meet the needs of students without support.

huge increase in numbers for this population, very few resources, outdated resources, spending too much of personal money with no way to recoup

I am very saddened to see how much has been taken away from the special education funding over the years. I've heard of many children being removed from school due to insufficient resources and supports, which is especially sad because some of these kids would otherwise thrive in school.

I believe special Education do an incredible job and I can see more children will benefit from it. More children will thrive.

I believe that there is a large need for supports and programming for students with special education needs including EA allocation, support for teachers to learn to program more effectively etc.

I chose Special Education supports as the top funding priority because schools are under-resourced to support students with complex behavioural and learning needs. Without adequate staffing, classrooms are disrupted and the learning experience for all students suffers.

I chose this priority because our special needs children are underfunded, under-supported and placed into regular streamed classrooms without the proper resources to make sure they, and the regular streamed children, can be successful.

I do not get help needed in school

I don't feel that there is enough support for the amount of needs in the schools

I feel that school violence is on the rise. Staff and student safety is being compromised.

I feel that there is a lack of well trained educational assistants which can lead to increased violence and behaviours in the classroom. This in turn also affects staff and students' mental health and sense of safety. More specific training for new EAs or increasing the pay of EAs would help.

I have a child who has been receiving support but it took them a couple of years before they got into the program due to limited capacity.

I have a niece and a nephew with special needs and have seen that sometimes resources and supports are lacking.

I have a very challenging and needy class this year, however my students want to learn and are trying so hard. I often times feel like I can't reach them all because I have 28. Having additional supports for those students would be very helpful for me to ensure I reach them daily.

I have concerns that general education students are being evacuated from classrooms and losing instructional time due to disruptions.

I have two kids in the Life Skills program

I know that every classroom has needs. Most students do not have an IEP or have an EA to support the students. I think it would be beneficial for schools to have more EAs to support the classes that have students who need extra support. It would also help with safety for the students.

I know that schools need this.

I pulled one of my kids out of hcdsb because there are insufficient special education supports.

I selected Special Education supports because many students have diverse learning needs and require additional assistance to succeed. Increased support would help ensure students receive appropriate accommodations while allowing teachers to better support all learners in an inclusive classroom.

I selected special educational support it helps ensure that students with different learning needs receive the support they need to succeed and feel included in classroom.

I selected the above because of my professional experience in a current school.

I selected this because I think schools and teachers need to focus and put a thought on to those who may need it more than others

I think it's important to provide better training and trained staff as well as educate other students on special education. I also think the priority should be to provide students with needs the same fair assessment and one that works for them not a cookie cutter mold that only fits some

I think that our classrooms need more supports as more and more students have different needs. It's very hard to teach in a class of 27 where 7 students need constant assistance

I work as a secondary SERT and I see first hand how more EA support and SERT monitoring sections can greatly impact a school. When Special Ed is able to appropriately support their diverse learners and colleagues that helps foster a better school climate for everyone.

I would like to include ESL monitoring as part of special education supports. This is a very important program that offers essential support to some of our more vulnerable student population.

I would pick early intervention for math and literacy but it's not here. Spec Ed is my second choice because when students with special needs aren't supported adequately it prevents the teacher from teaching which negatively impacts all student learning

If a child is having trouble learning its hard for them to benefit from anything else.

In general, If there are kids in class who need additional support for learning and behaviour but don't have access to it, this lack of resource can negatively impact the entire class; from the child themselves, to the class teacher, to the other students trying to learn in the classroom.

In order to meet all students' academic requirements while maintaining a safe learning environment, classroom teachers require hands-on assistance, support, guidance and training with students that present strong exceptionalities.

Increase of students and their families entering FDK with a variety of special education needs including speech, occupational therapy and behaviour/ social/emotional issues (CYC support).

Increasing amounts of students with special education needs and diagnoses

Increasing need based on number of students with IEP's special needs. The lack of EA support and the fact the SERT is no longer available to the students who require extra help because they are with very high needs or doing paper work.

increasing number of students with special needs and no additional staff to support them EAs if the student arrived in the middle of the year

Increasing the number of behaviour analysts allows for more timely, consistent, and individualized support for students and staff. It reduces caseload strain, improves service quality, and ensures proactive, school-wide strategies that better support student success and well-being.

It is what I know with my kids and feel much more supports are needed in this area

It's very costly to get extra help when your child has extra needs and any extra support at school is helpful.

Kids can't learn if they are not safe at school. I hear way too many stories about unsafe environments - trashed classrooms, violence towards teachers, violence towards other students. We need a positive environment where teachers can teach and students can learn.

Lack of EA's in schools

lack of Educational Assistants to work with students with learning disabilities (not strictly behaviour or crisis management); diagnostic testing in special education, for example, more access to psycho educational assessments for students at risk; more early reading and math intervention

Limited EA support for students. Students w/ needs are going w/out any EA support because there are students with severe needs that require multiple EAs and SERT support daily. These other students are at a disadvantage bc they are not getting the support to achieve success.

Limited support prevents students from reaching their full potential. With resources stretched thin, students and staff feel the strain. Teachers are overwhelmed and cannot offer the range of programs and supports they once provided.

Lots of high needs students are starting with our board and we don't have additional support to help t

Many autistic and neurodivergent are at risk of falling behind, not by choice and free will. Many of them, do not see reflected in all aspects of the school environment.

Many neurodiverse students are entering HCDSB, but staffing is limited. Teachers and SERTs are pulled from instruction to cover EA duties, and shared EA support leaves families believing more help is available than schools can provide.

Many of our special education students also need mental health supports they should fall under the same umbrella

Many students with special needs and/or exceptionalities are currently not receiving enough support. Additional educational assistants and special education teachers are needed.

Mental health IS special needs, as 1 directly links and affects the other. The increasing needs of our students, due to mental, cognitive/social struggles, create unsafe environments for ALL. It depletes the self-esteem and learning environment for all.

Additional QUALIFIED EA's would benefit.

More and more students are accessing special education supports. Many of these students properly supported can graduate secondary school with good prospects in post-secondary programs and / or vocational programs and be successful, productive and independent members of society.

More and more students are identifying and accessing Spec. Ed Supports and there are not enough staff/resources/support. People often think of certain students are Spec ed and needing this support but there are many students who access it and people may not think of when thinking of spec ed.

More and more students are requiring more specialized supports and it is important for those students to receive the supports that they need.

More EA's need to be hired to ensure that every student can be successful in a classroom with special needs children. Every teacher should be assigned at least one EA per class.

More ESL supports for our newcomer students as they are falling behind our Canadian born students in literacy with less supports for them to advance

More kids are getting diagnosed with ADHD & autism. There aren't enough supports and they're getting left behind. These kids often experience mental health issues as a result-anxiety/depression. If we can better support them from the start maybe we won't also need to pour \$ into mental wellness.

More staff and EAs are needed to support students with exceptionalities instead of everything falling onto the classroom teacher

More students now need academic, co-regulation, and medical support. Schools urgently need more high-quality educational assistants to help classroom teachers. If qualified EAs can't be hired, class sizes must be reduced so teachers can better meet diverse student needs.

More students should qualify for EA support. There are a variety of needs that cannot be met in a classroom without support, and all kids deserve to reach their full potential.

More support needed for special education than anything else

More supports required for SPECED

My child does not receive all the supports that are outlined in his EP due to lack of resources allocated to his school.

My child is in a large kindergarten class (31 students). Too much stimulation at school, meltdowns at home. In class support and smaller groups would help

My child is in grade *[identifying information removed]* and, despite being flagged as requiring additional literacy intervention since grade 1, still has no options available through the board. Empower reading is no longer offered at our school due to a lack of available staff to facilitate it. Kids are falling through the cracks.

My child requires additional assistance for success. My experience has been that, across the board, this area is underfunded and under-resourced. Often, teachers lack the capacity, knowledge, or resources to support diverse neurodivergent learners and children with behavioural diagnoses.

My children are not needing it but when the main teacher has to focus more of her time of the special needs of others, then the children who do not need such help actually suffer and the whole classroom as a whole suffers

My daughter is on an iep and can be pulled when there is a surplus of resources which ther hasn't been.

My school is desperately short of Educational Assistants. Our highest needs students use up all of our EA supports leaving nothing at all for our low-achieving students who could significantly benefit from some one on one time with an EA to get some assistance with their daily school work.

My son attending to special needs classroom does not have resources available on the areas he is interested in.

My son has a speech delay and would appreciate receiving extra help.

My son has ADHD, and the school did a bismal job supporting his learning pre diagnosis and the first yr post equally terrible. Until *[identifying information removed]* support and BA involvement where we are slowly seeing change that support him.

My son has an IEP, but gets no EA or intervention support, even though he legally should be getting it. The teachers do not follow the IEP or communicate with high staff turnover, providing low structure and disrupting learning.

My son has autism

My son is currently in a school with close to 1000 students. He has an IEP that is solely reliant on the teacher to execute. There is no additional programs offered in the school to help assist him due to the lack of SERT staff in the school. There needs to be more support for kids on IEP

My son receives special education supports and I see how hard the EAs work, and are pulled in so many different directions. More support would benefit the students and the EAs

My son who has an obvious learning disability and the Teacher has already exhausted what is available to her to help. Based on his age and to Ensure he doesn't fall further behind we are put in a position to now pay out of pocket for an assessment to be able to put an IEP in place

Nearly one in five Ontario students receives some form of special education support, ranging from mild learning accommodations to intensive, one-to-one care for complex needs. When these supports are underfunded, the consequences ripple outward putting more pressure on classroom teachers.

Necessary for some good for all. Everyone benefits from supporting our most vulnerable. The drain on teachers in their attempts to support for severely struggling students affects individual students, classes, educator collaborations, staff morale and relationships with administration.

Need more EA's and need to pay EAs better. EAs need better mental health training and better quality pa days (speakers to engage) there are too many needs and not enough EAs to help. Also sensory rooms need over hauls and need to be redone.

Need more hands on support in the classroom to meet students needs.

Needs are getting higher & more complex, but the support remains the same or cuts are made. Students who need even a small amount of support aren't getting any yet students who aren't on case loads are because of behaviors. Kids falling behind without behaviors deserve support.

Needs are greater and we have to address early reading needs more effectively,

Needs have generally increased while supports have gone down drastically. Teachers are overwhelmed, trying to meet the various needs in their classroom as the number of students continue to increase.

Not enough Educational Assistants or ESL teachers for the needs of students. This effects our child's learning in that disruptions in the class are happening due to no educational assistant to support students with those needs.

Not enough educational assistants to support increasing student needs. Board MUSSTTTT start acknowledging the increasing number of students with needs that are not being met. Harms students with special needs and students without.

Not enough resources and EA's spend money out of their own pockets.

Not enough special education support for students in classrooms to help those students and classroom teachers.

Not enough staffing to support the immense needs in classrooms!!

Not enough support for our various learners. 1 EA to support 4 children with high needs in 1 classroom is not acceptable.

ongoing increasing class sizes as well as a focus on neuro-affirmative and trauma-informed educational practices requires increased funding & supports for special education & student mental health resources. Facilities and programs to support these needs are severely under funded & over crowded

Our children do not have special needs however their classes have several students with special needs. The class is disruptive and not conducive to a positive learning environment. Students with special needs should be given the opportunity to learn at their own pace in their own classes.

Our days are spent managing behaviors and trying to support diverse learners. It cannot be done safely or equitably in the current conditions.

Our EA's are cut every year, and every year there is less and less support for our high needs students. It's also causing the EA's who are here to be stretched thinly as they work above and beyond to support our students, and our school could not function without them. They deserve better.

Our eldest daughter benefited tremendously from the Structured Teaching Class (STC) program, and is currently in Life Skills program.

Our push for inclusion for special education students causes greater exclusion if students and teachers are not armed with the proper staff and supports. These students are put into positions that they will struggle or fail in the spirit of "inclusivity".

Our school has increasing special needs every day and our supports keep getting cut. Many at our school require one on one supervision however this is not happening. As a result the opportunity for learning in all classes is suffering.

Our special education staff is run RAGGED

Our special education team deals with more behaviours, and the not the students with actual special needs/abilities. If a child is non verbal autistic runner they should have full time support. one on one is needed for learning disability, or modification in learning style.

Our system is falling apart and we are not meeting the needs of our most vulnerable students. We need to do a better job to ensure the most basic needs are being met and that our equity work is focussed on ALL learners.

Prioritizing funding for special education supports in schools is essential for equity, student success, and the overall effectiveness of the education system. It is about building a fair, inclusive, and effective education system that enables every child to reach their potential.

Prioritizing special education supports can help provide more access to academic assistance throughout the system.

Prioritizing Special Education supports enables early, evidence-based interventions for students with complex needs. This improves independence, reduces disruptions, and strengthens staff capacity, leading to more inclusive classrooms and better outcomes for all students.

Providing adequate supports for students with special needs meets their right to an appropriate education, as well as meeting the needs of typically developing students to have safe and regulated learning spaces with the attention of their teacher.

Schools always short support and classes overcrowded. Responsibilities falling on other staff far too often

Schools are extremely understaffed and there are not enough EAs. Programming is nonexistent and we have become glorified babysitters. Students are having independence and able to access the community due to not enough staff to support student needs. Staff burnout and leaves are increasing

Schools are severely understaffed and students who need extra supports are not receiving it.

Schools are severely under funded and under resourced to support students with complex learning and behavioural needs. Due to lack of adequate staffing students are suffering in too many ways. It's unfair to all in the classroom.

Seeing the decline of students coping skills and mental health concerns since COVID. Teachers need more help in the classrooms.

Seems to be a lot of kids in each class that just need that little extra bit of support to help the other kids to stay focused.

Seems to be lacking and resources are not available for all students.

Self-contained classrooms and educational assistants are desperately needed to help create learning environments which are conducive to ALL students being able to learn and meet their full potential. Teachers need to be able to focus on teaching NOT on dealing with excessive needs in the classroom.

Several students are falling further behind because there is next to no support.

Significant increase in Spec Ed. student identification. Resources (including teaching complement) have not kept up.

Smaller classroom sizes from the Gov and more money for EA's to take the pressure off of teachers so they can help more students.

So many capable students are being left behind as there aren't resources and staff to teach the way they learn

Some kids in our high schools can't read-a human right. Fail OSSLT, take the course online, get an A-how? They can't get targeted instruction in an asynchronous course? There's a strong correlation between illiterate and incarceration. Intervention needs to happen for these students - now!

Spec ed is an area of high need. Secondary SERTs should not be teaching credit classes other than GLE; they need to be available to run the resource room and work with students as needed on a 1-1 basis. They do not have the time or bandwidth to add additional/mainstream courses.

Spec Ed needs are skyrocketing. These students struggle without support and the learning of other students is affected in giant size classrooms.

Spec Ed requires a significant amount of differentiation of programming, resources and spaces. Students in Life skills classes focus is on functional skills. The program needs to be delivered in a realistic- real life way which requires staff/supplies to create these environments and experiences.

Spec Ed supports benefit the whole class. It means fewer disruptions and that the whole class can learn in a safe, calm environment when all students are supported.

Spec. Ed. impacts all classroom learning. When teachers are given appropriate coaching, mentors and support staff to carry out effective, research-based programs, all students can reach their potential. In the past, we had PA Days dedicated to building teacher capacity. Let's get back to this!

Special Ed department definitely needs more funding to support out students

Special ED needs more money and supports not only for our students but also staff that work their butts off.

Special Ed supports are constantly being reduced. Supports should be increasing so all children receive the support needed.

Special education funding benefits all students

Adequate funding allows for smaller class sizes, trained specialists and paraprofessionals, Behaviour supports that reduce classroom disruptions. Improves school climate, teacher retention, and learning conditions for mainstream students as well.

Special education has been allocated strictly to those with ASD and major behavioural students. Children with Learning Disabilities and processing issues are falling through the cracks and can never attain the help they need to do well at school.

Special education is a consistently growing area within the board yet we have seen the most cuts in terms of support, we are expected to continue to do more with less each year and it is having a ripple effect on all of education.

Special education is beyond capacity. We feel it daily. We're asked to do more with less. Grouping students with complex needs due to lack of EAs and supports, and losing opportunities like co-op placements. As a result, we cannot adequately meet students' needs or support their path to independence

Special education should remain a priority to ensure students with diverse needs receive timely support to access the curriculum.

Adequate staffing and resources help maintain safe learning environments, provide supervision, and support inclusive practices that benefit all students.

Special education support in schools is essential because it ensures that students with diverse learning needs receive the help they require to succeed. It promotes equal opportunities, builds confidence, and helps every student reach their full potential in a supportive and inclusive environment.

Special education support is at an all-time low. High needs students are sharing or without support. Student safety and learning are compromised for all.

Special education supports can lead to better outcomes in instructional learning for all.

Special education teams, including behaviour analysts are essential to our school system to deliver evidence-based support, build inclusive classrooms, and strive to meet individualized needs. As student needs grow, investing in spec ed supports learning, inclusivity and equity for learners.

Special Needs always needs support especially for those who work with the students.

Special needs population continuously growing in numbers and complexity.

Challenge for special needs students, their peer and teachers.

Special needs students (not behaviour students) need help in the classroom not just children who are aggressive. These children are just sitting in classrooms but don't have the support to actually learn.

Staffing is an issue with growing needs in special education. Often supports are pulled to deal with challenging behaviours so students who have support normally are going without.

Student and staff safety, many days it's about co-regulating student behaviour. We do not have enough support with EAs.

Student need is not being met for our most vulnerable students. They are a "package deal" and have to share EA support, rather than focusing on each individual child and what they need to grow.

Student needs are growing more complex while staffing continues to decline. We promote classroom integration, yet teachers receive limited support for differentiation to meet diverse learner needs, including Special Education, ELL, and slower-paced learners. Students are coming to school with more behaviour needs than ever before. Even with mental health supports in place there are not enough staff members to support the violence, behaviours daily.

Students are suffering with the lack of support and teachers are suffering with the lack of support from spec ed kids. For teachers to do their jobs, they need more support for students with needs. As such, they can then focus on learning for all students.

Students need additional supports to be able to learn. Supports may include EA's, BA support and classroom resources.

Students need EA support to better close the gaps in learning or students need EA'S to assist with behaviour management if class sizes remain the same.

Students need more small group support, more consistently.

Students who are struggling are not receiving appropriate supports

Students who have the most needs in our schools need more support.

Students who need some support for academics are not being supported because educational assistants are allocated to behaviour students.

Students with special needs academically suffer at a disproportionate rate, and are not provided the opportunity to be supported due to limited budgetary restraints.

students with special needs are in critical need of supports to learn. Even small cuts to EAs , co-op experiences and resources can mean success in life or not. It is not just the difference between grades or which university a student gets into, but, it is their entire future.

Students with special needs are not getting the support they need and it is having a massive impact on the ability for students to focus on the content and have time with the teacher without interruption.

Students with special needs futures depend on hands on community based experiences as they approach adulthood in order to have any hope of becoming independent. Stop cutting these supports for them.

Students with special needs require additional support to help with behaviors, regulation, and learning. The students are often left behind and forgotten about. Fighting for basic human needs for these students is ridiculous. Each student has the right to learn and the right to learn.

Support for special ed students and multilingual learners in terms of the resources and spaces to work in.

Supporting our most vulnerable helps everyone

Supports are inconsistent and stressed in this area.

Supports for schools, especially those with high needs, are inadequate. Students needing full-time support are grouped together while others needing academic help go without. Serious behaviours affect learning of all and staff well-being, causing injuries and absences, yet staff choices are blamed.

Teachers are dealing with increasingly large classroom sizes with populations of diverse learners. More special ed/ cyw support will enable teachers to get back to teaching instead of mitigating behaviours.

Teachers are lacking training in working with diverse learners and its impact is quite visible across the board. I'd like to see some investment in resources to accommodate every single child in school: English as a second language students, students with ADHD, Autism, and any other diverse learner

Teachers are supporting increasingly complex learning and behavioural needs with limited support. Many students require accommodations but are not formally identified. Increased investment in special education would better support students and reduce pressure on classroom teachers.

Teachers have multiple students in classrooms now, with very high needs and no support. These are absorbing most of the teachers non-teaching time, so other kids who need support are not getting what they need.

Teachers need human resource support in classrooms to deal with the growing number of students/pupils with special needs.

Teachers need more special education ++ supports to meet increased demands that occur because of emotional dysregulation, lack of school readiness upon entry into kindergarten, behaviour issues and increasingly more students with complex learning needs

The amount of needs in the classroom is increasing and less support is given

The board needs more Behaviour analysts to support student skill development and reduction of behaviours that interfere with learning

The consequences of not having a dedicated special education teacher or assistant are more significant than in any other area.

The funding cuts by the current government over the past 10 years has steadily eroded special education supports.

The growing need for support and resources in this area is paramount to the wellbeing and growth of ALL students and staff. Special Education will pave the way for support in many areas.

The impact of limited resources and capabilities are felt in the classroom.

The impact of the pandemic during students' formative years is evident in both social interactions and academic readiness, and additional support would benefit many learners.

The increased amount of violence in our schools and the increased amount of IEPs per classroom.

The kids who need the most support are being cut off by the government.

They have rights too.

Not everyone is a rich PC who can go to private centres.

Class/wealth/privilege is not meant to be a barrier in public ally funded schools.

The lack of EA support for special education students results in more pressure being placed on classroom teachers. Classroom teachers are navigating complex needs across the spectrum with very little funding and support.

The lack of EAs in classrooms is sickening. Children who can learn with support are not provided the staff resources needed to succeed. We should all be ashamed at the chronic underfunding of our public education system especially in special education.

The lack of support has decreased tremendously over the years, yet the needs are increasing.more support in the classroom leads to improved learning.

The lack of support has made it difficult for a child to fully participate in learning and feel safe and confident in the classroom. As a result,kid's mental health has been negatively affected. Increasing investment would help ensure that children are not left without the necessary support.

The main reason I've selected the special education supports option is because I've observed that students with IEPs aren't receiving enough resources. For example, my school only has one resource room available and it is often crowded. I also wish that other supports like a sensory room exist.

The need for extra support with spec Ed students has increased greatly over the last 10 years with not enough educational assistants to help in the classroom. Also our EAS and teachers are getting burnt out from not having enough support and being stretched too thin.

The needs of special education students is evolving and with the lack of support in the classrooms for these needs all student's learning is being affected.

The needs of the students are getting greater and therefore require more customize individualized learning programs to be supported through special education in order for the students to access curriculum

The needs out way the support given.

The number of children with needs in each classroom is increasing drastically every year. There is little support for our students with needs. WE NEED ASSISTANCE FOR OUR STUDENTS!

The number of students with special needs continues to increase. More students are presenting with severe and multiple exceptionalities. We desperately need direct and significant support for students with high needs, whether the needs are behaviour, safety, and/or academic.

The number of young students coming into the school system with needs (autism) and mental issues.

The principal, teachers and staff are what make biggest impact on the children.

The range of student needs in classrooms is far too great. There are too many students in each class and there is not enough support for special education. More in school support and EA support is needed.

The reduction of educational assistants & resources while increasing the number of students needing high & moderate support in classrooms is unacceptable. Students requiring additional support cannot continue to bear the brunt of Ministry underfunding in education. Investment should be prioritized.

The rise in violence of student behaviour and not having adequate supports in the classroom when needed

The school environment would be able to provides inclusive, individualized attention to help every child reach their full potential.

The special education needs in our schools are extremely high. Additional access to resources that support self-regulation (e.g calming paths), additional EA supports, CYC, etc. would be very helpful in meeting the needs of our student population.

There are more needs with less support. Quality support needs to be hired to support this inclusion model

There are never enough supports for children with special needs. EAs do so much and they deserve to be paid better. There should be no push back for parents needing supports for their child to have a safe environment within the school and be included in all/most school activities.

There are not enough EAs to support all students. Students with behavioural needs are taking priority over the students who are allotted an EA (maybe have an LD) but don't get support because students that are safety concern to staff and students take priority. There are not enough educational assistants to provide the care for the children that need it. Too often care is pulled from one child to go to another.

There are not enough supports for special education and it is impacting classroom learning. It is depleting classroom teachers both emotionally and mentally when there is zero supports to help manage beahaviours and teach a full class of students

There are several barriers to quality inclusion. We have students with many unmet needs.

There are so many diverse needs of students nowadays that I feel that teachers could use additional supports in the classroom to assist students with learning.

There are so many students with needs in the regular classroom that are not being served. There are not enough staff (EAs, SERTs). Students with autism are left alone with only the classroom teacher so the regular EA can take scheduled breaks. There are no supply EAs when regular staff are absent.

There are too many students in every classroom with special needs and NOT ENOUGH support and the support that is given is stretched too thin

There are too many students with behavioral and learning needs who are slipping through the cracks, but also by not addressing these concerns, learning is disrupted and other students suffer. To me this also has to do with class sizes and the huge difference between primary and junior class sizes.

There aren't enough special education teachers for the students in schools. I see it first hand and my child is slipping through the cracks because they aren't enough SERT teachers to support all the children with special needs.

There has been a revolving door of E.A's in my classroom this year alone. Some supply E.A's lack the experience, resources etc. It has been hard to keep consistent support for the students with needs.

There is a lack of support (EA's, equipment, specialized programming) for students with special needs

There is a vital need for supports in classrooms for students who do not get EA support. Many students are struggling. Teachers are drowning with workload and behaviours. Without funding going to allocate proper EA support, all students struggle. It feels like HR should receive Catholic training.

There is an increased need for these supports, and teachers are trying to meet the needs of all students. Without Special Education supports, teachers are further taxed and all students are impacted by this.

There is not enough EA support with spec ed students which means the support must be offered by the classroom teacher. This impacts the learning of all students as behaviour with spec ed students escalate without additional adult support and expertise.

There is not enough support for lower achieving students and spec Ed students. Kids need more supports with their learning.

There is NOT EVER enough support for students who require it. EA's, SERTS and teachers are DROWNING trying to address ALL the needs. Speciality classrooms should be brought back like they have in the Public Board to help address the huge number of students who need the support.

These areas are understaffed, for the students with the highest needs and the support workers with the most challenges. Investing in this may "limit" growth in other areas, but will positively impact all.

This area has been underfunded forever and is almost in crisis situation.

This area seems to be the most underfunded currently. More EA staff would greatly impact classroom learning for all and especially vulnerable learners.

This is an area that requires more human resources to provide necessary support and interventions that are crucial for many more students' learning than what can be provided at this time.

This is difficult because Special Education and Mental Health needs are connected. Special Education needs here refer to systematic interventions and supports for learning difficulties (Mathematics and Reading in particular).

To help more children get the support that they need.

Too many children's learning needs are not being addressed

Too many kids per class accompanied by students who need additional special support, creates chaos in the classroom.

Too many students with behaviours that are making it impossible to teach. Not enough EAs in the classroom and learning is continuously interrupted. EAs can make a HUGE difference for us teachers. Help

Too many students with differing abilities are falling through the cracks because there is not enough spec. ed. Support .

Too many needs not being met impacting at or beyond grade level students.

Tutoring need

under qualified staff EA, not enough support, need more resources, education for all ( parents, staff ect), more inclass support like language, ABA, allow other professionals into the building to work with students

Underfunding special education undermines the entire system. Without proper supports, classrooms face unsustainable pressure, all students' learning is impacted, and environments become inequitable. This failure affects every student, not just those with identified needs.

Violence and chaos in the classroom is disturbing learning for all students .

Violence in classes has increased and we need a plan to address it so teachers feel safe at work and students get the supports they need to be successful at school.

The HCDSB also needs to be compliant with Ministry class sizes and not allow primary classes to go over 23 students.

We are critically underfunded in this area

We are woefully underfunded in this area. Unless a student is a threat to themselves, there is no support. It is impossible to meet the needs of all of the learners without additional funding.

We do not have enough program to support meaningful engagement of children when complex needs - need more BAs who know how to support skill development

We don't have enough support EAs s to help the children with needs .

We have an increasing number of special education needs overall in our board, yet our support has decreased over the years rather than increasing. Very overwhelming

We have more students in our schools that require support and there isn't enough of it. Families also need support.

We have so many students with learning challenges that do not come close to receiving enough support that they need for their development.

We have too many students who are on the spectrum with limited support.

We need for EAs and not just for students who have behavior issues. We need EAs for students who have learning disabilities and are functioning two grades below grade level. How do you expect a teacher to handle 6 students who have an LD and still teach the rest of the class at grade level?

We need more EA's and more support for our Spec Ed students. The behaviour is unmanageable and SERTS are being pulled too often to deal with these behaviours. Teachers need support in the classroom to deal with these situations.

We need more Educational Assistants. There are not enough for our IEP students and in many instances what the IEP says on paper is not able to be implemented in practice. It is unfair to the students and feels terrible for the staff when they want to help a child and simply cannot.

we need more support in this area, more staff, to support students and more training for the staff members supporting our students

We need more support with students with IEPs.

We need more training here

We need smaller class sizes and more EAs in classrooms to help manage behaviors. Integration of all students without support is abandonment.

We need to get the kids with issues out of the classroom so the other kids can learn

We want to ensure the classroom team feels fully supported in meeting our child's needs. To help implement and monitor strategies including behaviour support plan, self-regulation and executive functioning.

When Special Education is well funded (appropriate number of SERT's and EA's) the students are able to be supported appropriately which allows everyone to flourish more. Right now schools are being asked to support more with less. SERT's should NOT be teaching Locally Developed classes.

When students with needs are supported, EVERYONE benefits either directly or indirectly.

When there are students in a classroom who need support and don't have it, it puts ALL students at a disadvantage. There has been an increase in behaviour and not an increase in support!!! Teachers and EAs are burning out.

While my second choice would be core instruction resources (like textbooks for math), I see as an LTO and supply teacher how the continued cutting of EAs harms students, student learning, and teachers every day.

While special education supports do not necessarily affect my classroom every year, it effects school moral daily. When teachers and EAs do not feel supported, that tension and frustration bleeds into the rest of the staff. You have teachers who are burning out because they do not have support

With inclusive education, it is so difficult to support all the students in the classroom with violent behaviours, class lockdowns/evacuations, behaviour difficulties etc. without any or very little support. This really needs to change. It is affecting all students and educators.

With so many student needs and students included in our core classrooms, having EAs to support them with our larger class sizes would be extremely beneficial. If class sizes do not go down/balance out, this would be a key area for sure to invest.

With the outrageous class sizes, decimation of elective courses in secondary,, destreaming, there are no supports for IEP students. Class sizes are too big and must be smaller in order to support the vast learning needs. Special Education teachers should be able to meet with students and not teach.

With the recent cut-backs to EA support, it has made a noticeable difference in the outcomes of students with special needs and in the general safety of all students.

With the sizes of classrooms and the needs we are seeing daily and increasing yearly I would have chosen lower class sizes as top priority. As that was not an option, additional supports with all of the needs to keep everyone safe and able to be in an environment conducive to learning.

Without EA's and proper training of EA's, the other students do not get the attention they deserve.

Without the proper and abundance of special education supports the rest of the student body's learning needs are harder to meet

Would like to see more one and one learning with the students to help them grow and build their confidence

**Staff training and development: (n = 70)**

Along with core resources needs to be professional development. When staff feel supported and competent in their jobs, they feel less overwhelmed and stressed resulting in better mental health.

Arts teachers receive no subject-specific PD during PA days or staff meeting breakout sessions. We also lack opportunities to collaborate with colleagues in our discipline. Dedicated arts-focused PD and meeting with other TOAs would support program quality and ensure equitable professional learning.

As the *[identifying information removed]*, we hear that staff training and development are important. Once we provide PD and share resources, teachers are better equipped to embed perspectives. They have stated they need time to use resources in a meaningful way.

Better trained teachers would help with overall student experience and learning.

Educators and staff should receive appropriate training to better understand children with special needs and their families, communicate effectively with them, and support each child's learning in a way that meets their individual needs.

Educators have limited access to professional development and support, particularly in the core academic areas of literacy and numeracy. Itinerant literacy and numeracy teachers should be returned.

For teachers to have more PD available to them.

giving teachers more resources and access to education will greatly impact my child's education. The more they know, the more my child will know. Teachers deserve the most.

Good teachers and support staff make a massive difference when it comes to learning being able to properly connect with children during teaching can develop stronger interest and willingness to learn

Grade *[identifying information removed]* last year had no Science teacher for 3 months, the new teacher give S to all students. Hire good teachers, pay more money they may stick around @ *[identifying information removed]*.

how can student outcomes improve if teachers aren't given opportunities to learn new strategies?

I believe there's a need to improve the quality of classes. Teachers often miss classes, they go entire classes without doing much, or allowing kids to be on their phone. Too many movie days, very little expectation from them. Exams are way too easy, kids can just pass with the bare minimum

I selected staff training and development because teachers have the greatest impact on students daily classroom experiences. Strong support for educators helps foster inclusive environments and address subtle peer dynamics like exclusion and cliques.

I work with teaching staff all the time and often their feelings of being isolated and unsupported are not because we lack resources, but because we haven't had the time to properly support them in using tools that we are spending significant funds on. In the end, great resources have less impact.

I would like to mention that it is not staff training but more to have fair resources for the smaller schools - meaning the preference of not combining two classes together.

If only one area should be improved, I would choose improving teachers' skills, since it would benefit children's educational development in many different ways.

If staff are able to garner more training, they will be able more effective in the classroom.

If staff get the support they need then so do our children!

If teachers have the right skills and tools to support learning to meet varying needs of students, this would incorporate tutoring strategies and meet mental health needs. Teachers need skills to pick up on where students are struggling most and equitable ways to teach students' unique needs.

If the staff have up to date skills, it will benefit the students positively.

If the staff is not well trained and up to date to the new methods, technology they will not be able to support the students. First invest in training and only after that in the required resources to support the new content and concepts.

Invest in well-trained educators through mentorship, collaborative learning, and school-based professional development using current pedagogy. With proper resources, this supports meeting diverse student needs and ensures all learners can succeed.

It enhances employee performance, builds capacity, boosts productivity and morale.

It is important for staff to be properly trained to handle any situations that may arise.

It is important to have teachers that are well trained.

I've noticed that younger teachers are lacking social and emotional skills to manage students and their needs. My son had young teachers that cannot control the class or create a level of engagement in the students that the flow of the class actually control the class itself.

Job-embedded professional development opportunities are likely where we will see an increase in participation for staff to keep up with the evolving needs of our students and the resources they can access to teach and support them

Many opportunities for Teacher learning and development are "Twilight Series" or lunch & learns. It should be during working hours. Teachers put forth so many hours on their own time, so many teachers will not attend of it's essential training that should be offered during working hours.

Not aligned.

Not enough attention on kids lagging behind with limited support in class to get up to required grades especially in math.

Not enough professional teachers for the students, classes, recess and break time; all teachers in the school should have educational backgrounds

PD improves instructional practices. Education evolves constantly (new curriculum, technology). This ensures teachers and other staff can stay up to date with best practices, learn new effective strategies, use data to improve instruction, support diverse learning needs and cultural responsiveness.

PD is very important. In my opinion, a coaching model would be the best approach. Bringing back itinerants would be helpful in supporting schools. Especially in schools where there is only one admin. Maybe there are itinerants who help support schools with only one administrator? Mental health #2

Secondary teachers need to learn about high yield teaching strategies such as small group instruction, differentiated instruction, mixed ability groupings, etc. in order for them to teach destreamed classes effectively.

so staff can integrate their learning directly into their classrooms and make connections to teaching and learning

Some teachers aren't nice

staff benefit from high impact strategies and how to tier instruction to students in their class. The teaching strategies with the programming have the greatest impact on student learning so teachers need instruction and training to support that.

Staff that are trained well will deliver well and will in turn educate students well.

Staff training and furthering their ability to provide the most conducive growth and study environments for our kids is a foundation of all other development opportunities for them. Because children spend most of their time with teachers, it is crucial to polish skills to promote best learning.

Students will benefit from teachers who understand them, can engage them meaningfully and can manage current behaviours and issues with technology, mental health, etc.

Support staff training is non-existent

Teacher for nearly 20 years, we used to receive all kinds of PD. Now I get next to nothing. I don't even remember the last time I had quality PD. I am a life-long learner and really want to know what is the best practice. But I am also a mom and I can't do all my PD on my own time.

Teacher forgot their purpose their job is to teach not to yell. Bathroom are disgusting

Teachers are not demonstrating efficacy in the tier 1 level of supports. I believe that they do not have the knowledge to do so. They jump to Tier 2 support and once this level of support is in place, the teacher does not continue with tier 1 classroom supports.

Teachers are overwhelmed with increasing demands to learn new curriculum and use new resources. We need support from mentors and release time to collaborate with teaching partners to learn these new things rather than being expected to do it all during personal time.

teachers need time to collaborate, share & learn together best practices; we need more people to support our students with early intervention, ESL teachers, CYC supports, EAs. We need to all be on the same page, celebrate wonderful things we are doing and learn best practices.

Teachers need to be up to date with new developments (e.g. impact of AI)

The communication at the school is adequate but could be improved. Needs a dedicated communication team and not just dump everything in the front desk receptionist.

The school has a very limited staff. I am a *[identifying information removed]* student and during chemistry, a very important subject for me, our teacher went on maternity leave and we didn't have a chemistry teacher for two units and our sub was a *[identifying information removed]* and learned chemistry years ago which made the course very difficult.

The teacher more than any other factor in the learning environment affects the quality of student learning. My child went from loving school to saying regularly that she hates school because she and her classmates are afraid of the teacher who is rude and demeaning.

The teachers' behaviour towards students is sometimes inappropriate and disrespectful. Teachers also need to work on their attitude with students. Specific teachers also have anger issues and other mental problems, ie: *[identifying information removed]*. Please understand this is for the betterment of the student body.

The teachers have such a challenging job that to give them more tools to work with our children will only help then further

The teaches should be able to identify and communicate to parents when child needs improve and make suggestions on how to improve when intervention is necessary.

teachers are the most important thing into the school.

There are new strategies and techniques coming up always and hands on trainings are always helpful

There has been very little PD or staff development in the area of Literacy and Numeracy over the last several years. The last meaningful PD I ever received as a primary teacher was with *[identifying information removed]* which was before COVID. Since then, teachers have been expected to "figure it out on their own".

There needs to be more training for new teachers on how to use the resources the board has provided, such as Fly Leaf.

Trained staff is able to recognize the help that the student may need.

Training and development opportunities have been very limited for non management.

Very poor education level. Soft programs without strong academic.

We are losing good employees because the board doesn't prioritize on growth within the Board

We have a very diverse generation of youth with parents from different cultures. Staff are not equipped with the skills to manage children in the classrooms given these diverse backgrounds. Staff typically act as extensions of the families but finding teachers are struggling to engage parents.

We have not had quality professional development targetted to the grade level/new curriculum/best practices in many years.

Student needs have changed and therefore the way we teach has changed too.

Release time for teachers to moderate, support and plan together is also so beneficial.

We recognize that the principal and front office secretary are kind and helpful. While some staff are welcoming others may seem less approachable, making families feel uncomfortable. Most teachers are positive, but one classroom may feel too strict affecting some students' confidence

Well-trained staff drive student success, engagement, and well-being. Professional development equips teachers to meet diverse needs, integrate technology, and deliver high-quality instruction, creating a multiplier effect that strengthens all other school initiatives.

While I value the community, literacy and numeracy feel sidelined by excessive heavy religious focus. Programs seem outdated, and report cards reinforce this with copy-pasted, repetitive data rather than personalized feedback on student progress.

While technology is important we need to get back to basics and teach these kids how to do Hands-On activities. Reading Writing and arithmetic, trades work with an increased entrepreneurial spirit. Remove the technology, teach them life skills, how to run a business or be a self learner.

With staff training and appropriate direction, they can more accurately have teachers excel in all of the other areas (teaching coding = more coding opportunities, experiential education guidance = access to increase and knowledge of accessing these resources).

Without sufficient and qualified staff students will not be able to develop or learn adequately.

Younger teachers are entering the profession. Gap in transfer of knowledge.

### Technology and digital learning (n = 56)

Additional (or even universal) access to board-managed devices (like Chromebooks) in the classroom would allow teachers to plan technology-dependant lessons/activities and conduct AI-proof assessments digitally instead of only on paper (eg. managed Chromebooks have a lock-down mode for google forms)

AI is being more and more relevant and important in the work force. Putting energy behind Technology and Digital will start to build the skills as they progress and need to adapt this into day to day work.

AI is here to stay, as such, I would like my child to start learning about technology and the digital world at this early stage.

AI will rapidly evolve and change the job world...will *[identifying information removed]* be ready to change and teach this generation and the next. The best equipped schools with an emphasis on technology will give students the best chance to develop learn and be successful post graduation

All of the above is priority. it would have been more prudent for participants to rank areas of investment in order of personal priority.

Because my son said most of class devices are not working properly

Because technology is evolving at an exponential rate and our kids need to grow with it, not just catch up to it.

Because that is where our world is at

Because we need one device per

Student and staff should have access to a newer device.

Being able to use more modern technology to increase productivity and modernize the curriculum is a way to get ahead in education around the world. But instead, the board takes away technology and would rather go back in time to confront old problems and not modernize the way of learning

Curriculum expectations and OCSGEs ask that students are digital citizens who can use online tools effectively to learn and grow. Relying on a bring-your-own-device policy is inequitable, and has a significant detriment on student learning and well-being. They need a break from their phones!

Digital times evolving at a rapid pace.

There would also be value in teaching financing / investing more at a younger age imo

Familiarize children with new technology.

For me, technology has now been used more. Everything is almost digital and I believe that exposing and teaching kids/students the proper use of technology can help and support them with their future work.

Growing importance in our world.

I believe investing in technology is essential for the future for children as Ai is now the biggest innovation ever.

I think our secondary schools should move towards a 1 to 1 device model to mirror other boards.

In the digital world we need to prepare kids for the future. Kids should have better access to laptops, not shared between multiple students.

It best fits with the current climate

It is almost impossible to limit use of phones in the classroom when trying to have students complete research (necessary in certain subjects specifically) with our lack of chromebooks/laptops, etc. Computer labs are half broken.

Limited technology in classrooms

Need more technology such as devices in classrooms

Need to be up to date with tech

Not every student has a device and there is a budget for photocopying. Devices also need to be limited in what the students can access in the classroom.

Our children are so behind on coding and usage of AI

Our computer technology is outdated, and relying on kids to bring their own devices is not equitable.

Our SmartBoards are not working or warped.

Prepares this generation of kids better for the growing demand for understanding the world's digital trends

Prioritizing technology ensures students develop essential 21st-century skills. It promotes equity by providing all children with modern tools, supports personalized learning, and prepares them for a tech-driven future and workforce. Investing here creates a more inclusive, modern classroom.

schools need to get back to core education - teaching curriculum for the new generation and not push social and political agendas on children masked as inclusion

Students and teachers need to adapt to the new ever evolving landscape

Students catch up faster through Technology and digital learning. They learn while having fun.

Students need to learn new technology at early age. If we ask, how many students know coding, robotics, or participated at international level of tech competitions, it would be <0.1%. Students would also enjoy newer tech and would be involved. Thank you Technology (AI in particular) is integrated into every part of life. It will be increasingly important for students to understand responsible use of technology including digital safety, critical thinking and digital wellbeing (balance with time outside of tech).

Technology and AI are growing at an exponential rate and students need to understand better and be prepared in this area, which may touch almost every area of life and subject.

Technology has proven to be more and more present in daily life and will continue to grow in the future. It is important to prepare children and youth for this.

Technology is advancing rapidly, and teachers need updated resources, training, and software to keep pace. The board should invest in a markbook-style system to track assessments, observations, and conversations, while also addressing the growing impact of AI on student work.

Technology is evolving and in all future jobs. Learning the foundation in elementary school is essential.

Technology is evolving and our students need to understand it

Technology is moving at a rapid pace. Our kids need to learn digital fluency including online safety and awareness, ie. cyber bullying.

Technology is moving fast - we need to move faster so our kids are future-focused.

Technology is now everywhere and in order to be successful students need to be knowledgeable, proficient and careful users.

technology is the future, it would be great for the students to be kept up to date with the latest training, also financial learning is very important

The future is technology, the need to learn is now. This applies to ALL aspects of students futures, no matter what career path they choose.

The kids need more tech as that is the way of the world.

The majority of the resources teachers are expected to use are technology based (i.e., Knowledgehook, Mathology, MathUp, Scholastic Scope). They are impossible to utilize effectively without well-maintained, functional devices for each student, which means the money spent on resources is wasted.

The students access to technology is abysmal. There needs to be a lot more laptops that work in every class. Also the arts programs are poorly funded. *[identifying information removed]* used to have an excellent drama program with yearly performances. This has been cut due to funding. That is not acceptable in my opinion.

The world is changing and the focus too must shift to digital enlightenment and learning

There is not enough tech and have paper budgets with no textbooks

This board spends an exorbitant amount of money retro-fitting schools with computer labs and maintenance. Other school boards give every secondary student a laptop and ban cellphones. This solves a multitude of issues that exist in our schools and saves money in the long run

This is the direction of the future with AI and robotics

This is the way of the future.

To match up with the world's technological advancement, especially with AI

We need more advanced technology and business/financial training for our students.

Will be nice if school building can expand, then portable classes can be move to building. It is not convenient in winter, when kids needs to use washroom, then need wait to school. If is to cold or to hot, learning in portable is not possible.

With the fast pace of tech especially with AI current teaching methods are teaching kids for a workforce that will be completely different by the they graduate.

## Appendix B

### Q8: Which existing programs or services do you think are essential and should be maintained, even if funding is limited? (n = 965)

1 to 1 supports, special education teachers and aids and technology/programming for accommodated learning  
A good teacher to student ratio  
Academic and Athletic Extracurriculars  
Academic: Trades - auto, construction, cosmo, foods. Our country needs to promote & support sustainability in these fields to keep citizens employed. Non Academic Program: Mental Health - not just awareness but skills and language "training".  
Academics - anything related to math, reading, writing, science, etc. so that they do better and learn more. Teach them these areas that have a direct influence on their life.  
Academics, university level and AP.  
Add on to all existing  
Additional support for physical education and music/arts programs  
adult education  
After school academic support programs  
After school and anti bullying initiatives need to continue  
After school extra curricular and small group clubs - there is a math club. There should also be a science club  
After school extra curricular programs . Provides all youth with an opportunity to participate in activities in a safe place - financially supports all interested to participate  
After school help, extracurricular  
After school support  
After, Before, lunch time programs and sports.  
Again mental health for staff and students. It has become critical to find support for everyone in the education system.  
All EAs, CYC support, Empower Programs  
All mental health supports. Increase MH Champions capacity to reach more students.  
All of the above.  
All of the suggested programs should be considered essential. Just because the house is on fire doesn't mean that once your rescue it that you can just replace the windows and be done with it.  
All of them, nothing should be scaled back  
All of them, everything is important.  
All of them.  
All of them. Stop cutting !!!  
All programs. Especially clubs and teams  
All spec ed programs and resources should be continued to be developed and supported by teachers as well pec ed professionals  
All sports teams- specifically the basketball team, this year they only participated in tournament style games and no longer part of the D1 division. this really negatively impacted the students  
all the programs that support classroom learning including cyc  
Alternative Education and the Transformations Program  
Alternative education programs and services to support struggling learners. This is not simply credit recovery but relationship building and collaborative communities with high expectations and strong academic learning environments.  
Alternative Education through Thomas Merton  
Alternative Education in Secondary Schools (in-house)  
Special Education Contained Classrooms (ie. ESC, STC, etc.)  
Mental Health supports in schools (guidance counsellors, social workers, CYCs)  
Anti bullying  
Anti bullying and mental health  
Anti-bullying & social media impact on social relationships, and mental health supports  
Anti-bullying programs  
Reading reinforcement programs  
Tutoring  
Teacher development  
Any alternative learning that is not sitting in a classroom with textbooks and dictation. Kids need different environments movement /blended learning. Music/tech/trades

Any Catholic faith based

Any extracurricular activities.

Any intervention programs that are offered to students should be maintained current EA allotment CYC SERT and social work should be minimum maintained if not increased.

Any program that allows children to be challenged and learn are ones we need to maintain. Extracurriculars do not only mean traditional sports, we need to find new ways of challenging kids

Any program that offers students who fall behind extra time or one on one time for learning.

Any programs that have to deal with social, emotional, bullying.

Anything and everything related to Special Education Services.

Anything related to Anti-Black Racism

Anything related to IEP's that is NOT as screen. Hire more EA's and organize school-based small group tutoring for grades 6, 7, 8 (Math & Language). EQAO scores should be done on paper ONLY for true scores.

Anything related to literacy and math should be maintain at any cost.

Anything that earns revenue. Turf rentals etc

Anything that helps prepare the kids for the future. Updating the wifi, and other infrastructure is also really important. Some of these portables don't have any heat in the winter!

Anything with trades( auto, construction)

AP should be in all schools - especially for math

Art programs

Art, sport , activities for wellness health and self-esteem.

Arts

Arts

Arts

Arts

ARTS - specifically Music and Visual Art as these typically require more hands on materials and resources.

Arts and athletics programs are very important to me and create a sense of belonging and help kids discover new creative outlets.

Arts and music programs that focus on access and participation should be maintained. Core music and arts classes are essential, basic extracurricular programs like band and choir should be preserved. Along with Shared resources and equipment.

Arts and physical education programs

Arts materials

Arts programming and extracurriculars

Arts programs

Arts programs and self-contained classrooms/educational assistants

Arts programs.

Arts teachers

Arts, Drama, Music - learning goes beyond academics.

Arts, sports and extracurriculars.

Arts; drama, music, art

Wellness

Educational supports; literacy and math interventions

As a parent of a student with an IEP for exceptional giftedness, I believe the ability to push students to their fullest potential is crucial, otherwise they lose the desire and willingness to learn as they aren't being challenged.

As a staff member, I'm unclear on remaining programs for grades 1-3. We have no math support and minimal reading intervention.

Everything falls on the classroom teacher—an impossible task, especially when managing split-level classes.

Assistance for those with learning disabilities. More help for students who are falling behind with reading. Math etc.

Assisting new students.

Athletic teams that help build a team mindset, and encourage students to work together

Athletics, Math, Literacy, The Sciences, History, Business(Finance and Budgeting), Leadership development opportunities. Support for the trades.

Athletics, STEAM, library resources

Back to paper. Hand writing, fine motor skills need attention in younger grades. Keep students away from screens in school for as long as possible-even laptops. They don't need it to learn. Look to Europe moving away from digital.

Basic instruction and special education supports.

Basic minimum services required for teacher to feel productive and successful with kids, Ensuring all the kids get enough attention.

Before and after school programs

Behaviour Analyst positions in the Board

Behaviour analyst services

Behaviour Analyst services are essential to ensure the well being of all students but also to support staff skill development when it comes to neuro-affirmative and trauma informed educational experiences

Behaviour Analyst support services are essential and should be maintained

Behaviour Analysts (BAs) are essential, even with limited funding, as they provide evidence-based support for students with complex needs. They build staff capacity, promote inclusion, and ensure consistent strategies that improve student outcomes.

Behaviour support programs, mental health services, and school based resources that help address escalating behavioural challenges and maintain safe learning environments for students and staff.

Best buddies, peers, CYC and social workers, I-EA, BA in school support,

Big brothers and big sister programs have been fantastic.

Breakfast club

Breakfast clubs, class resources/tech and mental health supports

Breakfast program should be maintained so all children can rely on school for nutrition.

Can we bring textbooks back for highs schoolers

canva, google workspace, knowledge hook

Career exploration and faith formation field trips.

Career planning supports, extracurricular activities, leadership development programs, co-op/experiential learning, etc.

Catholic faith based programs and services

chaplaincy and faith formation to keep us authentically Catholic; equipment and training to keep us current in the digital age; mental health and equity supports to meet diverse needs and make it possible for all students and adults to be successful

chaplains, faith formation

Charity

Child and Youth Counsellors in schools.

Child and Youth Counsellors offering various programs (Everyday Speech, Second Step)

Child and youth social workers; library techs.

Child Youth counsellor services

Christmas celebrations

Christmas concerts, library days.

Classroom recourses and student safety.

Classroom resources

Classroom supplies and resources for students

Classroom technical and laboratory infrastructure.

Classrooms need more EA support

Clinical supports in spec ed - people who work with students and teachers - BA specificall

Clubs

Clubs

Clubs and after class activities

Clubs and extra curricular experiences

Clubs and extra curriculars

Clubs and the arts

Clubs like HOSA

Clubs, extracurricular, arts

Clubs, sports

Clubs, STEM, international baccalaureate, apprenticeship programs

Consumable money

Continue building capacity for school staff through sessions offered through release time. 1/2 day sessions on ADHD, ABA Strategies, are extremely helpful for educators and expanding these sessions to support educators would be extremely valuable

Continue to push classroom learning and send home assignments, so parents can help with the learning. Too many parents are forced into expensive tutoring as no homework is sent home for us to work with the kids on.

Continuing Education Programs and the specialized programs it houses like adult credit, MPLAR, Co-op, LBS, LINC, ESL etc.

Continuing to strive to keep class sizes low in kindergarten through grade 2 is the MOST important thing we can do to ensure teachers can meet every student's needs and leave no one behind.

co-op and hands on learning that actually teaches teenagers something

Co-op and other hands-on student learning experiences.

Co-op experiences for students in lifeskills classrooms is essential for them to be successful in life.

co-op placements for spec ed students, increase availability of speech programs for higher ability spec ed students

Co-op, trades and catholic curriculum.

Core and personal and mental health

core curriculum. Clubs other than sports to support those who are "non-sporty". Things like STEAM, robotics, chess, astrology, etc.

Core classroom resources, digital technology and upskilling, extra curriculars

Core Classroom support and resources

Core classrooms, gyms and physical education and faith.

Core curriculum and special education supports

Core education

Core education

Core education, library, music class, sports.

Core educational needs, math, science and reading and writing along with how to use tools such as computers.

Core educational resources and classroom resources.

Core instruction

CORE INSTRUCTION (MATH, ENGLISH, SCIENCE)

Core instruction and mental health supports must be protected even with limited funding, as they underpin student learning, inclusion, and well-being, and ensure all students, especially those with additional needs, can succeed.

Core instruction on reading, writing and math. Kids are moved up to the next grade level without the core knowledge to be successful. Once they fall behind, they stay behind.

Core instruction resources

Core instruction resources

Core instruction resources, and technology, to keep up with the world standards.

Core instructional programs.

Core learning and technology accessibility

Core learning programs, including experimental learning like STEAM, special education programs, assisted learning programs, extra curricular programs, school maintenance and teacher training

Core learning, Sports, Arts, Music

Core learning. ACTUAL faith based learning

Core materials, technology and sports

core program/instruction and special education funding.

Core resources

Core resources without training create the appearance of action without the reality of change. Students don't benefit fully; Teachers feel unsupported

Equity gaps widen. In education, materials don't change practice—people do.

Core services and learning. Basics needs to be excellent before improving other areas.

Core services including teaching services

Core teachings

Counselling and mental health program with the counsellor.

Counselling services should be maintained. Staff training and development should also be maintained.

Counsellors provide mental health support and early intervention, while EAs help students with diverse learning and behavioural needs access the curriculum safely in inclusive classrooms.

Curriculum consultants and itinerants

CYC

CYC

CYC

CYC & Social Work

CYC and Educational Assistants

CYC and mental health supports

CYC and SERT supports are essential. CYCs support students' social, emotional, and behavioural needs and help maintain safety. SERTs provide targeted support so students with diverse learning needs can access the curriculum and succeed.

CYC and Social Work support are essential and should be maintained.

CYC and special education supports

CYC- full time in each school. Teachers are NOT mental health professionals

CYC is crucial as well as social work. As a frontline worker I can speak with confidence that the presence of these professionals needs to be at the forefront of every school building. There is inconsistency with the amount of care.  
 CYC or CYW in every school  
 CYC programs, tier 1 and 2 intervention, EA support  
 CYC programs.  
 CYC staff and resources  
 CYC support  
 CYC support  
 Student success support  
 CYC support and extracurricular teams  
 CYC support in schools.  
 CYC support, funding for libraries, funding for sports equipment, funding to update technology devices.  
 CYC support, snack bins, extra curricular sports and clubs.  
 CYC supports need to remain. Our students very much rely on that support.  
 CYC supports, EA supports  
 CYC supports/ Big Brothers/sisters etc.  
 CYC, Social Work, Alt Ed, Special Education  
 CYC/ social work  
 CYC's and Special Education teachers  
 CYCs are essential supports across the system  
 Dedicated SERTS, alternative education, mental health supports in the form of adequate CYCs and social workers.  
 DEI initiatives must be maintained. We need to continue to support students from all walks of life. Student-Mental Health and Well-Being supports & programs must be maintained.  
 Digital learning tools, core classroom resources, extra curriculars.  
 Diversity, Equity, and Inclusion initiatives are essential as our communities will continue be diverse (ethnicity, language, socio-economic status, gender identity, and learning needs). Learning begins with Belonging.  
 Do not decrease the CYC or SW support  
 Dog Therapy  
 Don't decrease current CYC or EA allocations.  
 During school extra clubs are amazing. I wish they were more consistent as well.  
 E.A. support  
 E.A. Supports  
 EA and ECE support  
 EA staffing - need to be increased  
 EA support  
 EA support  
 EA support - Staff are getting injured as we don't have enough support and because absenteeism among EAs is high. We have supply EAs coming in daily and they can't offer the same support as regular EAs. More EAs and better pay for EAs is critical.  
 EA support should be continued if not strengthened as students really benefit from that one-on-one support.  
 EA support, but QUALIFIED EAs are essential for their own support load, as well as teachers and admin.  
 EA support, mental wellness support , digital learning , literacy support  
 EA support, Spec. Ed. and itinerants who come to help various students with special needs.  
 EA support. Needs are increasing and these students are not receiving the support they need. And the rest of the class is also suffering.  
 EA supports (more required though)  
 SERT role (more required though)  
 EA supports for children with special needs and the need continues to grow in our community.  
 Ea's for special needs students  
 Early intervention programs (Empower reading, for example) and extra supports for kids who are behind the curve, but not far enough behind to qualify for EA support  
 Early literacy itinerants and intervention  
 Early Literacy Supports (Screening & Small group).  
 Early literacy supports and interventions

Can eliminate curriculum consultants - not visible

Early reading in JK and SK  
 early reading intervention program and mental health supports  
 Early Reading Intervention supports  
 Early Reading Intervention  
 Math Action Plan  
 STEAM initiatives  
 experiential learning  
 Arts  
 HCDSB system athletic program  
 Early reading itinerants, hopefully, the program will show us through our data that it is working and closing gaps.  
 Early reading resources  
 Early reading screening initiatives  
 Early Years Itinerant  
 Early Years Literacy Itinerants are essential  
 EAs and support for students. Withdrawal programs for students who need the extra support (this should also be available for students in older grades, as primary gets the majority of this); however, students struggle more in older grades.  
 EA's are essential  
 EA's in classrooms, supporting students who need it.  
 EAs, behaviour support.  
 Education Assistants should not be cut. Students who have medium needs should not be left out.  
 Educational Assistance supporting our students  
 Educational Assistants (EAs) and SERTs  
 School-Based Mental Health Clinicians  
 Early Literacy Interventions  
 Educational assistants are the what currently keep the school operating with the level of need from the kids.  
 Educational Assistants especially in kindergarten.  
 Educational assistants, classrooms that meet the needs of students with disabilities, additional classroom supports, Life Skills programming. All are incredibly important to students in our community.  
 Educational Assistants, Social Workers, CYC's, BA's, Special Education and Mental Health supports.  
 Educational assistants.  
 Educational resources  
 Electronic learning devices  
 ELL , IEP, Student Success monitoring, resources, and supports.  
 Empower  
 Empower  
 Empower  
 Empower -- support this program and create the conditions to ensure it is delivered with fidelity  
 Reading intervention delivered by the Literacy Itinerant  
 ESC and Structured teaching classes  
 SNAP and Second Step  
 Empower and reading support for those who fail the reading screening. We need a similar math support that we currently don't have.  
 Empower Program  
 My Math Path- workbooks and teacher resources are needed  
 Empower program, tier 2 supports that have proven to be successfully administered by dedicated intervention teachers and not SERTs  
 Empower reading program  
 Empower reading program  
 Empower Reading should be available at every school, every year.  
 Empower, early intervention math supports, EA supports  
 Empower, PEERS  
 Empower, PEERS  
 Empower, Reading Eggs,  
 English as a second language support to immigrant students.

Ensure the school is safe. Many students currently feel unsafe due to bullying, drugs, and discrimination. The board should maintain the school as a safe place for everyone, so students can learn and thrive.

Ensuring schools are properly staffed in core subjects and special education needs. The cuts brought forth by the current provincial govt are not serving the student's needs.

Ensuring that teachers are equipped with the latest teaching techniques, along with providing additional support for students who are falling behind.

Enveloped Library budgets.

ESL

ESL and settlement programs offered to newcomer students and their families.

ESL language support

ESL monitoring and classes.

ESL Programs and support for newcomer students and families (e.g. ESL teachers, Settlement Workers in Schools, March break and summer camps)

ESL programs

Education Assistance and Special Education

Faith formation for teachers

ESL support and youth settlement services

ESL support for newcomer students and families; settlement support for newcomer families

ESL support for our students, Education assistants and faith development for teachers to live, practice and model the faith in our classrooms

ESL supports, social worker

ESL Teachers and ESL Consultant should always be maintained and funded. ESL teachers provide not only academic support but also help students with the acculturation process which is linked to the mental health of our Newcomer students.

ESL, CYC, EA, early reading intervention - everything we have now and then some more. Empower for primary and junior, math empower, any intervention programs!!!

ESL, Reading recovery

ESL/ML support is essential. There is no way a classroom teacher can teach a classroom full of students with so many needs. More ESL support in schools so these students can receive more 1:1 support by a specialized ESL teacher.

Essential programs that should be maintained include Special Education supports, mental health and well-being services, and core instruction resources. These directly support student learning, inclusion, and overall success.

Every school accesses behaviour analyst support, and they help a variety of students of diagnoses and needs and to support more students the board needs some more BAs. More after school programs are being offered and require more BA support

Everything should remain as is & improvements should be made for Spec. Ed. and the Language program. textbooks should be in place there should be more consistency province wide in texts used for Math and Language.

Evidence-based programs -- programs that SHOW success in our students

Experiential and hands on learning that comes from board funding.

Experiential learning - UDL framework and research shows the benefits of appealing to multiple intelligence and learning profiles.

Make the learning accessible, fun and dynamic.

Experiential learning & skills trade programs! It important students to have hands on experience so that they are one sure that they are going into a program / job they like. Trade jobs are in demand, lets support students to go into those fields.

Experiential Learning and Student Success

Experiential programs at Country Heritage Park; Instrumental music programs; French Immersion/Extended French; Indigenous Guest Speakers

Extended French

Extra assistance to help kids get up to speed and meet their level if needed. Kids are falling behind and they need all the help they can get

Extra curricular

Extra curricular

Extra curricular

Extra curricular activities

Extra curricular activities

Extra curricular activities

Extra curricular activities

Extra curricular activities and mental well being

Extra curricular activities and special education

Extra curricular activities, busses to field trips/sports games/art shows etc., French cultural funds, recess/DPA equipment, special education services.

Extra curricular activities, clubs, sports teams

Extra curricular activities, digital literacy, updated in classroom resources.

Extra curricular activities, educational and social trips, visits from other organizations

Extra curricular activities. Faith development.

Extra curricular even at small schools

extra curricular like sports teams and girls at bat

Extra curricular sports and clubs needs to be available for all schools. STEM, robotics and music programs to teach instruments is needed for elementary

Extra curricular, trips

extra curriculums

extra curriculums - the arts, sports

Extra curriculums - these help kids get to school.

Extra curriculums that foster more confident world rounded children

Extra Curriculums, clubs, etc

Extra curriculum activities and special education are very helpful as well as girls leadership programs set them up for success early on at a very important age before getting into high school.

Extra curriculum activities.

These are what keeps students engaged in their learning and make the time at school enjoyable

Extra curriculum programs.tournaments, cyc support

Extra literacy and math assessments with early intervention and additional support for struggling students

Extracurricular

Extracurricular activities and clubs

Extracurricular activities and mental health supports for students

Extracurricular activities and Music, Arts and Drama, Experiential learning

Extracurricular activities and sports activities

Extracurricular activities and teacher funding

Extracurricular and experiential opportunities (field trips, etc.)

extra-curricular and faith formation

Extracurricular and support for the arts/athletics

Extracurricular clubs and sports programs.

Extracurricular opportunities for all areas of interest so kids can have positive experiences and more fun at school - major decline in students who actually like school

Extracurricular program and sports

extracurricular programs

extracurricular programs

Extracurricular programs, special education support, staff training and development, etc.

Extracurricular, math, science

Extracurricular, although most teachers feel so unappreciated they don't want to take on more, programs like Literacy support, small group instruction opportunities (impossible in most classes right now) and interventions like Empower and Do the Math

Extracurricular, faith formation, mental health.

Extracurricular, faith.

Extracurriculars

Extracurriculars

Extracurriculars (music, arts, sports)

Tutoring

Extracurriculars

And special education supports/mental health

Extracurriculars, civics day and ice rentals should not come with an extra charge, we pay a fee every year for \$60, that should be enough extra funding per student

Facilities and structural maintenance and improvement.

Facilities, athletics, extracurriculars,

Faith

Faith & technology & STEM  
 Faith based and anti bullying,  
 Faith based learning and teacher resources for academic purposes.  
 Faith based programs  
 Faith Formation  
 faith formation  
 Faith formation  
 Faith formation and Catholic Leadership, as mentioned in previous Catholic School Identity and Mission.  
 Faith formation and Cooperative education programs.  
 Faith formation and mental health supports must be maintained. They are the backbone of our Catholic identity and ensure students are supported emotionally and spiritually, which is critical for long-term academic success.  
 Faith Formation, Mental Health and Well-being  
 Faith, technology  
 Field trip / concerts / participation in more events  
 Field trips and sports  
 Field trips should be kept.  
 Field trips, Arts programs (would be nice if all schools had instruments and art supplies).  
 field trips, hands-on experiments, learning through doing  
 Financial and technology literacy  
 Financial literacy  
 Fly leaf  
 Fly Leaf. There should be one cart between two classes at least to avoid books going missing or being unavailable when you need them.  
 Flyleaf program  
 Focus groups to help with comprehension, math, and literacy to ensure all students succeed. before- and after-school support for math and reading. clubs and team sports, robotics, other enrichment activities. Counselors on site for self regulation  
 Focus on reading, arts, and sports  
 Food for the kids  
 Football, music and student council  
 FOS  
 Free tutoring, keeping extra courses like green industries, music, and the arts, as well as supports like best buddies, SERT's, and tools for students with IEP's.  
 French education programs. Library activities, technology and laptops!  
 French immersion  
 French immersion  
 Full time Child & Youth Counsellors at the school (rather than splitting one person across several schools).  
  
 More clubs for students who want to participate in activities during recess.  
 Full time CYC in the schools.  
 Funding extracurricular activities and simple classroom resources.  
 Funding for EAs needs to be improved. Teachers are overwhelmed in classrooms with too many high needs children. No amount of teacher coaching can fix this problem. We need bodies in classrooms.  
 Funding for extra curricular activities  
 Funding for homeroom classes and technology for each student  
 -Funding for updated functional technology that actually works and faith formation, ministry, chaplaincy, Catholic community outreach and Catholic guest speakers.  
 Girls at Bat, CYC programming, pathways field trips  
 Giving us paper to actually teach! There are no textbooks anymore, everything is digital and we are constantly needing to print worksheets yet are being policed by the amount of paper we use. Not everything can be done on a computer  
 GLE Courses  
 Monitoring sections for SERT's  
 EA's to attend out of school co-ops for Life Skills students  
 Alt Ed sections to allow schools to creatively schedule at risk students within their own building  
 Growing In Faith  
 Growing in Faith, Growing in Christ

Guidance Counsellor services and art programs.  
 Guidance counsellors, SEL programs. IEP's,  
 Gym. I believe having children active throughout the day breaks up mental fatigue and allows them to focus when it is learning time  
 Halton Food for thought and CYC supports, Empower reading program  
 Hands on  
 Hands on learning  
 Hands on learning approach  
 Hands on learning for kids  
 Hands on learning, sports, music and arts  
 Having appropriate number support staff. Teachers can't do their job if they are not supported by enough EAs or DECEs  
 High Skills Major Support  
 Human rights and equity  
 Human Rights and Equity initiatives  
 Human Rights and Equity-including the Graduation Coach for Black Students  
 Human rights and inclusion  
 Human rights- Knowledge, Respect, Practice and Understanding.  
 I am all for trades programs. I also like programs for special needs and mental health.  
 I am not aware of special programs that require funding beyond the basic expectations.  
 I am not sure what programs you even offer because it seems so dismal. Your schools are lacking in inspiration.  
 I believe all programs and services are important and should be maintained, even if funding is limited. Transportation is especially important. Students may still be able to get to school without it, but it can be very complicated for parents.  
 I believe mental health programs and school programs are essential. These help students to feel safe at school and give them an outlet.  
 I believe mostly the specialized programs should be maintained because they are academic programs. That includes all programs that help students.  
 I believe that programs related to academic support, mental health and well-being, and physical activity are essential and should be maintained  
 I can't think of one that is ESSENTIAL  
 I don't think any of our current programs are meeting the needs of the kids. We never get to learn enough and the new resources that are being purchased are subpar.  
 I feel to me most programs don't work to engage students except for leaders or just being in the classroom I feel kids just go to school and don't do much extra stuff because it's not offered well  
 I love that kids are using chromebooks, learning to search the web safely, create word documents, create digital presentations. Field trips are key to expose kids to enviros outside their usual life. Opportunities to link fundamentals to real life.  
 I really like the Girls at Bat program that my youngest daughter is in.  
 I think art programs are very important and it's great to see student self expression which builds a great environment. I also think art can be seen as irrelevant in society compared to STEM courses so it's important to show how art builds community.  
 I think programs like Empower, literacy Itinerants, CYC supports, libraries, and spec ed supports  
 I think S.T.E.A.M is essential to students' learning, and encourages a "hands-on" approach that most programs don't.  
 I think special education support services are essential, These program support students with diverse learning needs and help ensure they can fully participate in the classroom. Maintaining these services promote inclusion, equity and student success.  
 i think the anti-bullying stuff should be maintained aswell as the speakers that come in for black history month.  
 I think the board should continue with the mental health programs offered within the school.  
 I think the school throws a good dance/ assembly/ chirstmas concert, which is fun and great and I love that.  
 IEP  
 Im not aware of any existing programs in the school community  
 In order of priority: Numeracy and Literacy supports, experiential learning, equity and inclusive education opportunities, faith-based supports and resources  
 inclusive clubs (not just sports clubs) and mental health resources. There also needs to be better support for teachers when they are dealing with difficult students.  
 independent learning and self recognition  
 Indigenous Education is another provincially designated restricted funding area. Protecting these supports is important not only for compliance but also for equity and reconciliation.  
 Individualized programs outside the classroom for students with special needs.  
 Infrastructure

Infrastructure, and mental health.

Instrumental music programs in elementary schools.

Interschool athletics to encourage increased engagement in physical activity while also promoting and encouraging a sense of belonging and inclusion. Losing access to the RA has only caused participation costs to skyrocket and limit access for many.

Intervention programs: literacy, numeracy, speech, and OT support at all levels, including High school.

Investing in life skills programming and added supports in integrated special education classes is essential. Increased support staff is needed to ensure meaningful learning for all, and maintain safety for all students.

Investing in Special Education resources and mental health and well-being programs ensures that all students receive the support they need to succeed academically, develop emotionally, and thrive within an inclusive and supportive school community.

Investing in well kept schools, gyms, libraries, classrooms are in good standing conditions. Investing in more supports for staff and students in EA's and making sure that teachers have what they need to help students succeed.

Investment in extracurricular and experiential learning such as guest speakers and field trips.

Investment in technology

Investment in the arts is essential. Music, drama, visual arts, dance, media arts are spaces where students learn how to be Reflective, Creative, and Holistic Thinkers, as outlined in the Catholic Graduate Expectations. Art is why life is enjoyable.

Investments in technology for the classroom

Keep- academic material and mental health

Keep ESL Supports because we have to help our kids become literate and have a chance like all the others of a choice of university if they want to go. To be productive in society and have a great future too. This promotes equity for all kids.

Keeping class sizes small as much as possible

Keeping current with technology

Kids need to be thought YOGA and MEDITATION so they can move INWARD , once the body and mid are taken care of rest all will be a cake walk

Knowledgehook, ABA, Safetalk, Leadership, Faith Formation

Language program run on Saturdays

Learning Commons, extra-curricular funding, chaplaincy, cyc and social work support

Learning resources

Lego robotics, funding for staff to attend sports events like cross country, track and field and hockey.

Lexi reading program. Has helped my daughter start to read tremendously

Lexia, empowe

LGBTQ+ clubs.

Libraries - including librarians, robust collections, and online databases

Mental Health supports

EAs & SpecEd supports

Peer tutoring, mentorship, & student leadership programs

After school literacy & math support

Commissionaires

Libraries and in school resource management.

Libraries!!!

Library

Library & Learning Commons should receive an adequate amount of funding, separate from other budget lines. Costs have increased, yet, budgets have not. Increased funding is essential to thriving libraries.

Library and CYC are essential in supporting teachers.

Library and learning common spaces. They are essential for students, and evolve to meet the digital literacy needs and research needs of our students. They provide a safe space for students to work and exist in the building.

Library materials.

Library program

library resources and services

Library, arts and music and physical education.

Library, before/after school programs and sports.

Library, music, clubs

Limited copy budgets have made it so my son has not been able to use paper in many classes or has been provided with handouts that are condensed and overwhelming to read.

Literacy

Literacy and math programs as well as extra curricular activities

Literacy and math supports

Literacy and numeracy

Literacy and numeracy improving reading and math scores, early interventions in these areas

literacy and numeracy is #1. Students are lacking the skills in secondary and are at least a level or 2 below what is needed. We need to raise the standard as I see grade 9s that can't do basic addition and subtraction with double digit numbers.

Literacy and numeracy. These are the foundation for all learning.z

Literacy support

literacy supports and small group instruction for students who are falling behind in academic areas; All special education supports including after school programs for students and families.

Literacy, math, and social skills development programs.

LRC resource purchasing budget for classroom tools

Snack Programs

Library Book purchasing Funding

Maintaining the buildings and grounds of our schools.

Maintenance of technology such as Smartboards and student devices to keep up with learning in this digital age

Make sure that there are teachers for important subjects like Science. We had no Science teacher for [identifying information removed]. How these students are going to server if they dont know science.

masses. we have what, 1 or 2 actual masses the whole year now?

Materials for crafts, art programs, teachers have almost zero always ask for donations. Make more clubs for kids at school. So far only running exists.

Math

Math and Language support

Math and literacy programs are integral components for student learning. Special education programs also need to be maintained.

Math and literacy support

Math and reading development should be the main focus

math and reading interventions

Math night with parents and students

Craft night with parents.

Math, reading and writing supports - for students and teachers

Math, Reading, Music & the Arts

Maths, reading they should add more focus on science

Mental health

Mental health

Mental health

Mental health

Extra curricular activities (more sports, more groups)

Mental health & well-being supports, Special education supports, Core instruction resources, Technology & digital learning, School facilities & infrastructure, Staff training & development, Extracurricular programs, Faith Formation

Mental Health & Wellness programs.

Mental health and anti bullying need to be maintained.

mental health and antibullying

Mental health and bullying prevention

Mental health and social support

Mental health and training staff

Mental health and well being

Mental Health and Well Being

Mental health and well being supports

Special education supports

Staff training & development

Mental health and well-being as well as credit recovery and intervention programs.

Mental health and well-being supports

Mental health and well-being supports - CYC and Social Workers

Mental health and well-being supports should remain a priority. These programs help children feel safe, supported, and confident at school and provide important support for students facing emotional or social challenges

Mental health and well-being, settlement supports

Mental health and wellness  
 Mental health and wellness support  
 Mental health champions  
 Mental health coaches in schools  
 Programs that help students to regulate themselves eg Sashbear  
 Mental health CYC and Social work support, training of teachers to support at tier 1 level  
 Mental health programming  
 Mental health programs  
 Mental health programs  
 Student and Staff School engagement opportunities  
 Mental health programs and services  
 Mental health services  
 Mental health services by Social Workers should be maintained.  
 Mental health strategies and staff development  
 Mental health supports  
 Mental health support and early intervention programs.  
 Mental health support and support for the students with friendships issues.  
 It is critical for kids to have that and helps tremendously with their academic results.  
 Mental Health support critical. Special Ed Support Services- Essential for equity—these ensure all students can access learning regardless of needs. Safe Spaces / Wellness Rooms - regulate emotions. Nutrition Programs.  
 Mental health support.  
 Mental Health Supports  
 Mental Health supports (CYC's, SW's)  
 mental health supports for students AND staff, faith formation for teachers and opportunities for students to live their faith  
 Mental Health supports, CYC's etc...  
 mental health supports, special education services, core instruction resources, and staff development, as they directly impact student learning, well-being, inclusion, and long-term success, even when funding is limited.  
 Mental health supports, teacher development, anti bullying initiatives.  
 mental health,  
 Mental health, equity, specialised learning and skills to match contemporary culture and needs  
 Mental Health, skill trades (hands on learning), STEM  
 Mental health. More support for students with special learning needs.  
 Mental health/well-being and human rights/equity initiatives and supports  
 Mentor, buses, upgrading class material  
 MH and wellbeing  
 CYCs/SWs  
 -MLL professional development  
 -STEAM should be equitable across the board. In Elementary schools some have maker spaces, steam initiatives others do not.  
 -English classes in FI schools should not be split classes  
 -Spec Ed assistive technology  
 More EA and special education staff  
 More EA's in classrooms.  
 More educational assistants hired  
 More field trips  
 More focus on math and reading and less with technology based learning. The provinces scores are very telling.  
 More library books  
 More mental health supports in schools  
 More special education supports, specifically more behaviour analysts to support the growing diverse needs in classrooms and how to create safe learning environments for staff and students.  
 Music  
 Music and art classes. Movement and mindfulness exercises.  
 Music and Drama  
 Music Class and compassion clubs ie. Irish Cares  
 Music, arts and athletics

Music, arts, culinary, fashion, other technical related programming including automotive, design, construction and related skill development.

Music, Drama, Dance and Arts.

Music, special education, mental health and wellness

Music, Sports and STEM Clubs

Music, technical studies

Music.

Musical theatre programs

My class EA taken away. Shed helo a lot

my son is in *[identifying information removed]*. At this point, I don't even know what programs or services are available or offered.

My students really appreciated attending the experiential learning opportunities that Pathways had put out. It was a great opportunity for my students to try something new and learn new skills.

Need to stop so many non curriculum activities and focus on the foundational education that will help students in the future

Newcomer support is essential and should be maintained. This includes ESL teachers, ESL curriculum consultant, welcome centre services.

Not a program but class sizes.

Not a program but classes need to be made smaller. Students are suffering.

Not sure what funding is provided and if it is, not sure where it's going

Numeracy- release time in math departments for professional development or curriculum planning.

Nutrition, such as free lunches for kids in low-income families.

Gym classes and outdoor sports activities.

One on one educational assistant support.

Ongoing PD for educators, extra-curriculars, field-trips if costs can be allocated fairly ( ie. classroom student trips treated the same as sporting events for cost of teacher coverage and transportation). Breakfast programs.

Open school programs for families and kids. So good.

Otip , pharmacy mental health

Our ESL program is important in supporting newcomer students and strengthening learning across our school community. ESL provides language instruction, supports students and staff with so many resources.

our school has nothing, our principal oy spends money inequity stuff and on 3D printer for the gifted kids, even tho our school is not a designated gifted school, so only a handful of lids use the 3D printer

Our special education department is allowing so many students to access their education. We need these supports to ensure that Teachers and Administrators are able to reach their students where they are.

OYAP

SHSM

PALS

Parish and school connections, retreats, events that promote serving others in our community

Pathway itinerants

Pathways programming, trips and itinerants visiting classrooms.

PD for teachers is essential. If we have the tools and don't know how to properly use them the tools are being wasted.

Peer leaders and the arts are also great programs.

Peer-based development programs

Physical Education

Physical Education & Special Education Services

Physical education, all classes using laptops

physical education, english, mathematics, sciences

Programas ou serviços essenciais escolares é a segurança no âmbito escolar.

Programs and services at *[identifying information removed]*, are essential and should be maintained. These include literacy and numeracy support, classroom resources, and student well-being initiatives.

Programs and services for special education within early learning, communication and behavioural support.

Programs focused on academic excellence and skill acquisition.

Programs for multilingual learners (MLs) and newcomers to Canada.

Programs that are directly impacting the student's success. Students need more direct instruction with teachers, more support, they need to be seen, heard and receive critical feedback to ensure their learning is evolving. Class sizes are too big.

Programs that build students' self-confidence, character, and faith in God should be maintained. These help children grow spiritually and emotionally, develop strong values, and become confident, compassionate individuals.

Programs to support Newcomer Students or new students in our school communities should be a priority for the Board, as they are highly needed and funding is very limited.

Programs we should consider essential: Faith, Infrastructure, mental wellness, core resources and special education (in no particular order)

Project based learning is essential but needs to be more challenging.

Providing supply coverage for extra curriculars, like athletic tournaments, arts showcase, etc. these programs are influential to our students and it's dangerous to overcrowd classrooms with "farming out"

Quality of education. Safety of everyone. Technology.

Reading and math programs

Reading and math tutoring

Reading and Numeracy programs are essential. Getting students ready for grade nine is also imperative. Reading/writing/Math focus.

Reading Intervention

CYC

Social Work

STEAM

Athletics

reading intervention, numeracy support, online learning

Reading Intervention.

Reading itinerants for reading support

Reading math geography physics. Anything to do with learning skills

Reading programs

Reading programs and other intervention programs that are supported by the board. Not more work for the classroom teachers, but others coming in to support their kids with the most need.

Reading programs for lower students such as empower or 1:1 - 1:3 teacher intervention time and math textbooks.

Reading programs, math extra help/ tutoring programs.

Reading programs. Any program that pulls a student to receive additional support should be maintained regardless of funding.

Reading recovery for those that don't pass the early reading screener

reading support

Reading support, library, coding

Reading writing math arts

Reading, Math, learning programs

Remove special-needs kids from the class.

Resource room support for identified students. Alt. ed. sections. Student Success monitoring. Increased ratio of guidance counsellors to students.

Resources and environments, extracurricular programs, and staff support in whatever way possible.

Resources in the classroom.

resources that teachers need in the classroom ask them (something simple as paper, photocopying etc)

subscriptions websites that can be used in the classroom that can enhance and diversify student learning

Robotic program

Robotics is a crucial program for STEAM students and should be treated with more importance. The continued funding is crucial to the success of future engineers and STEAM pathways.

Robotics, Music classes and STEM

Safety and anti bullying supports(prevention initiatives, staff training), Staff training and development

School athletics and clubs. These services have a number of benefits - helps with a child's sense of belonging, mental health and overall wellness.

School buildings, classroom sizes, library with resources, every student should be provided a tech device to complete their work, school clubs and core STEM learning

School facilities, staffing, library resources.

School infrastructure

School libraries are absolutely essential. I am a school librarian and students light up when they see I have purchased their requested book, or when I recommend a title I know they'll love.

School materials, infrastructure, extra curricular programs

School play, innovation projects, extra curricular athletics

School play, the neurodivergent night

School Social Work support is essential , black and racialized support is essential

School supplies and curriculum resources to support learning, including more EA's to assist teachers with classrooms filled with varying abilities and needs.

School trips and special presentations (Christmas e.g.)

School trips. French program

School uniform and social media strictness. Vaping and drug restrictions

School-based mental health supports (CYCs, social work, psychology), special education services, and safe schools initiatives are essential. These supports address urgent student needs, prevent escalation, and protect learning environments.

Schools need security and cameras. People are being harassed. Some student made threats against teachers and students. It's not normal say :- I will kill you. And it has been happening. I am in shock!

Science

Science based, mathematics and Tech skills classes...auto shop electronics wood working...all skills based classes should be SEA training,

See above, special education support opportunities.

Self-Contained Special Education classes (ESC, STC etc)

Sensory rooms for Spec eds

SERT

SERT support at the secondary level for IEP students. Resource room always available to them. SERTS able to meet with parents.

SERTs

Services related to literacy and research skills. Students need to be willing and able to use a variety of sources in order to promote lifelong learning and a democracy.

Settlement Services for Newcomers should be considered for co-funded by the school board, as newcomer and international students have unique needs that are greatly supported through settlement programming.

shop and hands on workshop type classes including arts. they benefit and help support self confidence by allowing students avenues of individual and group expression and cooperation.

SHSM

SHSM, special education

Skilled trades

Skilled trades and coop

Skilled trades, special education, faith formation

Skills trades awareness and experiential learning.

SLP

Small group reading instruction

Small group special education sessions

Small reading groups

Small reading groups... read goes to learn.. learn goes to math and science and critical thinking.... reading and comprehension is the key!

Small reading programs, and extra funds for schools clubs

SMALLER CLASS SIZES.

Smaller class sizes.

Smaller class sizes. Some primary classes are over 23, kindergarten classes are loaded as well as junior and intermediate. Students need more individual attention and support and that cannot be done when you load up classes.

Smaller focused groups to support kids with the ever growing cap sizes in classes as well as special support for kids that need it.

Smaller group learning like "empower reading"

Smartboards, and Smart technology (software).

Snack program

Social Emotional Learning programs, Mental Health Services for students (CYC, SW, Psych, etc). Direct 1:1 support for students, identity affirming mental health support

Social services support

Social Work

Alt Ed

CYC

Social Work is very important and should continue

Social Work, CYC, Dual Credit, Co-op

Social worker support,

social workers and counselors

Society is evolving quickly and school lanes to asses if the way they teach will help kids be successful in the future. How Ai can help learning. How it will impact them etc. schools need to evolve with the times.

Spec Ed

Spec Ed and Mental Health

Spec Ed- if we want to be proactive and decrease the chances of the behaviours and needing more support/resources. Invest with the staff+resources to create opportunities for engagment in the way students are seeking proactively to help them regulate.

Spec Ed more EAs in classroom. More support for kids 2

Spec Ed services and psych Ed's including dx of asd

Spec Ed supports

Spec ed supports, extracurricular activities and clubs and sports.

Spec ed, CYWs

Spec staff (top 10), library, faith programs, math online resources, reading online resources, sports programs.

Special Ed and mental health services need to be prioritized to alleviate stress in students and educators and to promote successful outcomes.

special Ed support

Special ed supports

Special Ed

Intervention programs -empower etc

Special Ed, STEAM, Councelers

Special Education

Special education

special education

SPECIAL EDUCATION

special education

special education

Special Education

Special education

Special education

Special Education

Special education

Special education

Special Education

Special Education

Special education

Special education

Special Education

Special Education - demand continues to grow and too many students are falling through the cracks.

Special Education – specifically, EAs! We need MORE, not less.

Special Education - these students need extra support. When they have the staff and resources available to them they feel more connected (wellbeing) they perform better (literacy and numeracy) and the classrooms run more smoothly with support.

Special education and cyc. I think having a person who can help with the mental health of students is extremely important. I think there should be more than 1 cyc in each School.

Special education and extra curricular

Special education and instructional support. Increasing the availability of student success to all students in secondary schools.

Special education and mental health

Special education and mental health services

Special education and mental health supports

Special education and skilled trades

Special education and student success

Special education and supports for children with disabilities.

Special education and wellness resources (CYC, counsellors, etc)

Special Education Assistants are needed. We do not have enough staff to meet the needs.

Special education children support

Special Education especially more EA's, Sports (some schools do not have teams), Mental Health, respect for teachers and teacher satisfaction, bullying

special education for children that need a little more help  
 Special Education for the students who need it - no student should be left behind or be disengaged because school isn't challenging enough for them.  
 Special education funding - supports and resources and staffing  
 Special education funding, extracurricular programs  
 Special education is always important; there also needs to be more faith development and monitoring of its implementation in the classroom.  
 Special Education- more programing and assistance in the classroom  
 Special Education needs appropriate resources for the kids.  
 Special Education needs.  
 Special education or support  
 Special Education Programs and Services, Student Nutrition Programs, AP and Specialized Programs including SHSM  
 Special Education resource  
 Special education resource teachers and assistants!  
 Special Education SERTS FUNDING  
 Special education services  
 Special education services  
 Special Education services  
 Special education services all around (SERTs, EAs, CYCs and Social Workers)  
 Special education services and extra curricular activities  
 Special Education services and Mental Health services are essential.  
 special education services should not be optional - students must be supported where they are at and education must be individualized to meet neurodivergent needs

mental health supports are essential for students

functional math and literacy skills  
 Special education services to support students with diverse learning needs  
 Special Education Services. All students need to be supported and need to thrive in the education system. And teachers need resources to be able to support them appropriately.  
 Special education services. Schools need EAs and spec ed funding to support this group of students with educationally rich programs.  
 Special education should not be cut any further. Every student has a human right to an education  
 Special education staff and support.  
 Special education support  
 Special education support  
 Special education support  
 Special education support , especially for the kids impacted by COVID. So many children are coasting under the radar but could highly benefit from more one on one support from staff etc  
 Special education support. Teachers are struggling and suffering burnout due to lack of support already.<sup>3</sup>  
 Special education supports  
 special education supports  
 Special education supports  
 Special education supports  
 Special education supports  
 Special education supports and mental health services are essential, as they ensure students receive consistent supports for both learning and well being.  
 Special education supports for students with special needs not for gifted.  
 Special education supports- more EA support and support staff (counsellors)

Smaller class sizes  
 Special education supports, adults supporting mental health, and clean/comfortable schools are non-negotiable.  
 Special education supports, bringing text books back into curriculum, having more hands on activities for students.  
 Special education supports, including EAs, make it possible for my kid to regularly attend school. It also provides safety for the rest of the class and inclusion to have an adult to coregulate with.

Special education supports, learning resources, and educational assistants are essential to help all students succeed. Schools should also maintain funding for yard equipment and outdoor activity supplies.

Special Education Supports, Mental Health & Well-Being Services, Student Transportation, Literacy & Numeracy Support Programs, Technology Access & Classroom Devices, Safe & Inclusive School Programs and Extracurricular Activities & Athletics.

Special education supports, mental health and well-being services, and core instruction programs should be maintained. These are essential to ensure inclusive learning, student support, and consistent academic development across all levels.

Special education supports.

Special education supports.

Special Education teachers, Educational Assistants, Child & Youth Counsellors, psychology services, and speech and language supports are essential for ensuring equitable access to learning.

Special education

Faith

Math

Special Education

Mental health

Special Education

Money to go towards basic classroom resources - educators are spending too much of their own money while SGF funds go towards things like St Patrick's Day, Christmas and Education Week crafts.

Special education, core French, arts

Special education, made a huge difference in my child's progress. Regular instruction was not helping him progress nearly as much.

Special education, mental health supports, and core instructional resources must be protected. These services are foundational to student safety, learning stability, and legal obligations, even in constrained budgets.

Special Education, reading, and extra-curriculars.

Special education, SEA,

Special education, STEM/Skilled Trades

Special Education, teacher supports to retain young teachers who are burning out at an alarming rate. Better supports for Principals and VP's.

Special education, tutoring and small group led educators.

Special education. Lack of EAs is showing in classrooms. Hard for teachers to manage on their own and teach 25 students.

Special Education; Mental Health; Core Resources; Experiential Opportunities

special need students

Special needs and extra curricular activities.

Special needs equipment and supports. We need more capable EAs.

Special needs resources es such as EAs to accompany lifeskills kids to -coop experiences.

Special needs support and staff development

Special needs support staff, extra curricular activities, STEAM, classroom supplies (paper, pencils, calculators, art supplies.. etc.)

Special needs support.

Special needs, ESL, enriched students

Special programs such as gifted programs

Specialized classrooms, support staff (EAs, CYC, Library Tech-all of the above)

specialized classrooms/ alt ed programs- educational assistants and CYC supports

Specialized programs for our most vulnerable spec ed students

Specialized reading instruction from itinerant teachers in the primary division. More support for student access to CYC support.

Specialized Spec. Ed classrooms, FRC Robotics, Mental Health, Athletics

Specialized Special Education Classes, STEAM,

Specialized supports to help students navigate to their desired career paths and more self contained rooms for spec ed individuals to better support their needs and allow other students in mainstream to be able to focus on circiculum uninterrupted

Specialty teachers and topics, better high school prep.

Speech pathologist services.

Sports

Sports

Sports

Sports and arts

Sports and athletics for more grades

Sports and athletics, like physical education, weight training, and sports teams. As being fit and learning how to live a healthy lifestyle is important to have a good life

sports and clubs

Sports and clubs

Sports and extra-curricular activities for the kids. Get students involved and active. The impact on their mental health would far outstrip anything you could teach them.

sports and proper diet education

Sports teams and any other extra curricular activities/events.

Sports teams sports bring people together and are a big part of many people's lives

Sports teams, clubs, faith based programs, mentorship

Sports, and finding good teachers!

Sports, extracurriculars

Staff development

Staff professional and faith development programs.

Staff training

Staff training and development

Staff training in core education to support children who would need extra help.

Bully prevention and safety programs.

Staffing special education students appropriately. The rubric doesn't work!

Start negotiating and soliciting with private sector partners, under a P3 contract. In bankrolling, to maintain critical services and supports.

STC, Life Skills

STEAM

STEAM

-STEAM

STEAM and STEM programs

Steam appears really well maintained, with the new lab in Oakville.

STEAM initiatives.

steam opportunities and experiential learning is excellent , cultural funding for french experiences is excellent

Steam program

STEAM programs, extracurricular activities, and mental health and wellness supports should continue.

STEAM programs.

STEAM programs.

Reading intervention programs.

STEAM

Special Education classrooms

Literacy & Numeracy supports and experts

STEAM, coding, robotics

STEAM, Music classes

STEAM, SHSM, Coop

STEAM/Skilled Trades

STEM

STEM

STEM and skilled trades

STEM because it can teach you many good skills

stem for all, life skills - budgeting, health and sciences

Stem learning and skilled trades

Stem learning, having a well equipped library

Stem

shsm

Co-op

Early literacy

Structure teaching classes

Structure teaching classrooms are essential for students with special needs and disabilities

Structured teaching classes, essential skills classes

Student Mental Health & Well-being Supports  
 Student mental health and peer programs  
 student success initiatives, extracurricular activities, and community engagement.  
 Student Success/Alt Ed and the Grad Coach programs  
 Student support and bullying prevention support  
 Student wellbeing programming  
 Students services, coding and stem, use of AI. I am not sure why *[identifying information removed]* has a gaming facility. We are trying to get our kids off video games.  
 Students who require extra support need to be helped. Keeping them in a classroom without the support required diverts teaching resources and prevents teachers from assisting the entire class.  
 Students with learning disabilities require more support to access education their IEP accommodations need to be implemented in order for them to exert their knowledge and demonstrate their understanding. A variety of assessment options are needed  
 student-teacher ratios should be lower.  
 Subject specific homework help clubs, and after-school general homework drop-in sessions.  
 Sufficient supports for students with special needs to ensure both their support but also limit disruption for the rest of the students.  
 support for students  
 Support for students with ASD.  
 Support for the staff whatever they may need  
 Support programs  
 Support staff  
 Support staff can offer individual, classroom and school wide support, utilizing SMHO Resources. This work cannot be done in isolation and require more trained staff to be hired to provide evidence- based supports within schools.  
 Support to core programs in the classroom  
 Additional resources - maintaining school infrastructure  
 Supporting learning for all including those students with special needs or needing mental health supports  
 Supporting newcomer students is an important service that needs to be maintained. Many ML students rely on the support from ESL teachers. Working 1:1 or in small groups is an integral part of building confidence to immerse into a new environment.  
 Supporting Special Education is essential, more and more students are depending on the support of Spec. Ed. and limiting their funding ties their hands.  
 Supports for mental health-social workers, CYC, and alternative education classrooms which provide a soft landing pad for many students who are being/have had their achievement impacted by poor mental health.  
 supports for numeracy and literacy programs within the schools, along with experiential learning and tech opportunities for students.  
 Supports for special education and child and youth counseling  
 Teach basic skills properly. Forget the fancy program ideas (spiral math). Bring back homework. Most parents want it.  
 Teacher training  
 Teacher training, classroom supplies, teaching material  
 Teachers development and formation  
 Teachers training and mental health tools.  
 Teaching students life skills and hands on learning opportunities, not just screens.  
 Tech, skilled trades, financial literacy, social impacts  
 technology  
 Technology  
 Technology  
 Technology (devices and upgraded smart boards in classrooms).  
 Technology (trade pathways), Special Education, Extra Curriculars, Core Curriculum, Mental Health  
 Technology and digital literacy  
 Technology and teacher in-services to support new curriculum releases.  
 Technology supports- important to understand, BUT not at the expense of basic education. Continued support of teacher development /training- particularly, practical training as well as continued learning training. Spec Ed. STEAM Programs.  
 technology  
 school infrastructure - places for kids to play safely  
 Technology, infrastructure  
 Technology. We need students to have access to tech  
 TEL, more support for GIF, GIC and B&B

textbooks for all students, photocopiers that work, paper, staples, tissue paper available for all classrooms, software that is essential for teaching

The amount of EA's

The arts - not enough funding to accommodate interest. There is high interest, not enough resources/equipment/supplies. Budgets doesn't cover much (music especially)

The arts (drama, music, and visual art) as an outlet for students that can be made more accessible through school.

The arts (visual, musical, writing, theatrical, etc.). We may be living in a world that values them less and less in favour of industries generating the most profit, but these are the things that give us reason to keep living.

the arts most specifically music and drama. As well i think that the cycs are essential in the elementary schools

The Arts! Visual, Music, Dance, and Drama. By offering art courses online we are losing students from having transformative experiences where they use the arts to build community and belonging.

The arts, it's an outlet for many students to explore and assist with their education.

Libraries are essential.

The fund raises, the food drives, the BBQs, music and drama programs, existing sports programs.

The libraries! Students need physical books to read and to complete research.

The library and learning commons, including books, resources, flexible seating, STEAM activities, and author visits.

The school needs updating

The school's sports teams and participation with other schools. Grows teamwork skills and grrat memories outside of the classroom.

The Settlement Workers support our Special Education professionals for translation of specific and sensitive information. This collaboration supports equity for newcomer students. It should be expanded.

The special education program

The STEAM stuff is interesting and shows student engagement

The support for the special children should be retained at any cost

The teachers are excellent at *[identifying information removed]*. Do anything you can to keep them

The very limited options for Skilled Trades, there needs to be more available!!

The whole spec ed department (e.g. CYC, SW, BAs, EAs, SLPS, etc).

The YMCA program is essential, giving students safe care after school.

Faith formation matters for staff and students; when staff live authentic Catholic values, students learn to follow Catholic teachings.

Their are a number of essential programs, and programs that should be maintained. The SHSM, STEAM, and OYAP programs should be maintained and continued. This is becuase they provide students with great opportunities especially for math and science. L

There is nothing that stands out. Everything at this school is bare minimum.

These programs are directly tied to student success, safety, and equity. Optional activities (like extra arts, sports trips, or non-essential clubs) are less critical if funding is tight

This survey is very limiting. Our board is underfunding so many of these areas, especially compared to other boards. I could write an entire book on my concerns, but I am limited in space.

Tier 1 - Funding for release time for educators and school staff re: PD on mental health

Tier 2 - CYCs

Tier 3 - Social Workers

Tier two and three academic supports in the school setting.

Timely assessment for children determined to be at high risk of specific learning disabilities, e.g., dyslexia.

To ensure smaller classes to support academic needs.

To have in school after school activities

To have more educational assistants. They are greatly needed for kids who needs more support.

To help children who are having trouble understanding their lessons. Some children need extra help to get through their work.

Track and Field, Cross Country, Special Olympics - these are often the children that may not get an opportunity to excel in other paid sporting activities. If we keep this accessible it means these students can participate fully in school.

Track and field, social clubs during recess, choir, school plays.

Transformations

Social work support

Cyc support

Student success

Transparency pls! Where do civvies fees go? Team fees? Transportation to games is done by parents, uniforms are returned, there are no coaches fees, practices and games are at schools. Why after so many years, are we now paying an AP fee at *[identifying information removed]*?

TRUE Catholic teaching. This is the whole reason the children are at a Catholic school. To learn about the world through a Catholic lens. Pride month or day disguised as "rainbow day" does not follow God's true design of love for males and females.

Tutoring and remediation programs.

tutoring time after school

Tutoring with reading, writing, etc. Dental screenings.

Childcare

Tutoring, academic supports,

Tutoring, and extra curricular activities, to keep the learning student's mind engaged.. We need to improve on building a strong sense of community that due to the increase of digital technology, has weakened students', social skills and interaction

Upgraded learning tools and technology, additional guardrails around student safety on school grounds.

Use 9f devices

Washrooms, sports equipments, class resources, teachers

We are in desperate need of additional EAs from the feedback I'm hearing all across the province.

We have many great programs happening, such as Empower, Early Reading Intervention, and support from our ESL teachers who provide essential services to our newcomer population (multilingual learners) as well as Newcomer support services (HMCC).

We need more EA support

We need more peer to peer help with basic English, math and French.

We need to ensure that all students are given the opportunity to receive an education. Students need a safe space, and a supportive staff to ensure they can flourish.

We need to focus on teaching students individual skills so they can learn to overcome challenges instead of creating temporary supports that may or may not be there in moments of crisis.

We need to help newcomers integrate into society with more English classes.

We need to keep our EAs. We need to keep any program that helps students with reading and writing.

We should work hard to maintain and foster well-stocked library learning commons spaces, along with MLIS librarians who continue to help students navigate the ever changing information world.

Well-being and mental health

Wi-fi

Without question, the Empower reading program. We need to have more specialized trained instructors to run this program like it was run a couple of years ago. Early intervention for reading is so important and would alleviate the need for Spec Ed.

Yall need to get newer stuff better stuff and make sure there's no bullying or minor teasing because you guys allways ignore that even tho sometimes it hurts the most.

You need more not less BA's, OT's, and social workers in the school. More education on how to modify disruptive behaviour that allows in class learning.

Youth programs - peer to peer

## Appendix C

### Q9: Which programs or services do you feel are currently missing or need to be strengthened to better support students? (n = 936)

1. two admin at each school-no matter size would help with so many issues at the school level
  2. more Lunchtime supervisors to cover lunches
  3. admin support with banked planning time coordinating
- A class for students with disruptive behaviours. The students in these behaviour students classes are suffering, they are scared, they don't wanna come to school and these students often derail lessons consistently throughout the day.
- A good Math resource
- A math textbook for elementary school students. The math up/knowledgehook/mathology is all over the place.
- A need for more specialized classrooms is needed to help support student's mental health and academic needs
- A plan to support violent students. Too many violent incidents in the HCDSB and too many students not getting safety plans to support them to ensure safe schools. You cannot hide from it, you must address it and make proper safety plans for student
- A Program at Thomas Merton similar to when *[identifying information removed]*
- Camp Altitude for Student Success/IEP students
- A program for students who struggle with emotional well-being.
- A smaller class size could allow teachers to reach and provide support to kids who struggle.
- A specific math program that all teachers follow
- ABA, and trained personnel in kids with special needs.
- Aba, occupational, and speech therapist are great help for kids to improve they're learning experiences. Strengthen them I think will be beneficial for both teachers and students.
- Academia is something that I find ontario curriculum lacks
- Academic interventions being supported by qualified professionals, beyond classroom teachers and SERTs.
- Academic rigor is slowly depleting with the continuation of offering e-learning courses. This is simply making it easier for students to more easily earn credits. When credit earning is easy, an environment where learning is missing.
- Access and wait times to social workers and counsellors. Students often have to wait weeks or even months for support in things they need it for. Also based of HCDSB's own words of needing to promote help seeking, add peer led programs
- Access to basic resources such as paper and photocopy clicks should not be limited. This severely restricts student learning.
- Access to devices. There are not enough available to sign out from the library for a school of our size.
- Access to digital learning tools and devices that is safe, equitable, and reliable
- Access to mental health supports (CYC & SW) should be easier - students should consent themselves, rather than go through VPs & parents in order to talk to someone when they need this kind of help. The Health Care Consent Act already indicates this.
- Access to services to help children with disabilities succeed in school
- Actual faith based learning, not the current agenda driven and identity politics version
- Actual supplies
- Don't question photocopies
- We bring so much from home. Resources are so limited at school esp kindergarten things are literally falling apart like in the dramatic center it's unsafe and doesn't support programming
- Additional activities at weekends to enjoy as *[identifying information removed]* families at school. Ex. Sports, movie nights, etc
- Additional classroom resources and special education supports for students.
- Additional EAs. Staff to support special needs students at co-op placements to prepare them for life after high school.
- Additional intervention programs, such as the empower programs should be returned. Additional EA support.
- Additional mental health support for students and targeted interventions for parents to better support student mental health, resilience, boundary-setting, attendance, etc.
- Additional resource supports for identified students if class sizes are not reduced.
- Additional resources to support teachers in the classroom and in the yard during recess.
- Additional support staff, particularly Educational Assistants, are needed to better support and include all students. Increased support is an equity issue and addresses diverse learning, behavioural, and social needs within inclusive classrooms.
- Additional supports for mental health & additional literacy & numeracy support.
- Additional training on available digital tools that could enhance teaching/learning.
- Additionally novels and textbooks
- Admin with sound understanding of spec Ed services
- Advanced educational resources and support for special education

After school activities for the students, especially in smaller schools.

After school programs or day time activities by other people other than teachers extra- curricular activities

After school support

Afterschool peer study groups or tutoring/mentoring.

AI and how this impacts to learning habits but at the same time how AI will expand their reach on learning

AI and LLM ( large language model) studies

All school dances

All schools should be able to support sports, science, coding and arts. Every school should have the tools to prepare them to compete with other schools without having to raise funds.

All schools should have a full time library tech to ensure a love of reading is instilled in students right from kindergarten . Budgets for librarians to purchase resources to support reading and teacher needs.

Alot, teachers dont share what is taught in school, we dont know which portal are they using to teach the concepts. Too much hidden information, no transparency. Teachers are confused , gives contradictory comments. I feel untrained teachers.

Alt ed

Transformations/ Thrive

Alternate education programs

Alternative education and mental health supports in the form of adequate CYCs and social workers.

Alternative Education and the Transformations Program

Alternative education programs (in school and alt sites), special education programs for students with literacy difficulties (because this impacts all other subjects), availability of EA support, attendance support/intervention in elementary schools.

Alternative education programs for students who find the mainstream school environment challenging and who don't have a mental health diagnosis but could benefit from smaller classes and more intensive support.

Alternative programming for students struggling with mental health who present externalizing behaviours and struggle to function and earn credits at their home schools, despite interventions used at home-school

An actual plan to address AI issues and cyberbullying/racism/bias initiatives in schools (complete cell phone ban with access to laptops for all). Also our IT department is severely lacking in resources to support student needs

Anti bullying

Anti bullying and mental health

Anti bullying and mental health support

anti-bullying

Anti-bullying & social media impact on social relationships, and mental health supports

Anti-bullying and mental health initiatives

Anti-bullying and student safety.

Anti-bullying support definitely needs to be strengthened, and management should ACTUALLY do something when a bullying case is brought to the fore.

Any additional supports (human resources) to help with the diverse needs we are seeing in our schools (academically and behaviourally)

Any kind indoor afterschool activities.

Any supports for small group intervention for struggling students in math and language.

Anything that helps support the rising number of students coming to school with special needs.

Apologetics and foundational faith building programs

Are there practical and active learning and development/leadership development and career planning programs supporting students with where they may see themselves to be valuable contributing members of society.

Arts

Arts (Visual Arts, Music, and Drama)

Arts for mental health

Arts programs - drawing/painting, musical instruction at all ages.

Sports (all ages) - badminton, pickleball, tennis, dodgeball, baseball, soccer.

Arts programs - would be nice if all schools had instruments and art supplies to teach the curriculum. Math resources as well as science and social studies that are print, way too much tech use in schools, kids fine motor and attention are suffering.

Arts programs & physical education programs- kids need creative & physical outlets- we keep cutting these programs, developing an entire generation that are not-creative, and have no outlet to manage energy- thus causing disruption in the classroom.

Arts programs and self-contained classrooms/educational assistants

Arts shsm like dance art and drama

As indicated by my previous answers, we need to invest in teachers and technology training to support future opportunities for students.

As mentioned before, in my opinion, EA support needs to be increased significantly. If our low-achieving students could get EA support, it would allow the classroom teachers to spend more time with the rest of the students in the class.

At [identifying information removed], the budget was used for a "egaming room." There hasnt been a music class for the past two years and field trips are very limited. Im graduating w/ [identifying information removed] credits and the only field trip I went on was [identifying information removed]

Athletic and extra curricular programs are limited to families who have the flexibility to transport child during the day to games/events. Bussing and taxis need to be provided so ALL students can participate. Not all families work from home. Athletic opportunities for younger students is missing. Students aren't able to participate in organized sports at school until grade 5....most are reserved for intermediates. It's not fair to younger grades.

Athletics Art drama and Music all are essentially teams sports should be emphasized as a way to promote socially acceptable and responsible

Ways for all students to participate and represent their school and a community

Athletics. Once upon a time, there were minimal fees to participate in school sports. Now the costs have made it near impossible for some. Sports are a way for students who aren't academic to excel. It is also a way to socialize and feel included.

Attendance supports for parents/families

Basic education in the necessities of every day life, including, but not limited to STEM education, the advancement of technologies and artificail intelligence, and basic functions such as filing taxes and the complexities of mortgage agreements.

Basic Learning for all including supporting those students who have special needs or need mental health resources

Basic math is lacking. Everyone needs a calculator! Yikes!

Basic programs which help students to achieve Ontario school curriculum requirements.

Basics for literacy and math skills

Bathrooms, classroom resources

Before and After school care. There is consistently a shortage of childcare for parents and it's consistently unaffordable. Teachers also need to be supported while providing this care.

Before and after school extra curricular activities

Behaviour Analyst services need expansion. More BAs are required to provide timely, consistent support, strengthen staff capacity, and implement proactive, individualized strategies for students with complex needs.

Behaviour intervention programs, mental health supports, and additional school based staff to help address increasing behavioural and emotional needs in classrooms.

behaviour programs or services to support classroom teachers

Better engagement with parents to understand gaps, deficiencies in their child's development. Report cards are not an efficient way to discuss progress, especially depending on stage of child development

Better literacy support. Especially for grade 1/2 students.

Better promotion of the Christian faith. Can you imagine how much better you could make the world simply by helping more students follow God's word?

Better STEAM or leadership opportunities

better supports for teachers and schools in regards to professional development and collaboration

Better systematic supports for children with dyslexia and/or other learning disabilities beyond technological compensation. Access to assessment and explicit, evidence-informed direct instruction programs should be essential to enhance literacy..

Better transition between SK and Grade 1

Bigger focus on applied skillsets like the trades.

Board wide lunch program.... feed the growing brains....

Both faith based and anti bullying

Bring back Christmas concerts

Bring back itinerant teachers who can work with at risk students and/or increase the amount of EAs who can work with level 2 students, not just the behaviour children.

Bring back [identifying informatiove removed] he was the most supportive EA

Bring back stronger music and arts programs. They are essential for brain develolment

Bring back supporting our STEP 3 students in ESL. They are still struggling. They should not be taken off support once the get to STEP 3.

Bullying and social isolation are rampant among immigrant children, who suffer greatly from a lack of acceptance and inclusion. They feel alone.

Bullying awareness and more mental health support for children and church involvement.

Bullying has shifted into isolating kids and ignoring them socially and electronically. Teachers need to be educated on how to identify the Bullying and support those experiencing it.

Bullying needs to be taken more seriously

Bullying support !

Bullying support, hands on resolutions.

Care about bullying.

Career Pathways, Academic Intervention & Credit Recovery and Access to Technology & Digital Skills.

Catholic faith based programs and services

Catholic Faith in a Catholic School.

Catholic faith, special education, get the kids moving. Gym classes are weak.

Certificate of Education program for students that fall between the Lifeskills programming and Locally Developed/Workplace pathway

Children expressing themselves, interacting. Learning music or participating in plays is one way to tackle social isolation in kids.

-CHRISTIAN GUEST SPEAKERS/APOLOGISTS

class trips, extracurricular activities

Classroom management needs are paramount in helping a teacher feel safe in their own classroom. Many of us feel that disruptive students are not being handled correctly and are controlling the classroom setting.

Classroom modern day instruction

Clearer communication around how fundraising dollars are used to support the school community. That [*identifying information removed*] does NOT have a food aid program is simply embarrassing.

Club support and community involvement.

Clustering students for skills development - especially young students with complex needs - need communication and autism programs so that integration can be intentional and meaningful

Code resources and consistency in teaching practice

Coding- everyone should be learning coding - just like we learned typing back in the day. They should be learning AI. Which means teachers need to learn it. We should be hiring professional coders to teach class.

coding, writing, creative writing, printing,

Communication to students and parents currently is pathetic at best. It should be transparent , explaining the truth, the steps taken at the time and the steps to be taken in the future without another email from the education minister

Community connection

Computer skills classes, teach how to use Microsoft office, how to type without looking at keyboard etc...

Connecting programs and services to actual teaching and learning - not just PD to be talked at

Co-op and other hands-on student learning experiences.

Coop and skilled trades

Core classroom materials - paper for photocopying, classroom materials, etc. I always donate to my children's teachers, and I am happy to do so, but each year there seems to be less and less in the classroom itself.

Core classroom resources, class sizes, and teacher support.

Core competency in main subjects.

Core educational needs, math, science and reading and writing along with how to use tools such as computers.

core instructional resources, PD during the DAY

core resources i.e. math manipulatives, decodables. Inequality between newer and older schools with regard to facilities, resources, and technology

Core resources like a textbook that creates skills and curriculum transparency and pace. In my view it's a must hence from grade 1, including subjects like science and core education like reading, writing and math.

Courses for real life. Resume building, how to save money and how to do things independently similar to a home rec course back in the day

Create special projects and make the students present for the school community

Creating opportunities and help in grade 11-12 for essay writings , exposure to Pre- Universities for students who dream to get into Medical, Engineering.

CRICKET

Culturally responsive mental health support is lacking, leaving diverse students underserved. Incorporating a growth mindset curriculum is also needed to foster resilience and positive attitudes towards challenges for all learners.

Current lack of bus/van transportation for students in extracurricular activities/sports is challenging. Parents must take time off work to drive their child to games and tournaments. This can pose a barrier to access for child participation.

Currently zero consequences for bullying in school. Would like to see stricter policies on bullying. Teaching communication skills aka Kelso's choice are helpful

CYC

CYC availability

CYC full time and Social Workers

CYC should be in all schools full time! This is essential for building better mental health programs.

CYC support, Special Education support and reading support for students in primary and junior grades.

CYC

Social Work

CYC's in the amount of time they are allotted to schools. Each school should have a dedicated CYC.

Dedicated special education classes. Not blended in grade school.

Desenvolvimento de habilidades socioemocionais.

Different ways to learn such as attending field trips or retreats that occur off site.

Differentiated learning.

Digital Literacy

digital safety and mental well being

Direct student tutoring, whether with a teacher, resource support staff, or fellow-student. Every school should offer student tutoring services, as not every family can afford to purchase this privately nor should they have to.

Disproportionate MH CYC/SW/Grad coach support per school #'s ratio ie 1 CYC at a school of 1200 students vs. 1 CYC at a school over 2500 students.

Diverse instruction for high achievers/ gifted children in grades 4 and under.

Diverse learning needs, physical textbooks with updated curriculum

Diversity for more than just black families (they should totally get it, not asking for anything to be taken away, there are other ethnicities in Halton though)

Drama, Acting, and Dance programs to support creativity and student engagement

E.A.s in the classroom. Currently not enough EAs to support the students with IEPs (large percentage of every class).

EA support

EA support

EA support in classrooms.

EA support in the classrooms.

EA support needs to increase and they should have training.

EA support!

Early intervention and screening for literacy

Educational support services

Early intervention in literacy and numeracy

Early numeracy and math programs in general require more funding and support. Class sizes need to be reduced, particularly in Grade 9 with de-streamed courses, but also in elementary school.

Early reading and math intervention

Early reading intervention. Students need to be able to read and transfer those skills to understanding math and developing writing.

Low readers and writers need more intervention in their early years to be successful by grade 3.

Early years education and services. Encouraging everyone to get off screens and talk

Easier access to speech therapy treatments

Economics, accounting,

Educating teachers on how to support such diverse needs in one classroom. Support staff to help them and resource to deliver it.

Educational assistants - there are never enough to support all of the students that need it in the building.

Educational Assistants especially in kindergarten.

Educational Assistants is #1! Sports - having specialized coaches. Mental health services. Teaching kids how to study, plan, prioritize.

There are many opportunities for the trades but there should be more for the Arts! Photography. Media. Etc.

Educational Assistants training, so many of them don't know what they're doing

Educator training.

ELearning is not meeting the REAL needs of our students. We need more people on the ground and in the schools working directly with our students. This is our purpose - this is where our funding dollars should be prioritized.

Electronic learning devices

Eliminate inclusive and diverse, feelings, pride, etc...courses and curriculum and replace with faith, skilled trades and monetary value and finance programs

Eliminate supply teacher fees for field trips  
 Emotional Disregulation programs  
 Suicidal prevention programs  
 CBT and DBT training for core staff and students  
 Emotional well being and support for younger students - JK to Grade 3  
 Feeding program for students.  
 Empower  
 Empower and Do the Math have great impacts on early literacy/numeracy. We need more teachers dedicated to intervention (not in addition to a school SERT role)  
 Empower for junior and intermediate students that have fallen through the cracks and still can't access curriculum because they can't read.  
 Empower from the itinerant teachers. More EA support. More math training in hands on approaches.  
 Empower or other intervention at EVERY school. Outdoor education opportunities. Anti-racist education training. A focus on belonging rather than a focus on anti bullying. Reduced screen time in classrooms.  
 Empower program  
 Enhanced playground supervision and clearer responses to bullying. There should also be more transparency as to how fundraising dollars are being used.  
 Enough educational assistants in classrooms, especially life skills and community living classes. More support to actually get these students into the communities through co-op or other partnerships. Limiting EAs seemingly limits the students  
 enough staffing. We've had several classes without a teacher months at a time. The board needs to start hiring and staff appropriately. Sending surveys does not resolve issues and seems performative. Start with putting teachers in the classroom.  
 Environmental services are necessary. We are supposed to be Stewards of Creation, but there is no true support of that in this school board. We need composting, native species gardens, green events, and scaffolding to support eco-friendly practices  
 Equity and diversity initiatives.  
 Equity/Identity affirming support  
 ESL and settlement programs offered to newcomer students and their families.  
 ESL and settlement support for newcomer students and families ; more early reading intervention especially for those students who fall well below the criteria to access programs such as Empower  
 ESL monitoring during multiple periods  
 ESL needs increased funding  
 ESL program provides language instruction, cultural support, and a safe space to build confidence as they adjust to a new country, new routines. Helps classroom teachers by specialized language acquisition, assessment, and instructional strategies.  
 EVERY DAY small group reading and math groups pulled.  
 Every elementary school should have Strong Start's Letters, Sounds, Words Reading Intervention Program throughout the year to support early reading.  
 Evidence-based math interventions.  
 Expanded Financial literacy and cybersecurity awareness training  
 Experiential Learning and Skills trade. Some schools do not offer some trades within the OYAP program. They should provide more trades through OYAP. Co-op should be better equipped to help student find placements within more fields.  
 Experiential learning for all pathways. Guest speakers ( restrictions have made this far more difficult). Classroom physical resources to offset the influence of AI particularly when resources and course delivery has skewed so much towards digital.  
 Experiential learning, guests, field trips, community connection between home and school  
 Experiential programs-hands on  
 extra classroom support. afterschool tutoring support, small group learning opportunities  
 Extra curricular activities  
 Extra curricular activities and events should be expanded. These provide better experiences for youth as well as allows them to develop social skills outside of the classroom.  
 Extra curricular activities are almost nonexistent, SK had no field trips so far. So sad. Books are limited in library, craft materials almost non existent, so depressing.  
 Extra curricular activities especially for the younger students  
 Extra curricular activities for elementary students should be heavily developed and funded. (Arts. Sports, clubs) even if it's at a discount through the school.  
 Extra curricular and school clubs.  
 Extra curricular sports in elementary. Feeder schools need proper teams and schedules to play other school, instead of one-off tournaments.

Extra curricular, overnight experiences, financial literacy.

Extra curriculars

extra curriculars for small kids at the age of 6 and 7 kids are already performing in clubs outside the schools but they don't have any options inside the school to start belonging.

Extra help in classrooms and more field trips. My kids are lucky if they get 1 a year where other schools are going on 3-5 a year.

Extra teachers assistants to help students who need additional support with their learning.

Extra tutoring, summer programs for special education.

Extracurricular activities (e.g. sports, art, music, etc)

Extracurricular activities and opportunities for students to feel more connected to the school and community.

Extra-curricular activities and performing arts programs such as music, dance, theater.

Extracurricular activities and their associated facilities and equipment.

Extracurricular activities such as arts, music, and sports—based on my current experience with kindergarten—should be introduced from an early age, as they play a key role in supporting children's overall development, creativity, and social skills.

extra-curricular activities that give students an opportunity to explore a variety of interests that they would not otherwise be exposed

Extracurricular activities. I feel that it really depends on each school to have them. However, it should be more standardized among the schools. Sports and clubs are very important in developing not only physical but mentally the students

Extracurricular activities. There are zero after school activities. We pay others for profit businesses for these activities and I'd rather keep it to the school and pay you.

Extracurricular for grades 1-4

Extracurricular opportunities, co-op or internship opportunities for students looking for work experience

Extracurricular programs

Extracurricular programs, clubs/groups, sports

Extracurricular sports activities, experiential off-campus activities (field trips), community engagement. This school runs TVs in classrooms while kids eat to keep them "busy".

Extracurricular, math, science

Extracurriculars

Extracurriculars

Extracurriculars - field trips and smaller teacher to student ratios

Extra-curriculars. Teachers are tired and need support so we can have the emotional, mental, and physical capacities to do more to help build school community.

Extracurricular opportunities for ALL students not just rep players. Music programs seem to have been obliterated from this board - my son is doing language in Music. We would like to see music programs come back.

Faith

Faith base programs with the parish involved.

Extra curricular activity programs to identify hidden talent at early stages.

Faith based activities

Faith formation

Faith formation

Faith formation

Faith formation for students should be strengthened. A strong foundation in Jesus' teachings can help them develop respect, emotional control, calmness, and better habits that support their learning and relationships.

Faith formation opportunities including retreats, Catholic guest speakers for students, and faith-based professional development for staff

Faith Formation, stronger partnership w/ Church & Families, better support for struggling families. Art/Music Programs, Co-op's, Professional Workshops, Scholarships, Emotional Intelligence, Education on vaping/fighting/restrictions on social media.

Faith Formation.

Faith services. It would be great if students could be bussed to the church for school masses.

Family activities

Fdk program

Field trips

field trips

Financial learning and its impact

Financial literacy

Financial Literacy - Local programs like DTBY Enhance Your Finance Program.

Financial literacy and hands on work

Financial literacy courses; teaching kids how to invest in financial markets would highly support their future wealth. That, mixed with basic understandings of budgeting, cash flows, best ways to use credit cards or other forms of debt

Financial literacy. How can you survive if you can't balance a budget or understand how debt works.

Financial programs to teach these kids about money etc

financial training, stocks, basic investing skills

Find ways to focus on the top students. Focusing on the bottom may seem like the best use of time but when you do it at the expense of the top performers then you are doing them a major disservice. Find ways to keep them engaged

food court inside the school, with good meal choices and space

Foundational skills. Far too much reliance on screens in the classroom (when not used as a tool for learning). Simply posting info on a Google Classroom and telling students to go look is not teaching.

FRC Robotics is world class and the vast majority of our HSs do not offer this program. Specialized classrooms for violent students

French classes

French immersion

French immersion - need more and better French teachers. My son is in French immersion and isn't doing well.

French immersion starting in kindergarten as they have in other boards. I believe my child would have benefited from starting earlier than grade 1

French language in lower grades and more hours in the existing programs. We're immigrants, and it would be great way for our kids to assimilate better if more French be offered for the students not participating in the immersion program.

French or additional languages

French programming. My kids are not at an immersion program, and in standard English school the languages do not have enough focus.

Especially with how multicultural we have become. An intro to Hindi or Mandarin club would even be fun.

Full time CYC in every school

Fun trips

Funding for classroom resources (\$5 per students is unacceptable)

Funding for EAs needs to be improved. Teachers are overwhelmed in classrooms with too many high needs children. No amount of teacher coaching can fix this problem. We need bodies in classrooms.

Funding for Extracurricular activities so it is not on the parents/students. It is very inequitable. Students who cannot pay are not joining.

Funding for materials and for staff to attend sports events with students.

Funding for student transportation has not kept pace with rising costs. This could make some programs unsustainable or inequitable if students cannot physically access them.

Funding to replace outdated computers / labs is desperately needed, current Board funding is limited as it is and this is a huge expense being put on the schools. Funding for Commissionaires also important.

Gathering all secondary math teachers together

Gifted programs that follow withdrawal from class option need to be strengthened. Currently Not enough stem-related activities (like math and science) and there is too much focus on leadership skills.

Gifted programs/enrichment.

Food! There are very scarce food options in cafeterias.

Girl empowerment, and the boys need to learn about respect and kindness.

Give power back to the teachers not the whiny students or parents. What a farce the whole system has become. Teachers are left powerless and no amount of professional development can improve this.

Going back to more physical work (like work books and less work on laptops). More in class staff and 1:1 support. More staff for special education students.

Greater consistency in implementing student accommodations and stronger support for positive classroom dynamics and inclusion would improve student daily experience.

Greater opportunity for school sports for more students

Greater support through Alt Ed options

Gym is not what I remember growing up with. Everyone loved gym and it was a daily occurrence.

Hands on / fundamental life skills

Hands on activities such as trades

hands on musical instruments for all students in a class

Hands on program and equality between how teachers talk to girls vs boys

Hands on, home economics, life skills,

Having consistent full time CYC support at all schools.

HCDSB should focus on mental health, newcomer integration, special education, practical life skills, nutrition, and extracurricular programs. These areas would directly improve student well-being, learning outcomes, and long-term success.

Health and wellness

Hire more good teacher.

Holistic field studies. Out in nature.

Home, Parish and School connections

homework, allowing students to bring home assignments and receiving support and confidence in understanding. Also daily or weekly follow-up emails or communication from teachers of what had been done during the day and or week.

Human rights and equity initiatives

I believe mental health and wellbeing support should be strengthened because student learn best when they feel emotionally safe and supported.

I believe school programs and supplies need to be strengthened. Many teachers spend their own money on classroom materials so students can participate in science experiments. Increased support would allow for more hands-on learning opportunities.

I believe that they need more counselors that help the students to make better choices for courses and future carrier.

I believe there should be specialized classes starting in either grade 7 or grade 5 to help meet the needs and wants of families. For example, arts, business, STEAM.

I feel like our board is lacking in professional development. I love the opportunity to attend workshops to learn more and bring back my learning to my school. I would love to also see the mentoring program strengthened to help others.

I feel like there just a lack of students coming together and spirt which I feel comes the school changing many things and taking the fun out of school stuff like focusing only on school so much that it's not fun to show up anymore

I feel mental health support is lacking the most, whether this be teaching mental health, supporting students and staff with mental health resources, trainings, and educational assistants to help with higher needs to avoid burnout in teachers.

I feel that my children miss connection through leaning. Having somebody that identify their weakness and can work individually to improve.

I feel there should be a school program/club that opens the horizons of students who aren't familiar with students of other ethnicities and backgrounds. Not just when it is a history in that month.

I have only experienced the kindergarten programming thus far but would have liked a bit more advanced numeracy and literacy focus

I think a lot of the younger students at the school struggle with basic math and reading skills. I tutor math at the school and see how important it is to learn the basics of math so there needs a program that teaches students a good foundation.

I think it is important to understand the needs of every child and to be knowledgeable of the very many different challenges of learning that students require. Not all needs are transparent.

I think supporting staffing needs would best support students.

I think the AP program should return to being free for all students. Financial barriers should not be placed on academic programs.

I think the availability of social workers for schools could be strengthened, adding more to the elementary panel; this way, they could run programs and support the students more.

i think the mental health one is something we should 100% make stronger

I think there is a lack in core resources for staff to help teach students better. I think well funded schools with rich resources in libraries, texts to support and assist make a huge difference in students learning.

I think there needs to be more math support. There is a serious lack of math teachers. My daughter just got assigned a math teacher. It is March 13. They have leaned nothing so far this semester.

I think there needs to be more programs or services geared to support students academically regarding math and language. When a student feels they are falling behind in comparison to their peers, their self-esteem lowers.

I think there needs to be stronger mental health supports or guidance on how to approach mental health with students.

I wish there was more emphasis on a wider variety of student-led clubs/extracurricular.

I would like all students to be strongly encouraged to join a club or extra-curricular activity.

I would like to see more directed towards math and understanding real life financials.

I'm too new to have an opinion on this, very happy with the school and staff.

Identifying which classrooms have students with IEP's and ensuring the class sizes are manageable and giving those students supports so you can teach all students.

If we can outsource different organizations

Improvement to EA allocation/rubric process (too many students are not being captured). Really miss curriculum itinerants and their presence in schools.

In class resources

In class SERT support

In class support in math: Summary sheet before tests, more clarification and notes taking to bring them home so parents know to support them. Follow the Curriculum books or give students books to study and practice at home at the same pace with class

In classroom support with clear strategies and defined interventions.

In high school please please please emphasis for students that their worth is not the percentage of their grades. Too many put their self worth in a mark. Meaningful mental health learning needs to happen for students.

In my personal opinion, I believe that we need to strengthen the support of special needs students.

In school mental health supports

Increase in number of elementary school SERTs to allow for adequate intervention, classroom support and caseload management.

Increase the number of Behaviour Analysts in the Board

Increase the number of Child and Youth Care workers in our elementary schools, and increase social worker support

Increased funding for bussing for northern schools with a large geographic area

Increased need for SERT support and behaviour management support with students. Classroom teachers spend so much time managing student behaviour, that actual teaching can come second.

Increased number of behaviour analysts, EAs and spec ed resources is essential to the needs of spec ed learners are supported.

Increased opportunities for newcomer students and families. Greater access to interpreters, sheltered courses, etc.

Increased resources and supports for our special needs and most vulnerable students

Indigenous, Black, Racialized, 2S&LGBTQIA+ mental health supports need to be strengthened. Identity-affirming mental health supports are crucial.

Individual skill development ie. learning skills, overcoming challenges. We should also prioritize empowering teachers as the authority of the classroom.

In-school programs that keep students engaged with each other, their faith, and the learning process.

In-school Special Education supports! This will allow more students to participate meaningfully in activities and events, while being safe and supported.

Instrumental music programs in elementary schools.

intensive supports for non-speaking students (AAC classrooms) with trained support staff; small group classrooms for students with neurodiverse learning needs, kindergarten expectations/learning skills

Intervention programs

Intervention programs in reading and math.

Intervention programs such as Empower are not being offered in every school. It is an amazing program that benefits many students who are at risk.

Intervention programs: literacy, numeracy, speech, and OT support. Accountability for staff to follow IEP - actual follow-through and communication with parents.

iPads are missing to connect to our Smartboards.

It is hard for me to comment on this because my child is young.

It would be beneficial for the kids to learn more about job opportunities i.e. skilled trades, office work, medical field through co-op placements for older kids, and presentations from people in those fields for younger kids.

Itinerant or resource support for junior and intermediate

Janitorial/maintenance staff

Kelso Choice, SNAP, EA support for our students

Kids could benefit from more opportunities for community involvement within the school. Experiences that help them feel valued like acting as a buddy to a younger child, or projects like creating a spring garden to build environmental awareness

Kids need to be taught YOGA and MEDITATION so they can move INWARD , once the body and mind are taken care of rest will be a cake walk

Kids should have more opportunities to enjoy school day trips. For example, visiting museums, provincial parks, botanical gardens, etc.

Kindergarten resources

Lack of connection to faith in the secondary schools - teachers are not connecting curriculum to Catholicity. Staff moral is very low - staff do not feel supported. Monitoring of the SIP by admin needs to be better.

Lack of materials, consumables and devices for staff and students. Desktop computers have been removed from the library and all non-business classrooms.

Lack of qualified teachers and qualified supply teachers. High school students regularly do not have teachers for certain subjects ...science...French etc and qualified supply teachers aren't available for the subject at hand.

language curriculum supports

Language practice classes

laptops for each student in the classroom

Bring back textbooks!

Laptops for every student, so no phones are needed.

Leadership opportunities; Financial literacy and more community involvement

Leadership program

Leadership/ Entrepreneurs

Financial

Learning to write

Library books and space for students to read.

Use of books, reading and writing without screens.

Library budget

Literacy & Numeracy Itinerants to support in schools

Literacy and learning for kids with disabilities to me is lacking. There is an emphasis on communication without reading text. For kids with disabilities- Reading and Writing are the path to learning, higher education, advocacy & future employment.

Literacy and math itinerant teachers.

Literacy and math, spec ed intervention programs equally delivered at all schools. It is not equitable for students across the schools in the board.

Literacy and Numeracy focus. Appropriate parent communication through effective and personalized report card writing. Special Education because its important and always getting cuts.

Literacy and numeracy intervention programs

Literacy and Numeracy supports that the classroom teacher is NOT responsible for leading - beyond the small group instruction and guided teaching we already do.

literacy and numeracy, students need more help developing these skills

Literacy coaches, math coaches, in school tutoring

Literacy supports for struggling students.

Math supports for struggling students.

I think it would be beneficial to have a specified literacy teacher who takes students to focus on reading, writing and comprehension.

Literacy/Numeracy itinerant intervention - increase in time spent with students (more staff needed)

Make school fun

Materials needed for each student. The funding is not equivalent in comparison to the needs of the students

Math and Language intervention supporting the homeroom teacher. Not just a list of places to find resources.

Math programming

Math text books literacy booklets for elementary students needs to come back. Science fairs and public speaking needs to come back.

Math text books. The online resources the board have purchased are too wordy, not enough practice, require printing, and when you don't have enough computers or a split class, it just isn't practical. Actual physical text books are needed.

Math textbooks

Math Up is terrible. Funding needs to be used to get math program that uses a textbook. Also a program that supports all areas of Language

Math, English, Science, Computers

Math, Reading, Music & the Arts

Math, Science

Math. Music, safety and wellbeing,

Mathematics support for upper grades from 6-8 grade to help the students understand and practice math skills with a presence of qualified teacher that is not relying on YouTube videos but explains math in the classroom.

Mathematics, Science and STEAM program. My child was very enthusiastic before taking STEAM. In-fact that was the reason he joined school. But we learned several students gave up after first year. The syllabus needs more challenging.

Mental and psychological, social supports.

Mental health

Mental health

Mental health

Mental health

Mental health

Mental health

Mental health

Mental health and anti-bullying support

Mental Health and Financial Literacy: students don't understand how money works beyond buying things. Mandatory financial awareness in high school would help they have a better understanding about jobs/expenses/higher education benefits.

Mental health and wellbeing

mental health and wellbeing and experiential learning

mental health and wellbeing retreats/field trips/speakers for classes/schools - for education, awareness, and wellbeing

Mental health and well-being supports for Indigenous students and their families.

Mental Health and Wellness

Mental health and wellness (more CYC support in elementary schools)

mental health at earlier grades

bullying prevention and awareness

life skills - how to become a successful citizen

more discipline - students need to hear NO - learn they can fail - but you can succeed - try again - not everyone wins or is the best

Mental health initiatives and funding

Mental health itinerants would be an excellent addition to all schools, teachers who specialize in delivering specific programs and experiences to students so CYC support can be more tailored to individuals and small group support.

Mental health programs

mental health programs within each school reachable for all

Mental Health services, more CYC support needed

Mental health services. We're living in a rough, hopeless world right now. Our kids don't see much of a future for themselves and mental health disorders are increasing, which is an understandable response to everything. They need much more support.

Mental Health support.

Mental health supports

mental health supports and preparing students for post secondary in high school

Mental health supports and programs are not nearly enough for the needs we are seeing in our schools.

Mental health supports for staff to mitigate burnout.

Mental health supports for students in our board

Mental health supports need to be strengthened

Mental health supports, staff training to address the student need

Mental health training

Mental health, guidance support

Mental health, life planning, individual tailored education that allows students freedom of choice so they maintain their engagement.

Mental health, treatment programs for kids with behavioural concerns

Mental health support, an easy way for students to get support without having to voice they need help

Mentorship

Monitor children's soft skills and guide them to develop with an active plan that supports them.

More academic education. Bring books to the program.

More academic support in the classroom.

More access to sports

More access to EAs, more PD training for EAs and supplies around ABA

More alternative education programs and classrooms.

More athletics and after school curriculums

More athletics, Phys-ed and team sports.

more Behaviour Analyst staff to support the diverse needs in special education across the school board

More Behaviour Analysts to support students' unique learning needs and meet all students where they are at to ensure the safety and learning of all students is prioritized.

More books literacy, after school maths program

More Catholic initiatives. Our schools are changing, that's an observable fact. Keep them distinct by continuing them to be Catholic.

More catholic retreats, priests, catholic teachings and speakers focused on the roman catholic faith. Trades people speakers, initiating and introducing students to the trades and how important they will be in the next 5 years.

more classes outside ( trips to museums, classes at park, going to pool and having funn)

more clubs

More clubs, extracurricular opportunities

More consideration for teachers challenges, not treating them.

More co-op opportunities for university and college bound kids to have more relevant experiences before deciding their future  
 More counsellor in school to guide students career path choices.  
 More CYC support is needed. Each year, I have more and more students who would benefit from CYC support.  
 I also wish we had math support for students that didnt require teachers to commit more time. A tutoring itinterant would be wonderful.  
 More cyc's in schools! Having one spread so thinly to offer supports and clubs is hard to reach and support all students.  
 More CYCs to support caseload and clubs and initiatives. In addition, spec ed support to pull students on IEPs out to do their work like *[identifying information removed]* does. Logistics of small group intervention programs and missed class time is frustrating.  
 More E.A. behavioural and mental health supports  
 More EA are needed  
 More EA funding and support.  
 More devices for students, since we are moving into a digital world we still see so many students without access to a personal computer. Providing each student with a device would be beneficial.  
 More EA support is needed. They are stretched thin and there are a number of kids in need of more support.  
 More EA support!!!!  
 More early intervention and recovery for math and literacy. More EAs  
 More EAs  
 More EAs and support staff are needed to support students with exceptionalities and behavioral issues  
 More EA'S in the schools.  
 More EAs to support kids and teachers within the classroom, and more OT/SLP supports for special needs children at school.  
 More EA's,  
 More educational assistants  
 More educational assistants and supports.  
 More educational assistants hired.  
 More Empower teachers- this program really works for early intervention. We need every school to have one trained instructor (not a SERT trying to fit it into the day). Itinerants should be trained -current intervention model isn't effective.  
 More extra curricular for kids  
 More extra curricular options for kids. Whether it be sports or arts.  
 More extra curricular programs to help students find their strength in other areas besides core work  
 More extracirriculars and experiences for the kids.  
 More extracurricular activities for elementary aged students especially on grades 4-6  
 More extracurricular programs.  
 more extracurriculars and clubs  
 more faith based speakers for students including priests and missionaries.  
 More faith based trips and retreats. We need to put God first in our children's lives  
 more faith learning , bible study and stories  
 More focus on equity by culture and diversity in schools for ESL students-not just special education students getting resources or help  
 More focus on mental health and community involvement.  
 More focused groups in larger sized classrooms as mentioned in the precious response and more hands on / extracurricular activities. All while keeping up with the infrastructure and materials for the kids  
 More hands on learning with lifeskills kids, more opportunities to participate in co-op yearly and more opportunities to participate in school  
 Activities such as drama and sports clubs with supprt.  
 More hands on practical experience. More focus on current events. Economics and business courses  
 More hands on support and training for behaviours and academic supports  
 More importance to physical fitness.  
 more in class supports or students have more opportunities to receive individual supports (OT, SLP, PT,CYC, etc..) Decreasing the long waitlist for testing!!!  
 More interactive activities with the teachers or other educators (humans) rather than screens.  
 More intervention support for struggling students who are below benchmark in language and math  
 More language resources  
 more laptops or iPads per class.  
 More lexia licences, more empower spots.

More literacy and numeracy support, hands-on learning opportunities, and access to updated classroom technology would help students succeed and stay engaged.  
 More literacy and numeracy supports - for educators - assistance with resources and interventions/small group instruction  
 More literacy programs and digital education  
 More lunch supervisors so that kids do not need to watch screen while eating.  
 More Math interventions akin to Do the Math which is very good but underutilized  
 more mental health programs supporting families, and training for staff working with students who act out physically  
 More mental health support.  
 More mental health supports are needed and more staff to help them  
 More one on one learning and customized learning for students  
 More one on one math support like they have for reading  
 More one on one supports to help students their best potential  
 More opportunities for kids to learn hands on  
 More opportunities in arts, music, and sports would help students develop skills, build confidence, and stay engaged in school  
 More options for Skilled Trades!!  
 More peer support  
 More personnel to support in schools. EA's, CYC's SW's  
 More physical health  
 More professional activity days and support for new curriculum  
 More professional development for staff, increased faith studies and trades development.  
 More professional development on teaching strategies for all students and especially for special education learners etc. Also, many teachers do not understand IEPs or how to implement them.  
 More programs focused on developing communication and social skills would be valuable. Children need support learning how to build friendships, cooperate with others, express their feelings, and resolve conflicts in a healthy way  
 More programs for special education students; more CYC and social workers in schools.  
 More programs that promote hands on/experiential learning are needed to encourage the love of learning and curiosity in students especially in science and math. Having science labs for experiments or arts/music spaces for classes to access too  
 More programs that provide a sense of leadership for our older students to take care of the younger ones - friendship programs by cyc and small groups from other teachers to target low students  
 More qualified CYC intervention and supports for teachers. More EA support for all identified students.  
 More reading (language hands on programs)  
 More real life scenarios and hands on learning for kids  
 More resources for special needs (ie psych assessments in a timely matter, speech therapy resources for young children)  
 More resources for student with disabilities, more staff, more in-class support, and provide equitable education across the board at all schools for all students needing support for learning.  
 More school Clubs and Trades support.  
 More school trips  
 More science STEAM related activities  
 More small group programs and tutoring  
 More snack/food programs are needed so students have access to nutritious food during the day. In addition, more funding for extracurricular activities to offer more clubs, sports, and trips so more students can participate and feel included.  
 More socio/emotional programming  
  
 CYC's being trained bereavement counsellors  
 more spec ed support  
 More spec. ed. support to support the increased amount of needs in the classroom  
 More specialised classrooms for children with severe mental health and special needs (more smaller contained classrooms) Some children simply do not yet have the skills to be integrated into a larger classroom setting  
 More staffing opportunities for Black staff (student success teachers for Black students, graduation coach for Black students program); staffing for the Center for Black Excellence  
 more STEM supports and more updated technology and more ipads to support primary learners. More mental health supports and more EA's for Spec ed services  
 More support for both student mental health and ESL lessons with newcomer students.  
 More support for developing literacy and math skills and basic life skills.  
 more support for higher needs students that may not be "special needs" but need more attention and different methods of support

more support for students that are not identified but need support, help parents, behaviour support and not a one time visit, class size is challenging to support those students that need more self regulation and one on one,

More support for teachers, including TA/EA

More support staff

More support staff in classrooms

more supports and opportunities for small group instruction to target specific needs on students.

More teaching assistance need to be hired and brought in. Some classes are getting too large and it is more cost effective to bring in a TA instead of hiring another teacher.

More technical courses

More technology in general and less programs that are less relative today

More technology training, specially around AI and basic life usage skills (filing taxes, investments, job fairs and opportunities). Help around identifying vocational roles, given that sometimes kids are not aware of their strengths and weaknesses

More technology, including IT support.

More than 50 portables at *[identifying information removed]* - one building with enough lockers for all students ideal. Dire need to lend more chrome books and working ones.

More variety in the extra clubs

More work based education, real world skills like budgeting, climate education.

Most importantly, access to mental health support should be expanded, and preventative mental wellness programs focused on resiliency, coping skills, and emotional regulation. Conflict resolution and peer mediation programs.

Most programs, the ministry needs to invest in the students futures.

Music

Music

Music and arts related activities

Music and home economics

Music arts programs for elementary school students. More activities for younger grades e.g., 4. Affordable summer camps.

Music classes with variety of instruments.

Music teachers with in-depth knowledge, our school has beautiful brass instruments for students to use and we have no one to teach these skills. That's sad, music has been scientifically proven to deepen learning ability.

#### Extracurricular activity

My son was part of an empowerment program that greatly improved his reading level, and confidence. This program was taken away before his younger sister could take part.

N/A - Improve what already exists.

Need to incorporate ai tools into teaching. Problem will be teachers who think ChatGPT is all the AI they know.

New teachers having faith formation

new technologies training/education

Newcomers and After-school programs and activities.

Not enough EA support for diverse learners. Math support. Mental health support (full time CYC in every school, better access to social workers.)

Not enough EAs!

Not enough staff.

Not enough tutoring or study groups for students who cannot learn from a screen. (Eg. VMI learning disability). Spend \$ on books and textbooks not online programs in elementary school - the evidence of harm is indisputable.

Not necessarily strengthened because I think this is well done, but continuing with having snacks available at the beginning of the day for students who don't have food at home or don't make time to eat before school.

Not sure. Music and performative arts may be?

Numeracy intervention and a team similar to our early literacy itinerants. The Knowledgehook learning cycle is not productive, students need intervention for a longer period of time and a more accurate way of identifying student needs.

Numeracy supports

Numeracy supports for Kindergarten program

Nutrition and wellness or anything with an occasional outdoor activity.

Occupational Therapy support or consultation within our school board for high need spec-ed students

Offering a Thrive program in the north.

One on one needs with students

Online learning, increase the amount of online courses students can have in a semester to 2, because it lets students learn at their own pace instead of having to slow down for other students in a class of 30 students so that no one misses anything

Opportunities for faith formation and development, growth in knowledge about the Catholic faith, making connections with local parishes, priests, religious sisters and our diocese and various Catholic organizations.

Opportunities for self expression. More activities they can voluntarily participate in and build more relationships across classrooms and grades. I find students are limited to their "homeroom"

Opportunities for small group direct instruction for vulnerable learners (ie Empower, do the math etc..) there need to be a period assigned in schools for these type of programs to run with fidelity.

Opportunities for teachers or itinerants, specialists to come in and provide intervention, programs or tutoring to help those students in the classroom during the day for additional support- mostly reading and writing, EQAO prep, etc.

Opportunities to engage in activities outside the classroom (field trips, overnight trips) which would address other key learning objectives and foster a greater sense of community.

Options for field trips and experiences outside of the classroom to allow for exciting experiences for students.

outdoor learning spaces, gardening, and play areas to keep kids active and engaged!

Outdoors areas/outdoor supervision.

Anti bullying campagains/ initiatives- early ages.

OVERALL CYC

oyap programs and technology.

Paper textbooks

Parent Behavioural Conduct - specifically helping families to identify parental behaviours that enable child entitlement or where there is a lack of morals/ ethics/ righteousness. Offering support/ resources to parents to help foster healthy homes.

Pathways Itinerant positions and Experiential Learning Opportunities

PD around the use technology as a learning tool. Students shouldn't have to copy math questions from a digital notebook so that a school is "paperless". Students in FDK shouldn't be watching movies/only have digital texts read to them off YouTube.

Peer mentorship and leadership initiatives, equity and inclusion programs, experiential learning like STEAM and skilled trades, and mental health supports. Expanding these helps students feel supported, engaged, and prepared for the future.

Peer or buddy system, better support for kids and tougher consequences for bullies

Personal finance

physical education

physical education and arts programs, to assist students, physically, mentally, and emotionally. There are numerous transferrable skills learned through physical and artistic activities, that transfer into other disciplines and life skills.

Physical textbooks

Plans are made but no plans activated and if they are only for a short period

Play structures and grass area.

Please stop prioritizing shirt days. This is not inclusive and a waste of time. Speak to these causes as a whole but stop this woke/virtue signaling agenda in the schools. Pleasure survey parents/students- focus/prioritize curriculum.

Practical use of technology and digital tools

Preparation for sacraments

Professional dance teacher should come in and teach one dance rather than a regular teacher teaching dance. All the teachers do is show a YouTube video to teach dance. They are not qualified dance teachers, so why are they teaching it?

Program around Biology and AI

Programs and courses that help students better understand the world they are going to walk into with AI.

Programs for art, drama, music.

Programs for multilingual learners (MLs) and newcomers to Canada.

programs for students to really support their mental health and sense of self - not just programs that support self value, but that provide actual supports that students can use in their daily life to overcome challenges

Programs for students with special needs so they can be in a supportive environment that benefits their learning & growth, while other students in class get the attention/support they deserve. Continue providing PD in all areas & faith formation.

Programs geared to living life without the use of phones for every issue or need. Learning how to live and problem solve and communicate verbally with others.

Programs that give sense of belonging and community.

Programs that need strengthening include expanded mental health supports, additional special education resources, and enhanced STEAM and experiential learning opportunities. These would better meet diverse student needs and improve engagement and...

Programs that support STEAM at grassroots. Perhaps move away from screens and take a more traditional approach to learning

Programs/services that should refined and take priority include badminton, and engineering/science/maths programs. Some sports often get treated unseriously and start late, especially badminton. More Programs related to math science are beneficial.

Progressive discipline. Way too lenient and students are running the schools without consequences.

Promoting the catholic faith

Proper EA dispersal amongst students requiring assistance for academic, social and emotional needs.

- Proper Language Program training for teachers (FlyLeaf)
- More EA support in each school
- More SERTs in each school

Proper updated technology

Provide more funding for Multilingual Learners (resources, technology, community supports)

Psychological assessments for everyone that needs it.

Qualified teachers who cares about students learning, support the students and do more effort.

Reaching out to businesses to get their help and support with our students. E.g. chance to have summer job, that way they have experience of the real world.

Reading and math literacy supports need to be strengthened, especially early and targeted interventions. More small-group support and consistent skill-building would help students develop strong foundations and keep pace as academic demands increase.

Reading and math programs, supports. Intervention programs. These seem to have stopped.

reading and writing, books and pencils not screens and tablets. Tablets needs to be removed from classrooms.

Reading and writing-spelling and structure. Too many are lacking these basic skills and are being looked-over and “moving on” to continue the path of struggle. We need to bring it back to basics.

Reading support programs in SK

Reading/math intervention teachers in earlier grades.

Real work experience to help students discern realistic goals

Recruitment of well-qualified and trained, but most importantly motivated, teaching and support staff for students who enjoy being around kids.

Religion and faith

Resources and programs for advanced students

Resources that are not online. A math elementary text book.

Restoring itinerant support for literacy, numeracy, and special education is essential for strengthening student achievement and ensuring equitable access to high quality instruction.

Robotics

STEAM

Physical Education (e.g. Cricket Grant)

Robotics and coding

Robust music and arts program in every school. It seems quite hit or miss right now, depending on the school

Safety and anti bullying supports(prevention initiatives, staff training), Staff training and development

Safety, security and cameras in the school it's very serious and has many gaps. People are in risk .

school clubs and STEM learning

School clubs for non-sport programs.

School computers or all students should be given a device

School facilities and digital infrastructure need strengthening. Upgrading aging buildings and ensuring consistent access to modern technology will create a safer, more effective learning environment for both students and staff.

School populations are growing significantly in our schools but direct student supports like social work have not grown to meet the needs of them. Student support needs are intensive and complex.

Schoold needs to support students to participate in outside competition/test, like math olympiad.

Schools need stronger college counselling with more one-on-one support, earlier planning, and help with applications and financial aid.

Science club - small learning groups.

Science SCSM

Science, coding elementary athletics,arts

Second language lessons. Canada bien a bilingual country should have French as extracurricular activity

See above, special education support opportunities.

Self-awareness, social work(ers), learning how to interact with other students without dramatics and ostracizing

Self-regulation strategies for kids (and staff) understand their emotions- not suppressing it.

SERT SUPPORT

SERT teachers and IEPs for the younger students, grade 1&2

SERT team that helps and supports kids with IEPs through programs and extra support. School counselors on site to help kids with regulation. Extra curricular programs and clubs to increase team spirit and help kids discover new interests

SERT teams

Settlement programs in all schools.

Settlement Services, funded by IRCC to support newcomers, needs additional resources to offer programs that help students build a sense of belonging, make friends, practice English in a safe space, and learn about school culture.

Shortage of supply staff

Skills needed for the future, I.e. working alongside AI rather than fighting it, or learning the basics is electrical synapses but with a green/LEED application to save energy.

Skills trades awareness and experiential learning.

Small group instruction

Small group instruction

Small group tutoring for math and science

Small groups learning for students in all grades who are behind/below grade level in math and literacy.

Smaller class sizes, support for students that are falling behind and don't really qualify for support under the formula.

Smaller class sizes support more conducive learning outcomes. Educators can effectively engage with students and vice versa. With so many needs and learning styles, many students "get lost" as teachers try to manage a high number of students needs.

Smaller class sizes. More elective classes running in high school. IEP students should not be forced to take a class online.

Smaller class sizes. More staff in buildings to support students.

Smaller classroom and more eas for students who require them to minimize learning disruption

Smaller scope kids interest clubs, crafting, rubics cubes, art and painting club could be interesting.

Small-group interventions for students dealing with chronic anxiety or school avoidance; universal training for every classroom teacher in "Tier 1" interventions so that students feel supported by every adult they interact with, not just specialists.

Social clubs inside and outside the classroom for special needs students of all ages.

Social media use, vaping and smoking. School should make more strong restrictions policy.

Social Studies, Math. Literacy need basic instructional resources. Spelling and grammar expectations are stated but there are no grade level resources provided.

Social Work service to support the socio-emotional development of children, to bridge with eh social services in the community; to implement interventions in school for children with different levels of need, to strengthen prevention around wellbeing

Social work, counsellors, small class sizes, teacher training in well being and mental health

Social workers available more often - and assigned to less schools. There is an increasing need for support and not enough of them to go around.

Social workers should not have to choose students who they have to prioritize over others. There should be more social workers involved in schools to ensure that students have wraparound supports at home work. This is an area that is stretched thin.

social/emotional supports and programs to engage student learning.

Some of my concerns go beyond the purview of public education. But there has to be some work toward solutions where behavioural issues are meaningfully addressed.

Some teachers are really skilled at making split grade classrooms work for all. When the teacher is not skilled- split grade classes are frustrating for all, in efficient and meeting no ones needs.

Something tangible to help students develop some resiliency. Students lack coping skills and are not adequately prepared to deal with actual everyday life situations.

Spec Ed

SPEC ED

Spec Ed and Mental Health

SPECED

Special Ed

Special ed supports - more EA's are needed to help those who need the extra support

Special education

SPECIAL EDUCATION

Special Education

Special education

Special education

Special Education (one EA per class), Sports teams available to all students at all schools (hire coaches if need be), Mental Health supports, respect for teachers and teacher satisfaction (you will be losing a lot of good teachers), bullying

Special education and mental health there are no where near enough spec ed supports in schools and that I believe with added support more people will want to in to special education. There needs to be more CYC's

Special Education classes (specialty life skills for younger children K-4), EA support

Special Education classrooms

Special education classrooms for students with high needs or who are very violent.

Special education funding - supports and resources and staffing

Special education- I think we put so many students in a class not realizing that one teacher can't support all those students especially if there are exceptionalities.

Special education in high school for students with learning disabilities, mental health, ADHD anxiety. These students are being overlooked, not enough support.

Special Education- Increasing budgets to allow teachers to provide programming that meets students differentiated learning styles/needs but also to invest in creating the spaces/oppportunities for students to regulate proactively.

Special education needs to be strengthened.

Special Education programs within Adult Education as well as Mental health support for this same cohort

Special education resources

Special education resources. My son has been in school with an IEP and expected SEA device since September yet no SEA device has been provided.

Special education services especially for students who are violent or extremely disruptive.

Special education services including small group support of students who are struggling

Special education student class is needed

Special education supports

Special education supports

Special education supports

Special education supports

Special education supports - More EAs

Special education supports need to be improved across the board.

Special education supports, curriculum for some teachers to follow, lack of hands on learning for students.

Special education supports, mental health supports, general math/reading skills assistance

Special education teachers and EA supports who are safe management trained!

Special Education

Mental health

Special Education, and core instruction resources. (Textbooks taken away, photocopies being limited. Teachers are spending \$ + time sourcing resources on their own. Mathology and MathUp are NOT the same as physical textbooks in the classroom.)

Special education: high-need students need own S.E. class similar to Kinder setup students can learn NOT overwhelmed/overstimulated by full classes. Integrate into main classes for some subjects, rest of the day in S.E. room, inclusive.

Special Education; More moderation time

Special Educations, if I had to pick, which is deeply unsettling. Which child do I hold up above the water while the rest drown?

Special needs class

Special needs supports!

Special needs, ESL, enriched students

Specialized classes for kids need to be brought back for their learning and the leading of all kids in the board. Too much disruption in the classroom isn't good for anyone's learning

Specialized classes for young students

Specialized classrooms need to be brought back to meet the HUGE growing need of students and the learning needs.

Specialized programs for students with mental health or other special needs

Specialized regional arts and sports programming or schools may allow alternative education options for students excelling in those areas.

Specialized tutoring

speech and language supports

Spend less on faith, equity, etc. And spend more on academics and learning science, math, physics, strategic thinking, health, etc.

Sport teams and clubs

Sports

Sports

Sports activities

Sports and arts get nothing. Its disgraceful how little is invested in these areas.

Sports at all levels  
 Sports teams and hands on learning skills of skilled trades  
 Sports, before/after school  
 Sports. The kids should have the opportunity to participate in school sports in grade 4, just like all their friends at other schools. *[identifying information removed]* should have a food aid program like other schools in this area. Improved transparency around how fundraising dollars are used.  
 staff development in all areas - school based and corporate based staff  
 Staff training and development (especially reflecting the digital era as well as mental health education); special education services (investing in more staff and support for students with special needs).  
 Staffing levels and facilities for kindergarten children.  
 Staffing. Smaller class sizes, smaller teacher to student ratios  
 Standardized testing.  
 STEAM  
 STEAM  
 STEAM  
 STEAM  
 -STEAM  
 -MLL and settlement programs offered to newcomer students and their families  
 STEAM and experiential learning programs should be strengthened because they help students connect learning with real-life skills. I also think students in elementary school could be encouraged more to be engaged and passionate about learning.  
 STEAM and skills trades  
 STEAM opportunities for kids in every school, regardless of teacher interest  
 STEAM, skilled trades, and experiential learning need major reinforcement. Students require hands-on, future-ready pathways that align with labour market demand and give them real skills, not just classroom theory.  
 Stem and hands on learning  
 STEM and sports activities for younger grades.  
 STEM, digital literacy and leadership programs.  
 Strengthen our Special Education, more support for trades. More resources and focus on mental health for the entire school community.  
 Strengthen STEAM activities  
 Strengthen support in mental health. Provide each school with a person who is knowledgeable in the field Mental health crisis waits for no one and children should be able to access this service much easier and suicide rates can decrease.  
 Strengthened: Transformations, student success classes  
 Missing: program for behaviour students, ASD classrooms and programs. More social workers per school  
 Strengthening academic support programs and expanding services that promote students' emotional well-being and social skills  
 Strengthening faith formation programs to help bring children back into active participation in the Catholic faith, especially since many are no longer practicing.

Stricter rules with bullying. Actually doing something vs just ignoring the situation. A child shouldn't fear going to school. Teachers being able to have the tools needed to assist all kids learning patterns.  
 Stronger discipline programs to remove toxic students from schools.  
 Stronger hiring practices for educational assistant staff working with students with special needs. Pre-training of new EAs by Spec Ed staff prior to being placed with them.  
 Stronger playground supervision and proactive bullying prevention. Playground behaviour should be closely monitored and addressed.  
 Stronger Skilled Trades Pathways (Earlier & More Accessible)

What's missing: Exposure often starts too late (high school), and spots are limited.  
 Stronger small groups of learning/individual teaching  
 Stronger special education support, including more educational assistants and learning interventions for students who need extra help. Schools also need better yard equipment and structured outdoor activities to keep students active and engaged.  
 Student led clubs and confidence building programs  
 Student mental health and well being supports should be enhanced as this is an area that students continue to highlight as a need.  
 Student success/ intervention for struggling students that do not have IEPs

Student-Mental Health and Well-Being supports & programs must be maintained and strengthened. Adequate funding and compensation for the personnel.

Students are struggling with basics- Many have to rely on outside resources -- to help kids stay up to date. Learning is not a one size fits all. Many kids miss out and are behind simply because of different learning styles.

Students can only choose their pathways based on the courses that are available at their particular school. There are limitations and inconsistency within the school Board.

Students core scores in math, language and the sciences need to improve. Focus on the basics more than anything else. Our kids are not prepared for the real world.

Students.

Sufficient technology for all students

Summer classes to support literacy and numeracy in primary grades

Support for homeroom teachers.

Support for kids with special needs.

Support for older students. We have no reading groups (or very minimal) for students in older grades. I teach grade 6 with some students who are complete non-readers. They get no support.

support for resources for teachers with IEP students, curriculum development, and to help differentiate assessments to students learning needs

Support for special education students within classrooms.

Support for students on the spectrum, in particular high functioning students who need opportunities to socialize and get involved in the full student life of the school, taking into consideration not all students like dances and football games.

Support for teachers

Support from teachers and the morning are way to early and lunch to long

Support should be equitable and inclusive for all students. In such a diverse school community, no student group should feel overlooked while others receive more attention or resources.

support systems for students, ML learner supports, Special education supports for Identified students, Student success programs and alternative education opportunities

Support systems for teachers and resources in the classrooms.

Support with how students playing sports can better balance their academics to lessen missed classes. Later start for games so student don't have to leave school early.

supporting students who are struggling reading and math in all grades - we don't support them enough and then some students learn negative behaviours that hinder their learning - we need smaller classrooms, supporting new comers who are at Step 3

Supports for Black students

Supports for students with Intellectual Disabilities and Learning Disabilities at all ages (intervention etc.)

Supports for students with mental health challenges, and assistance for families trying to access and navigate the healthcare system is desperately needed.

Systematic math interventions.

System-wide professional learning in mental health and trauma-informed approaches is needed to build staff capacity, improve consistency, and better support student well-being.

Targeted resources for Level 1 neuro divergent learners

targeted struggling students in math and literacy; reading intervention from grade 1-4

Teacher emotional skills need to be strengthen.

Teacher professional development for mental health

Teacher professional development. PD days should be devoted to that, development and run by people who know what there doing. We don't need the same PD every February and April. Make it meaningful and worthwhile

Teacher re-education. Really feels like some don't want to be working anymore and some are calling their students stupid.

Teacher training

Teacher training on handling growing teens

Teacher wellness

Teachers assistants would be great for helping students who need extra help.

Teachers be taught/tested in their math knowledge to ensure they have proper understanding of the curriculum and evidence-based teaching methods. Textbooks for pencil/paper homework. Teachers be monitored to ensure class time is used appropriately.

Teachers need more classroom resources. They shouldn't have to purchase their own curriculum. The board should provide textbooks and workbooks for each student subject so there is more consistency.

Teachers should be receiving some type of compensation for coaching teams. This would encourage more educators to become involved.

Teachers that are willing to put the work in!

Teachers that practice and live Catholic teachings and values - more accountability of teachers who are in classrooms and modelling faith to our children.

Teaching both students & staff respect for their surroundings. Life lessons need to be learned & taught as schools & teaching staff should be viewed as extensions of the family where rules/guidelines need to be followed and consequences for actions

Teaching them how to deal with time management, stress and write legably

Technology

Technology

technology access/quality (staff laptops)

Technology and digital learning is fast becoming more required in daily life and throughout careers.

Technology and laptops

Technology and sports

Technology based learning material and program

Technology devices for students and good funding for evolving programs like robotics and AI labs

Technology initiatives like coding and programming, eSports, digital design and digital art.

Technology

STEM programs

Technology, AI and coding experiences

Technology, drama/school

plays, extra curricular(bussing)

technology, real things for kids to do during recess (access to more supervision so that they can play games - sports safely) -project based learning that focuses on curriculum rather than pushing political agenda's masked as inclusivity

Technology, student resources

Text books are missing from the curriculum too much reliance on tech is causing misuse and ongoing issues.

text books, manipulatives and hands-on resources for intermediate students

Textbook for math, more ea's for students,

Textbooks and or workbooks that align with curriculum that allow students to practice the skills as well as act as a reference for important information like old textbooks used to provide.

textbooks, computers in classrooms

Textbooks. Use of technology in instruction and practice should be vastly reduced or eliminated, and textbooks should replace this.

The above

The amount of students in a class is too much and too many combined classes in school (two combined 1/2 grade class instead of separate classes for 1 and 2)

the arts

The arts - not enough funding for supplies/equipment

The arts need to be strengthened. Kids need an outlet.

The arts programs. The materials are expensive and we don't have a big enough budget to buy resources anymore. Teachers are paying for everything.

The Arts...

Oral presentations with guidance on how to do a good job. Help with pace and voice projection.

The board used to offer wellness supports for staff. Be it yoga, working out at one of our secondary gyms, meditation, etc. The board should bring these programs back for staff so that they can better serve the students that we help everyday.

The development of students social interaction with others needs to improve, as well as more engaging direction for current and future markets needs in the workforce. We need to help students focus on realistic post, secondary education path.

The EAs to support special ed students

The ESL Dept should be strengthened to support not only students in STEP 1 and STEP 2 but all Newcomers from STEP 1 to STEP 4 as we were able to do in the past. This would also alleviate additional stress on the needs of the classroom teacher.

The focus for our educations needs to be children and not teachers. It seems that is not the case as in my experience

The number of Social Workers should be increased. Some social workers are carrying more than 18 elementary schools, creating significant strain on an already strained role/system.

The school doesn't have a good program to help the kids to understand their emotions, they talk about inclusion but nobody teach to other how to help them to prevent and work with how to handle the problems in the social life

There are too many students requiring special help for their advanced needs and not enough support for them. So the teacher is supporting them and the other students are not learning as much. This will have long term impacts on our economy

There is a clear need for increased access to EAs. Many students who require 1:1 support are not receiving it, which affects both academic progress and mental well being.

There is not enough EA support for students.

There is way too much reliance on electronic devices. Actual book and paper learning as well as experiential learning should be prioritized.

There needs to be more focus on making our schools an environment with less division and more respect for learning, staff, and the community.

There needs to be more services for spec Ed students

There needs to be smaller classrooms and more teachers/support but that is a bigger problem so smaller group learning sessions for students that are falling behind in the big classes.

There should be more resources for kids who are not doing well come midterms. Kids who struggle with peer pressure and not focusing while in school

There should be smaller class sizes and more EA support in the classroom.

They need better guidance for post secondary options

They need to strengthen mental health and bullying - behavioural focused resources

This might exist but not shared with parents. Reading support for kids struggling to read at peer level

To access Social Workers at school, students should not have to wait for administrators and parents to facilitate consent. Any student should be able to see a Social Worker in the moment they need it and provide consent for themselves.

Too many special-needs kids in the class. Teachers are overwhelmed

Trade skills. Could be a great addition for the kids not to only play with Legos but to learn how to actually use tools, to learn how to sew, learn how to build, cook. Basics for adulthood and fun for kids to explore.

Training for staff to recognize bullying behavior and mental or anxiety issues in kids that seem withdrawn or too scared to speak up.

Transition planning, for students with disabilities towards meaningful employment. While respecting, their choices in their career journey and development.

Tutoring

Tutoring

Tutoring - to drive key concepts home

Tutoring or intervention for students struggling in math. We only have empower, would be great to see a numeracy program as well.

Tutoring, academic supports,

Until the basics are fully funded, all travel should be suspended. That is what a typical business would do in times of financial stress.

Variety of extra Curriculum programs

Very happy with HCDSB! However more online material to support high school learning in math and science would be helpful

We also need more training in use of computer and similar technologies in life.

We are failing out students by not providing proper support. Behavior needs are not the only needs. We need math and language textbooks to ensure that all parts of the curriculum are being met equally in all classrooms.

We are missing a focus on literacy and numeracy PD. Sure, we have itinerants to support young students struggling, but classroom teachers also need to have understanding of best practices to enhance their teaching and learning as well.

We are missing supporting the students that by grade 2 or 3 don't know their letters, sounds or numbers. We need to have programs to support those learners. Educational assistants could be helping with this additional support.

We could continue to work on student voice and actioning items based on student voice. Also, culturally responsive strategies for mental health/wellness and supports

We defiantly need more EA's in schools. Often students who are "not identified" benefit from EA support which removes the support from the child who has been assigned an EA.

We have students from all over the world. Schools should offer more programs that promote understanding among students, help them become responsible global citizen, to be independent thinkers, open-minded, and caring, supportive individuals.

We need a physical math textbook for students.

We need better staff development. Our PD Days very much lack academic focus. Where is solid, multi session PD on literacy, math, classroom management/supports for diverse learners, special education training for ALL staff? Moderated marking? PLC's?

We need classroom resources and special education withdrawal supports.

We need more community involvement initiatives. Students and Teachers need the ability to access resources outside of a text book or computer.

We need more EA support

We need more EAs considering they pick up the slack of other professionals

We need more EAs for behaviour. We are drowning and students aren't learning as much as a result. More funding for small groups and intervention programs.

We need more experiential learning to prepare students for a future shaped by AI. Increased resources and opportunities are essential to build future-ready skills and support students in navigating the shifting landscape of work.

We need more extracurricular activities on offer before / after school for children starting from Grade 2/3 onwards. Doing activities at recesses is very limiting - time is too short for the activity to be meaningful.

We need more people coming in to normalize that mental health concerns are just as important as physical health concerns. Students and staff are hiding their struggles because it feels safer than sharing.

We need more qualified, effective educational assistants to support the growing needs in elementary school classrooms.

We need more staff. More EAs, more support staff, more teachers.

We need to have a proper OYAP program implemented in the school. Right now, they feel forgotten or like they do not receive the kind of structure they deserve.

Wellness and mental health

With age of AI we should probably educate kids how to properly use AI for learning and not for cutting corners, hurting their own development

With more tools/PD, I would think a coaching model would impact student achievement and teacher efficacy. Math coaching-build capacity in the system by allowing the positions to only be a 3-4 year position.

Woman's sports of all kinds.

Work experience programs and co-op. Student councillors to be more available to all students.

Writing development

Yearly Teacher Evaluation and testing to ensure they are meeting the current requirements to support our youth. There are many unqualified teachers or teachers who are not present consistently for the kids.

You need more BA's and social work support to help not only the kids but staff in supporting kids in school. Communication tools should involve conflict resolution and active listening where both strengths and challenges are identified.

**Construction Report - April 2026**



Building site pad.

**Upcoming Work**

- Site mobilization.
- Siphon installation.

If you have any comments or questions about the new school, please contact Ryan Merrick, Chief Operations and Sustainability Officer, Facility Management Services, at (905) 632-6300 or e-mail [merrickr@hcdsb.org](mailto:merrickr@hcdsb.org).

**Construction Report - April 2026**



Footing installation underway.



Foundation walls being poured.

**Upcoming Work**

- Footings and foundations.
- Masonry block walls.

If you have any comments or questions about the new school, please contact Ryan Merrick, Chief Operations and Sustainability Officer, Facility Management Services, at (905) 632-6300 or e-mail [merrickr@hcdsb.org](mailto:merrickr@hcdsb.org).

## Regular Board Meeting

|                         |           |
|-------------------------|-----------|
| Student Trustees Update | Item 12.1 |
| Tuesday, April 21, 2026 |           |

### Alignment to Strategic Plan

This report is linked to the strategic priorities:

**Achieving:** We hold high expectations for all.

**Believing:** We are distinctly Catholic.

**Belonging:** We are a community that accompanies.

**Becoming:** We are on a journey together.

### Achieving:

The Student Senate has continued to work on fostering well-achieving school communities. Namely, there have been two proposals, both social media campaigns, that aim to assist students, particularly during exams. The Student Achievement and Leadership Sub-committee will be running a study tip social media campaign, sharing advice for students on how to best study and prepare for exams even during a stressful time. In addition, the Environmental Stewardship Sub-committee will be running a World Environment Week Instagram campaign from June 1 - 5, 2026 to raise awareness about sustainability and caring for our planet. One of these posts will discuss the various academic achievements we have had in combatting climate change and different ways students can help.

### Believing:

This month, the *Believing* initiatives remained focused on advancing the Funding Futures proposal. Efforts were centred on the continued promotion of the initiative, including the release of a student-led video and the beginning of bag distribution across schools to raise awareness and encourage engagement. In addition, schools acknowledged Easter as part of ongoing efforts to recognize and celebrate the diverse cultural and religious identities within the community.



## Belonging:

This month's *Belonging* activities do not sharply deviate from their current trajectory, with the first Culture Night set to take place at Assumption CSS on May 7<sup>th</sup>. In addition, the Mental Health team is preparing to implement a range of initiatives and advocacy efforts, working closely with board mental health representatives. Following the release of a mental health video last month, the team will also attend Mental Health Champions—a board-wide initiative—where they will play an active role in organizing workshops, collaborating with HCDSB students, and representing the Student Senate. Furthermore, the Special Education Committee has launched its neurological disorder media campaign. Together, these initiatives aim to strengthen student voice while promoting a more inclusive, informed, and supportive school community.

## Becoming:

The Student Senate has continued to demonstrate growth, creativity, and leadership. Recently, our Senate's dedicated social media team rolled out a video advertisement and Instagram campaign for applying to the Student Senate next year. In addition, our new Student Trustees have begun to get more involved in operating the Student Senate. Finally, during May, both the incoming and outgoing Student Trustees will go to the Ontario Student Trustee Association's Annual General Meeting, where we will discuss policy improvements and work to create policy suggestions for all of Ontario. The Student Senate is winding down as we approach the end of the year, and we are actively looking for both new and returning members. We are again tremendously proud of their achievements and are excited to see the Senate's final projects in action in the coming weeks.

### Report Prepared and Submitted by:

M. Adeleye  
Student Trustee, North Halton

R. Hanna  
Student Trustee, Oakville

V. Parasram  
Student Trustee, Burlington

### Report Approved by:

J. Klein  
Director of Education and Secretary of the Board