

# TOP THOUGHTS - STAFF THOUGHTS

RESULTS

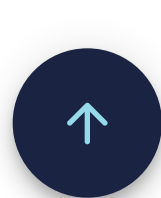
Ottawa-Carleton District School Board		Search	Search
What are three things you think would make a difference to support student learning and well-being?			
1 of 29 >			
<p><b>Consequences for violent and aggressive behaviour. It's happening too often because there are no consequences for their actions regardless of the age.</b> Children are afraid to come to school, staff are afraid or burnt out. School is supposed to feel like a safe place &amp; it doesn't feel that way anymore. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.7	★★★★★ (140 ▲)	
<p><b>Clear consequences for behaviour</b> Fights in school, vaping in the stairwells and bathrooms. Students no longer feel safe in the building and poor behaviour is going unchecked. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.6	★★★★★ (143 ▲)	
<p><b>Teachers should not be taking on roles of social workers and psychologists. We need access to professionals to deal with behaviours and crisis.</b> Smaller class size! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.6	★★★★★ (142 ▲)	
<p><b>I believe that the "inclusive schools" strategy has failed students and teachers. While inclusivity is positive it's not effective in many situations.</b> Too many needs are lumped in 1 class and it is not viable. Teachers are NOT able to meet so many needs and all parties are set up for failure. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.6	★★★★★ (141 ▲)	
<p><b>Student and staff safety should be a priority</b> Student violence against other students and staff must stop. If students and staff don't feel safe, they can't learn or teach. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.6	★★★★★ (141 ▲)	
<p><b>Safe conditions and consequences for actions</b> Students have no accountability and our hands are tied. How can we make schools safe and respectful again? Our policies need to be updated. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.6	★★★★★ (140 ▲)	
<p><b>On a daily basis staff members get hit, punched, kicked or spat on with few consequences for the transgressors.</b> Staff safety and well-being should never be compromised yet sadly it is. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.6	★★★★★ (139 ▲)	
<p><b>Addressing classroom violence - violence towards other students and violence towards educators.</b> I am a teacher, I should not be assaulted on a regular basis while trying to do my job. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.6	★★★★★ (136 ▲)	
<p><b>Board PDs are disconnected from reality</b> Teachers need time to work on meaningful plans at the school level, to plan and organize their teaching, classroom space and to explore resources. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.6	★★★★★ (129 ▲)	
<p><b>A plan with actual consequences for bullying and violence in schools.</b> For students and staff to feel safe and heard... Equity and belonging. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (142 ▲)	
<p><b>Behaviour needs consequences</b> Students are out of control and think it's ok to share hateful messages, bully others &amp; disrespect staff. Consequences help them make better choices. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (142 ▲)	
<p><b>Create a safe school environment through real consequences.</b> Students behave in rude and confrontational ways without consequence. Teachers lose respect and authority when there is no "next step" for behaviour. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (142 ▲)	
<p><b>Why are we allowing violence to become normalized in schools?</b> Suspensions (or would you prefer "a learning pause" NEED to happen more often. Well-behaved students in my middle school are on edge every single day. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (142 ▲)	
<p><b>Disrespect needs to be addressed</b> It has to be consistent across the board. Our kids need accountability or we will become like schools in the US. Our system is broken. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (141 ▲)	
<p><b>Follow up on the data you've already collected from at least 3 other previous surveys</b> Last April 71 percent of your employee base described their mental health as "fair" or "poor". Zero follow up. Unless you count more surveys. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (141 ▲)	
<p><b>More accountability for actions</b> There are too many behavioural challenges in the classroom and it interferes with learning. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (141 ▲)	
<p><b>More support in the classroom</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (141 ▲)	
<p><b>Reduce the constant barrage of new initiatives, memos, programs, etc.</b> Central depts. need to align initiatives and pick a few annually. Staff are overwhelmed with multiple central depts setting deadlines/action items in isolation. We can't focus on actually teaching. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (141 ▲)	
<p><b>Safety should be first and foremost.</b> Students are allowed to attack staff and destroy classrooms on a daily basis, with no consequences. We are enabling a normalization of violence that will impact students for the rest of their lives. Staff and students are traumatized. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (141 ▲)	
<p><b>Students and teachers need to be safe at school</b> Kids who are violent or a danger to others should not be in a regular classroom. It is traumatizing to other students when they have to evacuate daily. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (141 ▲)	
<p><b>Students need to have real consequences for bad behaviours.</b> Building behaviours yes and empathy yes but students will learn that they can get away with being unsafe and disrespectful at school will learn its ok. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (141 ▲)	
<p><b>The classroom violence needs to be taken seriously.</b> We need to address the root of the problem and have stronger consequences. Too many educators are getting injured on the job and classroom evacuations are traumatizing students and taking away their learning. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (141 ▲)	
<p><b>Adequate staffing for student-facing positions, less Board consulting positions</b> Need people in the school responding to learning, mental health, social emotional, and engagement concerns, NOT Instructional coaches, consultants etc. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (140 ▲)	
<p><b>There is a disconnect between the reality in the classroom and many directives that come from the Board to teachers.</b> To sustain a unified effort towards educational priorities we need the raw reality of the daily classroom experience to be better understood by Board. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (140 ▲)	
<p><b>There needs to be consequences for student behaviour.</b> We cannot teach/facilitate student learning when teachers are constantly undermined by school board disciplinary policy. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (140 ▲)	
<p><b>Address violent and disruptive behaviour.</b> Children should not be witnessing these behaviours on a daily basis in their classrooms. Joy of learning and feeling safe need to be prioritized. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (131 ▲)	
<p><b>More money for the Support Staff</b> Would make us feel like we are worth the work we do. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	4.5	★★★★★ (129 ▲)	
<p><b>Consequences</b> Students have no sense of ownership and responsibility. There is also no accountability for some. We need consequences for actions for right and wrong. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (128 ▲)	
<p><b>We need safe schools with clear expectations.</b> People like boundaries -- too many schools are a free for all now. Students should feel safe and comfortable. Apply consequences for bad behaviour. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.5	★★★★★ (117 ▲)	
<p><b>Schools need to be more transparent in their approach to progressive discipline.</b> Students need care and a sense of belonging but also boundaries. Giving students boundaries = care and security. We are not setting proper limits and are not holding parents accountable. Schools are becoming unsafe. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (143 ▲)	
<p><b>Smaller class sizes necessary for relationship building and reaching every student</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (143 ▲)	
<p><b>A clear understanding of consequences for violent and harmful behaviour is absolutely necessary for learning and well-being.</b> When consequences are not implemented, students learn that a free-for-all approach to school behaviour will be effective. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (142 ▲)	
<p><b>A return to boundaries and consequences</b> We have shifted away from these and oppositional and violent behaviour is overwhelming our schools - students no longer feel safe. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (142 ▲)	
<p><b>Consequences for student behaviour are needed.</b> Students and staff need to feel safe in order to learn and teach. When students don't feel safe in school they don't learn well. When staff don't feel safe they can't be as effective as educators. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (142 ▲)	
<p><b>Encourage personal responsibility through real consequences for student actions and inactions.</b> Taught for 30 years and the difference in student engagement is stunning. Many now don't bother attending or trying because there is no consequence. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (142 ▲)	
<p><b>Ensure that your teachers feel cared for and valued</b> If a teacher does not feel like the employer cares for their mental health and wellness, they will not be able to be an effective teacher. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (142 ▲)	
<p><b>If we are going to progress with destreaming, then we need more EAs and supports</b> More students are being passed along when they aren't ready. If we want to continue this trend, then the Board needs to start hiring more EAs. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (142 ▲)	
<p><b>More EA support in schools.</b> As students needs increase, the support needs to as well. Students needs are not being met, plain and simple. There needs to be new formula put forward for ratios of student to supports. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (142 ▲)	
<p><b>Need MORE SUPPORT in classrooms.</b> Integrating exceptional students in overpopulated mainstream classes without adequate support is not inclusion. Its saving money. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (142 ▲)	
<p><b>Safe and respectful learning environments</b> In order for students to learn and staff to feel fulfilment in their jobs, we need safe learning environments. Current conditions are terrible. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (142 ▲)	
<p><b>Safety</b> Dysregulated students lead to unsafe environments for all other students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (142 ▲)	
<p><b>Smaller class sizes</b> More time to support students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (142 ▲)	
<p><b>Smaller class sizes</b> More time to work with individual students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (142 ▲)	
<p><b>Smaller class sizes!</b> Very difficult for children to catch up when they are constantly in a room with another 25 to 30 needy young people! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (142 ▲)	
<p><b>Staff being hurt at work should not be normalized in special education environments</b> Being injured by staff needs consequences for students/parents. If we don't teach that this behaviour is wrong, these kids end up in jail as adults. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (142 ▲)	
<p><b>Start with supporting the well-being of educators</b> So we feel supported and understood. At our best we are the best for our students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (142 ▲)	
<p><b>Support for teachers in the classroom</b> Dysregulation, mental health and differentiation in the classroom has become very difficult. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (142 ▲)	
<p><b>more support staff or smaller class sizes</b> There is not enough support/time to provide support to the degree that students need. There are huge learning gaps. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (142 ▲)	
<p><b>Clear expectations around behaviour and respect and consequences when students don't follow our code of conduct.</b> Our students are getting away with despicable behaviour. The number of incidents are increasing yet there is little direction/help. It's embarrassing. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (141 ▲)	
<p><b>Consultants at the Board should be required to return to the classroom every 2-3 years</b> Consultants are providing direction based on an outdated and often unrealistic classroom environment. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.4	★★★★★ (141 ▲)	



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board		
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<p>What are three things you think would make a difference to support student learning and well-being?</p> <p style="text-align: center;">&lt; 2 of 29 &gt;</p>		
<p><b>Lower class size/ better adult to child ratio</b> I can't build relationships or community when I can't even have a conversation with each child everyday. Too many kids, not enough caring adults. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (41 ▲) Ranked #51 of 1409</p>	
<p><b>More in-school supports. EAs, Social Workers.. etc.</b> Early intervention is crucial for success. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (41 ▲) Ranked #52 of 1409</p>	
<p><b>More support for students with special needs in the classroom- more EA support, more system classes</b> Students need to feel safe and students who are unsafe need to be placed in an environment that will allow them to be successful too <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (41 ▲) Ranked #53 of 1409</p>	
<p><b>SAFETY: clear expectations and clear consequences for aggression in school</b> Students cannot learn or even be open to building trust-based relationships with their peers and educators if they don't feel safe: it's foundational <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (41 ▲) Ranked #54 of 1409</p>	
<p><b>Teacher well being = student well being</b> If teachers feel supported they will do better in the classroom and will support students better <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (41 ▲) Ranked #55 of 1409</p>	
<p><b>Addressing the violence in the school-making students and staff feel truly safe</b> Looking at our model of integration -it does not work with actual bodies and training to support. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (40 ▲) Ranked #56 of 1409</p>	
<p><b>Clear expectations</b> Students learn best when they have clear guidelines and expectations. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (40 ▲) Ranked #57 of 1409</p>	
<p><b>Common sense solutions to dealing with student behaviour. The structure and warmth of a classroom are essential elements in student success</b> If negative student behaviour isn't addressed this adversely hits our most vulnerable students <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (40 ▲) Ranked #58 of 1409</p>	
<p><b>More EA support to assist with the numerous behaviours and disabilities in the classroom.</b> Having these behaviours in the classroom without support creates an environment that is unsafe and deteriorates the well being of the other students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (40 ▲) Ranked #59 of 1409</p>	
<p><b>More direct and meaningful consequences to actions.</b> Whether it is behaviour or academic failures, too many elementary students face little or no consequences, setting them up for future failures. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (40 ▲) Ranked #60 of 1409</p>	
<p><b>More support staff such as EAs allocated to schools and in classrooms</b> There is never enough time to help all of the students that need it. Mental health, gaps in foundational knowledge, IEP accommodations, etc <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (40 ▲) Ranked #61 of 1409</p>	
<p><b>Smaller class sizes and more support in the classroom</b> Need to be able to give focused individual attention to students and support complex learning needs, especially in the destreamed classroom <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (40 ▲) Ranked #62 of 1409</p>	
<p><b>Smaller class sizes- with big class sizes and all the needs from COVID, we teachers are unable to meet all the students needs.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (40 ▲) Ranked #63 of 1409</p>	
<p><b>Smaller classes</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (40 ▲) Ranked #64 of 1409</p>	
<p><b>Volatile Students</b> There needs to be action taken and consequences for violent students, and students constantly disrupting class. They shouldn't be in a regular class. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (40 ▲) Ranked #65 of 1409</p>	
<p><b>We need more spec. ed support (needs are high) and accountability in schools. The behaviors are out of control and impact all student learning.</b> LST/LRT support is inconsistent. Is there a consistent board model? Are children being supported like they need to be? For many, answer is no. Sad. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (40 ▲) Ranked #66 of 1409</p>	
<p><b>We need to stop turning a blind eye to harmful student behaviour.</b> Having to "pick our battles" because needs are so incredibly great (and growing) and knowing we won't have backup from admin is demoralizing at best. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (40 ▲) Ranked #67 of 1409</p>	
<p><b>clear expectations and consequences for actions</b> Students don't know what is expected of them.... and they are being allowed to do whatever they want behaviourally <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (40 ▲) Ranked #68 of 1409</p>	
<p><b>Administrators and Teachers must collaborate on instill meaningful progressive discipline. Violence is skyrocketing. Students/Teachers are afraid</b> If Teachers aren't supported in creating safe, calm, learning environments, no one learns, absences skyrocket. There is no discipline in schools now <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (39 ▲) Ranked #69 of 1409</p>	
<p><b>More EA allocations. I can't stress this enough. Every school should have a minimum 2 EAs for the general population.</b> More students need support and there are not enough of us to help. We're getting surplus in schools where the needs are overwhelming. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (39 ▲) Ranked #70 of 1409</p>	
<p><b>We have 4 ASD students in Kindergarten, 2 Behavioural and no support. Children with exceptionalities that struggle need to have 1:1 EA Support</b> There are too many needs that can't be supported by just teacher and ECE. We can't give them the proper support they need including the other students <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (39 ▲) Ranked #71 of 1409</p>	
<p><b>Accountability for unacceptable behaviour</b> In order for staff and students to feel safe, supported and happy to go to school physical and verbal aggression needs to be consequenced <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (39 ▲) Ranked #72 of 1409</p>	
<p><b>consistent and reliable progressive discipline that is clearly communicated to staff and students and followed through--key word being progressive</b> so that all students feel safe in their school and know that inappropriate (bullying/harrassing/offensive) behaviour is addressed and not tolerated <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (38 ▲) Ranked #73 of 1409</p>	
<p><b>It's laughable that we had to have Trauma-Informed Practice training when Staff are in trauma every single day in some of our schools.</b> The stress level, health issues and well-being of staff is at a Crisis Level due to aggression and abuse in our schools from students and parents <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (36 ▲) Ranked #74 of 1409</p>	
<p><b>Higher expectations for student behaviour, respect, etc. and more accountability for students who do not meet these expectations.</b> All students deserve to feel safe at school and to learn in an environment free of violence (physical/verbal), racism, disrespect and unkindness. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (35 ▲) Ranked #75 of 1409</p>	
<p><b>Prioritize student appropriate behaviour.</b> Schools are struggling. Inappropriate student behaviour is destroying the learning environment. Students/staff do not feel safe &amp; can't learn. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (35 ▲) Ranked #76 of 1409</p>	
<p><b>More mental health support for staff.</b> We are burnt/burning out. Every month, there is more expected of us from the board, from our admin, and from parents, and yet no extra time to do it! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (34 ▲) Ranked #77 of 1409</p>	
<p><b>Students cannot do well if the adults are not doing well. Support the adults, hire enough staff to support student well being.</b> People are broken right now and it is challenging to fix things without a strong staff that is able to support the system and students. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>4,4  (33 ▲) Ranked #78 of 1409</p>	
<p><b>More support staff would be beneficial, for all of the support staff. We are constantly short staff and end up making up for the shortages.</b> If we had enough staff we wouldn't have to the work of 3 staff. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>4,4  (32 ▲) Ranked #79 of 1409</p>	
<p><b>More spec Ed support teachers. 2 people for over 700 kids is completely unreasonable to meet needs</b> Creating an effective team support with teachers requires being in the class with the kids for more than a couple of days. Kids and teachers deserve+ <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (31 ▲) Ranked #80 of 1409</p>	
<p><b>Too much is placed on the shoulders of classroom teachers.</b> We love our kids and want them to have a great day of learning. Stop piling on demands; we have enough on our plates and don't want to burn out. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (31 ▲) Ranked #81 of 1409</p>	
<p><b>Prioritize safe learning environments.</b> Students/staff need structure and consistency to feel safe and to learn. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (29 ▲) Ranked #82 of 1409</p>	
<p><b>Inclusion only works with proper supports in place. Inclusion for the sake of is detrimental to the student and class as a whole.</b> Without proper support by trained professionals, including violent students within the classroom is harmful, unsafe, &amp; disrupts the learning of others <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (27 ▲) Ranked #83 of 1409</p>	
<p><b>Smaller class sizes.</b> Students learn best when they can receive attention. Classes with 30+ students make learning difficult to impossible. Caps for all grades are needed. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (27 ▲) Ranked #84 of 1409</p>	
<p><b>We need appropriate levels of staffing in order to ensure student well being.</b> The workload for teachers, office staff, EAs, ECEs, custodians, Principals and LSS PSSP staff is too high. We need more people to share the load. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (27 ▲) Ranked #85 of 1409</p>	
<p><b>We need more student supports in the school, more frequently (e.g., EAs, CYW, Social workers, School Psych., MLA).</b> Social worker visiting &lt;1/week for students in crisis and two support sessions/year from MLA to conference with families of ML students is not enough. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (26 ▲) Ranked #86 of 1409</p>	
<p><b>A very explicit and systematic system for dealing with violence in the classroom to protect the well being and learning of the rest of class.</b> If there is no consequence for students who are violent/destructive, and all the other students see this, they don't feel safe or ready to learn. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (25 ▲) Ranked #87 of 1409</p>	
<p><b>Smaller class sizes, recognition and support of student needs and how difficult it is for teachers to meet 28 diverse student needs alone.</b> Students need support and individualized attention, which is impossible for 1 teacher, teaching 28 students, especially post pandemic. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,4  (18 ▲) Ranked #88 of 1409</p>	
<p><b>Be consistent and have consequences for students.</b> In life, there are consequences to our actions. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,3  (43 ▲) Ranked #89 of 1409</p>	
<p>translated by Google </p>		
<p><b>Increased staffing, smaller class size, qualified staff</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,3  (42 ▲) Ranked #90 of 1409</p>	
<p><b>Adequate support in the classroom</b> Inclusion without support is abandonment. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,3  (42 ▲) Ranked #91 of 1409</p>	
<p><b>Cap the size of the English Program classes. (My class has more Spec ed needs than a dedicated Spec Ed class has, but we have many more students.)</b> There is not enough support for all the special needs students in our enormous English classes. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,3  (42 ▲) Ranked #92 of 1409</p>	
<p><b>Classes too large and needs too high - smaller classes and more support!</b> Smaller classes and support for needs allows for connection and intention <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,3  (42 ▲) Ranked #93 of 1409</p>	
<p><b>Clear expectations and consequences for negative behaviours.</b> We all understand that some students need special consideration but the complete lack of consequences has resulted in a domino effect. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,3  (42 ▲) Ranked #94 of 1409</p>	
<p><b>Education staff are burning out. Please spend time and resources on real solutions. Be innovative!</b> We have held up this system through three years of crisis and an awful lot of pivoting. Many of us are resourcing on fumes. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,3  (42 ▲) Ranked #95 of 1409</p>	
<p><b>Get violent kids out of classrooms</b> Evacuating rooms is traumatic. Teachers scared and stressed about getting hurt by violent kids is ridiculous. Create new programs for these kids <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,3  (42 ▲) Ranked #96 of 1409</p>	
<p><b>Giving students clear and consistent (board wide) rules about attendance, late work, missing assignments and behaviour.</b> Give all students much needed structure, create high expectations and allow students to work on executive functioning skills needed to navigate life. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,3  (42 ▲) Ranked #97 of 1409</p>	
<p><b>Growing numbers of dysregulated students speak to feelings of safety. Everyone needs to feel safe. Classes are too large and chaotic for safety.</b> Dysregulation in a small child is a symptom that they do not feel safe. We need to improve the safety of all students INCLUDING the dysregulated. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,3  (42 ▲) Ranked #98 of 1409</p>	
<p><b>Having actual consequences</b> Students seem to think nothing matters and carry very little responsibility for their actions <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,3  (42 ▲) Ranked #99 of 1409</p>	
<p><b>Having smaller class sizes</b> There are too many behaviours in each class. Teachers can't teach or keep students safe, students can't learn and are being exposed to trauma/violence <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4,3  (42 ▲) Ranked #100 of 1409</p>	





# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board			Search
What are three things you think would make a difference to support student learning and well-being?			
< 3 of 29 >			
<b>Hire behaviour therapists.</b> Extreme behaviours impact all students in the class. We need specialists to help with some of our most needy students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #101 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More EA support in class for students with learning challenges/behavioural challenges</b> So the teacher can continue teaching and there are less disruptions to the class as a whole <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #102 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More EA support!</b> Our most vulnerable students are not getting the support they need. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #103 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More professionals like social workers, speech pathologists, etc in our buildings.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #104 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Need clear consequences for students</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #105 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Proper staffing</b> Students can't learn when there aren't enough staff to support <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #106 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Smaller class size</b> More support <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #107 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Smaller class sizes</b> Teachers are being stretched really thin and smaller class sizes would help with child behaviour and teacher resources <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #108 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Smaller class sizes so that teachers have a better chance to get to know their students so they can better meet their needs and help them succeed.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #109 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Stop spending money on the top end of the board. There are way to many instructional coaches where staff don't even know what the coaches roles are.</b> Spend the money in the classroom which will have the great affect. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #110 of 1409	5★ 4★ 3★ 2★ 1★	
<b>The OCDSB need to truly support teacher wellbeing.</b> Piling on more responsibilities with fewer resources makes well-being worse for teachers which makes it difficult for them to support students <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #111 of 1409	5★ 4★ 3★ 2★ 1★	
<b>We need to come back to a common sense/pragmatic approach to dealing with student behaviour. We can't continue to let students rule the roost.</b> Giving out consequences for bad behaviour is not "policing". It encourages good behaviour and helps create a safe learning environment. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #112 of 1409	5★ 4★ 3★ 2★ 1★	
<b>smaller class sizes</b> builds better communities, lower volumes and energies aids in self-regulation and emotional regulation, more one-on-one with each student. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #113 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Surveys feel like a waste of time. Sr. Staff are so disconnected from reality. Come into schools and talk to your teachers!!!</b> We have filled out surveys like this before and nothing changed. Speaking to us and hearing our stories is a better way to see what is going on. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #114 of 1409	5★ 4★ 3★ 2★ 1★	
<b>A better way to deal with students who have behaviour challenges.</b> To ensure all students feel safe and welcome in their classroom. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #115 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Allowing administrators to hold students accountable for their behaviour</b> The behaviour is completely out of control. Students and staff do not feel safe. Learning can't happen in chaos. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #116 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Better support for our students with special needs</b> With the very limited EA support, we spend the majority of our time supporting our students with special needs. This means the rest don't get learning <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #117 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Create an effective strategy for growing student violence.</b> Students and staff do NOT feel safe at school because of a small (but growing) group of students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #118 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Discipline and consequences need to be handed out beyond the teacher level to ensure student safety</b> It is hard to keep students safe from violence and bullying when no consequences for those behaviours are given to aggressors. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #119 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Educators need to be able to give consequences for poor behaviour. Assemblies "speaking to the school's kindness initiatives" are not enough.</b> Look what is happening at Pinecrest and Vimy Ridge. Students/staff do not feel safe. If we don't change, more students will be moved to other boards <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #120 of 1409	5★ 4★ 3★ 2★ 1★	
<b>First support educator well being</b> Teachers and educator staff are burning out, what are you doing to help address this major issue? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #121 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Get rid of Programming and Learning in favour of school based PD</b> They are out of touch with the front lines. Give resources to schools to allow them to set their own goals and development. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #122 of 1409	5★ 4★ 3★ 2★ 1★	
<b>High expectations &amp; structure/consequences</b> Students need structure in order to succeed and to be able to learn in a safe and inclusive space. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #123 of 1409	5★ 4★ 3★ 2★ 1★	
<b>If you want students to feel supported, staff must feel supported. Admin at the board must come to schools and talk the staff as a whole.</b> We have questions on the direction the board is going. Bullying and hate motivated events are up. What are you doing to stop this? You need totalkouts <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #124 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Implementing effective consequences</b> Students often aren't facing real consequences which continues the negative behaviour - impacting themselves and their classmates <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #125 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Improved learning conditions</b> Big ideas and buzz words mean nothing when classes are over 30 students, facilities and filthy and supplies are limited. We tangible support! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #126 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Inclusion without support is abandonment.</b> There I said it. It's not equitable nor safe to have everyone together in a class of 35!! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #127 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Integration without support is not equitable</b> Students with complex learning needs are integrated in the classroom and receiving EA support at the expense of students with less complex needs. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #128 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More EA's in the classrooms!</b> Because my Principal and I were tag teaming it all day and we even had a DOT acting as an EA because no one replaces us. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #129 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More guidance counsellors and mental health support professionals in schools</b> to support a vast majority of students who are struggling with their mental health right now <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #130 of 1409	5★ 4★ 3★ 2★ 1★	
<b>PD days that allow us to meet as a staff and a department without overreach from the board.</b> We need time as a staff to discuss well-being as a staff and as a department. The PD days are being loaded with irrelevant materials. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #131 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Please have more EAs in schools.</b> We see behavioural problems in most classes, with little help. Teachers are exhausted and cannot teach because of behaviour problems. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #132 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Provide assistance where it will provide the most assistance to the students. ie more EA in the classroom working directly with the students.</b> The more direct support we can provide to the students the better there learning will be. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #133 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Safety of students is so important. We need to properly allocate our EAs.</b> Our EA support is stretched so thin they are reacting to violence instead of using their skills and training to help teach these children the skills t <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #134 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Smaller class sizes will lead to safer classrooms.</b> The "behavioural" students receive all the attention and the "average" students receive very little. Smaller class sizes will help these students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #135 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Special education supports need to be increased.</b> Gaps in learning have increased, yet support has decreased. Students with special needs (and students in general) deserve and need more support. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #136 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Student learning improves with CONSISTENCY in consequences</b> In our middle school, students are watching despicable behaviour go unpunished. They openly mock us about it. We are viewed as a joke. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #137 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Students perform best when there are high expectations, rules, and standards. There need to be consequences for late work, plagiarism, etc.</b> Without any standards, any firm due dates, enforced expectations, students are able to opt in and out of their education/learning. Not realistic! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #138 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Superintendents and Administrators need to consult with teaching staff</b> So many decisions about programing, student placement and safety are made by people who are not actively involved. Our input is very valuable. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #139 of 1409	5★ 4★ 3★ 2★ 1★	
<b>The ability to remove students from a class where they are not properly supported or where they have become a danger to themselves or others.</b> The safety and well-being of ALL the students should be of the utmost importance, especially in kindergarten. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #140 of 1409	5★ 4★ 3★ 2★ 1★	
<b>more specialized classes for students that meet criteria.</b> the Regular program can not meet the needs of all students when the highest need students aren't getting what they need. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #141 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Consequences for student behaviour, hire more EAs, smaller class sizes and more resources for French Immersion</b> Students cannot learn when they do not feel safe, nor can teachers support the well-being and success of students w no consequence for aggressive beh <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #142 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Focus on early intervention for literacy and numeracy.</b> Support young students in their early years. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #143 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Hire more EAs</b> Why are we paying student tutors when we could spend that money on professional EAs? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #144 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Increasing Classroom supports. To many needs and not enough resources</b> We need more EAs or professionals (social workers, therapists etc.) helping teachers. The load is too much for teachers. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #145 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More Support Staff (ECE and EA)</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #146 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Safety</b> When students feel safe they are more likely to engage in learning. Untill the feel safe they will not learn. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #147 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Smaller class sizes</b> With smaller classes teachers are able to better address the diverse needs of students. A calmer environment for all. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #148 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Smaller class sizes, more funding</b> Destreaming isn't improving equity if we don't have time to serve everyone in the class. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #149 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Take the power back from those who disrupt learning.</b> It's seems the rights of few out way the right to learn of many. Support students with needs so they can interact appropriately in the class and not steal learning opportunities from others. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #150 of 1409	5★ 4★ 3★ 2★ 1★	



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

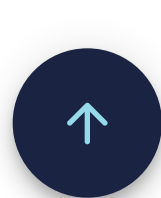
Ottawa-Carleton District School Board			Search
<b>What are three things you think would make a difference to support student learning and well-being?</b>			
< 4 of 29 >			
<b>We need to set clear boundaries in our schools so that students feel safe</b> There are daily incidents of bullying, racism directed at students and teachers, and they are not followed up by admin. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #151 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>We talk about zero tolerance for racial slurs but what system of discipline is in place for this? Administrators need a set of consistent guidelines.</b> Consistency is important when dealing with these issues. How are staff treated who are impacted by these hateful words? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #152 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Class sizes need to be smaller and more support is needed for students with needs.</b> Smaller class sizes means being able to better meet student needs, and less noise and distractions in the classroom. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #153 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Consequences must be apply for behaviour problems in primary grades. We need more support to apply consequences, a detention room for example.</b> Students repeat the bad behaviour over and over without any consequences. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #154 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>More discipline in schools; students facing consequences for actions; We are teaching students there are no repercussions for their actions; students are unruly; students are disrespectful, etc.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #155 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>More support in elementary schools for mental health and well being for students. Teachers and EA's are scrambling to help so many students.</b> Students have serious learning and behaviour needs that have to be addressed. Behaviour in the classroom is impacting everyone. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #156 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Student learning is being profoundly and negatively impacted by the lack of consequences for poor behaviour.</b> Students who do not exhibit negative behaviour are being held back by students with difficulties because they know they won't be penalized. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #157 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Sufficient staffing</b> Lack of staff is leading to burn out and cancelling of services and programs for students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #158 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>We need more professional supports for students in school like OT, PT, Social Work, etc</b> Wait lists are so long in schools. Students need the help to help them be successful and it falls on the shoulders of school staff who are not experts <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #159 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Definitely smaller class sizes! There should not be more than 20 children per class.</b> Student's needs are not being met when there are too many children per class. There's not enough time to guide each student's learning and wellbeing! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #160 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>More classes for students with special needs.</b> Integrating special need students is becoming hard on the other students and on their learning, especially when they have behaviour issues. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #161 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Students need to see concrete repercussions for their actions.</b> Students know they can do next to nothing and get a credit, which really does not encourage them to strive higher. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #162 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Smaller class sizes</b> Students who need more individualized attention would not get left behind <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #163 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>There needs to consequences for students who are disruptive.</b> It's difficult to teach and engage students, when a handful are disruptive. Students need to understand the boundaries. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #164 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Address the issue of the increasing violence in the schools</b> Starting by giving consequences for disrespectful or uncollaborative students, to allow for proper learning environment for all of us. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #165 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Honour cap for primary class size. Establish caps for Junior and Intermediate. There are extensive needs in our classrooms. Size makes a difference</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #166 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Increased pay for support staff</b> So that the board can fill positions and keep staff that they have trained <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	4.3 Ranked #167 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Proper discipline, more structure in schools, more support in classes</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #168 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Smaller class sizes</b> It's impossible to give every student the time and attention they deserve in classes of over 30 students <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #169 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Teachers mental health is important. Do not send websites or 'give my service ' about it. Do something about it.</b> So much invisible work is being downloaded and teachers are exhausted. Mentally healthy teachers are better in the classroom. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #170 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Leadership needs to spend time in the classrooms. There is huge dissonance between what frontline staff (Ts, Ps, ECEs, EAs) are telling the district... and what they are hearing.</b> SOIs and system Principals need to step back into the roles they think they so deeply understand. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	4.3 Ranked #171 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Smaller class sizes</b> I have so many needs in my classroom, it's impossible to get to everyone in order to offer the support that each student deserves. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #172 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Making students accountable</b> I get a sense that students are losing their accountability and I fear that as they move into the adult world they will not be prepared. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #173 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Teachers having more classroom support to deal with academic &amp; behavior needs</b> Everyday, homeroom teachers have to deal with numerous challenges created by academic & behavior needs & they do need more support to deal with these. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #174 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Have policies and consequences for students who violate school rules, damage school property and are aggressors</b> We need to put the well-being of those involved in the school who are at risk of violence to stop negatively affecting the school environment <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #175 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Recognition from the central leadership about the state of safety and learning needs in the school in a real and authentic way - be real and present</b> Educators in the school are working so hard to 'make things' work and better however we're functioning in a state of crisis, acknowledge that please <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #176 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>District is way too top heavy</b> Too much money spent on centrally assigned district staff at the expense of desperately needed support in schools. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #177 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>lower class sizes and increase support for the English program</b> The English Program has most of the racialized students including most ELLs, it also is where most students with learning differences are placed. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #178 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>"Kindergarten students are safe and thrive in a class of 30 or more".... said no one - EVER!!!!</b> Damaging decisions are made at the SYSTEMS level and need to stop. Do better. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #179 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>If we are relying on EAs to deal with violent students/others with significant mental health needs, they need training, recognition and compensation.</b> We need professionals to help. Let's help EAs be the professionals they want to be and give them the appropriate tools and the compensation. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #180 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>More Educational Assistants in schools</b> With the increase of high need students in our schools, we need more EA's in classes for support so learning for all students is equitable <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.3 Ranked #181 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Fair compensation for support staff aligning with comparable mid/large size organizations, federal public service, municipal sector, school districts</b> Competitive, fair compensation is vital in attracting and retaining the talent required to ensure continued progress in student achievement <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	4.3 Ranked #182 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Pay ESP staff with salaries matching those in comparable organizations. Vacancies are very difficult to fill and support staff are essential.</b> Offering competitive wages can help ensure we get and keep the best staff to support our students directly and indirectly. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	4.3 Ranked #183 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Culture in strategic plan focusses on students but should also focus on staff/employees.</b> Most of the PD for staff is virtual and after school. Life-work balance is an ongoing issue. Board needs to provide release time during the day <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.2 Ranked #184 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>A safe work environment for staff and students without physical violence, verbal abuse, and unsafe conditions.</b> No one should go to work and be repeatedly abused and assaulted. Proper training should be given to staff working with kids with special equipment. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.2 Ranked #185 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Administrators and senior staff need to stop thinking they are going to 'fix' education. Teachers do the meaningful work. Just keep the lights on.</b> Providing good school conditions is important work. Forcing sweeping change because you just read a book or article is just hubris. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.2 Ranked #186 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Bigger investment in mental health professionals.</b> The wait times for families to receive support or assessments is too long. Wealthy families get private help but low income families can't afford it. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.2 Ranked #187 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Children can't learn if they don't feel safe.</b> With so many dysregulated children, the rest of the children aren't safe. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.2 Ranked #188 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Do not neglect teacher and staff wellbeing</b> One can't preach a culture of care and wellbeing for students yet neglect the staff. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.2 Ranked #189 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Ensuring that teachers feel supported and not burnt out.</b> Happy teacher = better teacher <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.2 Ranked #190 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Extra EA support</b> Many of our children are dysregulated and in need of extra support. That needs to be our main focus. Students and teachers are experiencing trauma. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.2 Ranked #191 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Having more EA support in school for small group withdrawal</b> The range of needs in class without sufficient effective support, hinder our abilities to teach equitably and to emotionally engage all students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.2 Ranked #192 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Hold students accountable for their choices and treat it as a learning opportunity.</b> There should be appropriate consequences for actions. We need to promote positive citizenship. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.2 Ranked #193 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>If students felt safe. In Kindergarten and early primary students are being exposed to violence, bullying, and aggressive speech daily.</b> Admin and the board don't release enough support to keep kids safe which leads to burn out and staff shortages and anxious, scared kids <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.2 Ranked #194 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Increased accountability for student behaviour</b> maintaining a positive class environment and relationships between students/teachers <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.2 Ranked #195 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Kinders classes should have a limit of 20 students with a teacher and ECE in each class so students can learn and be well.</b> EA should work as EA's, helping students in the classroom. Please remember many students are learning French too. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.2 Ranked #196 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>More EA support for students so that issues can be dealt with proactively!</b> Students with emotional dysregulation need assistance BEFORE blow ups happen- not after! It's too late then!!! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.2 Ranked #197 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>More supports for students with special needs and mental health needs.</b> Our current approach to integration is failing all the students in the class and stressing teachers out. Integration without supports is abandonment. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.2 Ranked #198 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Open Twitter and you will see daily upsetting news about bullying, cyber bullying and endless violence in our schools. It's embarrassing.</b> Senior staff is beyond disconnected with what is going on in our schools and there's zero actions. No wonder parents are switching boards after gr6 <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.2 Ranked #199 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Smaller class size</b> more 1-1 support for students <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.2 Ranked #200 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board		
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<p>What are three things you think would make a difference to support student learning and well-being?</p> <p>&lt; 5 of 29 &gt;</p>		
<p><b>Smaller class sizes</b> It's very difficult for students to get the extra support they need in a regular classroom where more than 20 other kids are competing for help. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (42 ▲) Ranked #201 of 1409</p>	
<p><b>Smaller class sizes</b> Teachers can provide more support to students <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (42 ▲) Ranked #202 of 1409</p>	
<p><b>Smaller class sizes in destreamed classes</b> In order for the educators to support ALL learners, classes need to be smaller. Otherwise kids are left behind. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (42 ▲) Ranked #203 of 1409</p>	
<p><b>Smaller class sizes in kindergarten and junior grades.</b> Class sizes of 30 students are large and these classrooms are very busy. Students would benefit from smaller class sizes to receive more attention. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (42 ▲) Ranked #204 of 1409</p>	
<p><b>Smaller class sizes to meet the growing needs within the classroom</b> With fewer students, there is more time for individual learning but also leads to more innovative practices, there is time and space to reflect <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (42 ▲) Ranked #205 of 1409</p>	
<p><b>Smaller class sizes.</b> Fewer students means more time and attention to each by the teacher. Main problem now is how to prioritize with so many in the room. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (42 ▲) Ranked #206 of 1409</p>	
<p><b>Students do not feel safe at school</b> Aggressive students need to be removed(learn online) until they prove safe to return. Their right to learning does not trump the safety of many kids. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (42 ▲) Ranked #207 of 1409</p>	
<p><b>lower class size, more EAs</b> so many needs and we're failing them all <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (42 ▲) Ranked #208 of 1409</p>	
<p><b>Adequate staff and services;</b> over the last several years we have had ongoing reduction of support. Fewer staff and increasing needs <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #209 of 1409</p>	
<p><b>Cap Regular Program classes at 22.</b> The learning profiles are so diverse that small classes are need to challenge the students who are ready and support the students who are not. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #210 of 1409</p>	
<p><b>EAs, EAs and more EAs</b> If we are going to have inclusion then we must have the supports in place in the building to support the students. Otherwise everyone loses <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #211 of 1409</p>	
<p><b>Feeling physically safe at school.</b> Without a physically safe environment, true learning isn't accessible. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #212 of 1409</p>	
<p><b>Hard class caps on regular classes at Junior and Intermediate Levels</b> The difference between Immersion classes and Regular classes is like night and day, ie. needs/behaviours. They need to be staffed accordingly. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #213 of 1409</p>	
<p><b>I think we require more 1-1 EA's in classrooms to support our most vulnerable and high needs students.</b> Presently, we have EA's in schools who are shared amongst a number of high needs students. This creates a reactive rather than proactive situation. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #214 of 1409</p>	
<p><b>Increasing school EA allocations. Our daily working conditions are not safe.</b> Principals shouldn't have to put in multiple requests when students and staff are getting injured daily and only receive a few days of EA allocation <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #215 of 1409</p>	
<p><b>It's time to define "Undue Hardship" with regards to accommodating special needs.</b> Parents should not be able to refuse a program for their child, then have 1 to 1 time with an EA because they're not safe in their classroom. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #216 of 1409</p>	
<p><b>Large schools such as mine absolutely need a 3rd administrator in this era of tolerated violence in schools.</b> Administrators are dropping left, right and center of mental health. We are running on empty. Admin is never available. Implosion impending. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #217 of 1409</p>	
<p><b>Lower class sizes or fewer split classes</b> More one-on-one time per student and better understanding of individual students. One grade only means easier planning and teaching. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #218 of 1409</p>	
<p><b>More EA Support within the classrooms</b> Would help with behavioural kids so that other kids can learn and teacher can focus on the students who are able to learn. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #219 of 1409</p>	
<p><b>More focused supports in schools (PEOPLE, EA's, Social workers, Psychologists).</b> Student well being depends on a lot of factors and classroom teachers cannot be solely responsible for student well being. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #220 of 1409</p>	
<p><b>More specialized support is needed in all schools (i.e., EAs, psychologists, social workers, LST and LRT time, etc.)</b> Students are not getting the support they need. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #221 of 1409</p>	
<p><b>More support</b> More EA, LRT/LST support will help students needs be better addressed. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #222 of 1409</p>	
<p><b>More support for students with needs and early intervention</b> It's important that students get the proper supports in kindergarten to help them be more successful as they move up in the school system. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #223 of 1409</p>	
<p><b>More support in the classroom. Our destreamed classes would greatly benefit from more access to EA support.</b> Smaller class sizes - particularly destreamed classes. Having destreamed classes of 28 or more makes it extremely challenging to support all learners <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #224 of 1409</p>	
<p><b>Paying educational assistants at a competitive rate to retain and recruit more qualified people.</b> Qualified and consistent staff would help regulate and make connections to the student population and take stress off the teaching staff. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #225 of 1409</p>	
<p><b>Schools need an on-site social worker 5 days a week and more EAs to work with our most vulnerable students.</b> Student mental health is extremely important and teachers do not have the time nor training to deal with these students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #226 of 1409</p>	
<p><b>Smaller class sizes</b> With destreaming, connecting with all students has become harder than ever. Having smaller class sizes (or more EA's) would allow more support <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #227 of 1409</p>	
<p><b>Social workers assigned to less schools and more time in one school</b> Staff are not trained as social workers and this mental health piece is essential and we cannot continue as we are <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #228 of 1409</p>	
<p><b>Staffing shortages need to be addressed</b> It is unfair to the students to have a different adult in every day with different expectations. It impacts academic and social-emotional learning <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #229 of 1409</p>	
<p><b>Students need boundaries and rules</b> Research shows that children thrive off of consistency &amp; rules. Students can't run the show, this is not realistic and not preparing them from success <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #230 of 1409</p>	
<p><b>The to establish a plan for safety in school. Progressive discipline leave too much room for administrator to do nothing.</b> Look at the recent media coverage of outrageous action in our schools....Pinecrest, Vimy Ridge. Not isolated cases. Sinister behaviour unchecked in OCSB <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #231 of 1409</p>	
<p><b>To have more specialized classrooms where more opportunities for children with needs can be provided support that they need for them to be successful</b> The behaviours have increased too much because of children with needs being overstimulated in the classroom. Injuries, running away, evacuations, etc. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #232 of 1409</p>	
<p><b>better staffing ratio for guidance, LST and SST (right now approx. 375 students to 1 guidance; 100 IEPd students to 1 LST) increasing demand on non-traditional teaching staff is unsustainable and many kids are falling through the cracks or not getting pro-active support</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #233 of 1409</p>	
<p><b>provide professional learning opportunities for staff during the day, with release time</b> asking staff to participate in professional learning on their own time is just making it too difficult on people <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (41 ▲) Ranked #234 of 1409</p>	
<p><b>Actually holding students accountable, through deadlines, or actual consequences when cheating or plagiarism occurs.</b> Giving students unlimited chances to submit work, even after submitting stolen work, isn't teaching them anything. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (40 ▲) Ranked #235 of 1409</p>	
<p><b>Learn in a safe environment</b> Teach in a safe environment and have the support of the administration and the school board <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (40 ▲) Ranked #236 of 1409</p>	
translated by Google ↔		
<p><b>Being accountable for their actions. They call all the shots and don't face any consequence for what they have done.</b> If we don't help our students become decent young adults, with a good work ethic, who will? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (40 ▲) Ranked #237 of 1409</p>	
<p><b>Clear guidelines for students</b> There is a real lack of respect from students. There are no consequences for violence or rude behavior. Students know this and take advantage.choas <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (40 ▲) Ranked #238 of 1409</p>	
<p><b>Early intervention for students with special needs in Kindergarten and grade 1.</b> If we support the little ones, than we support the whole system. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (40 ▲) Ranked #239 of 1409</p>	
<p><b>Educators are being spread too thin. Expectations to fill out more and more documentation, PD and meetings outside of work are taking all the energy.</b> Give us release time to fulfil responsibilities if you want them done outside of work hours. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (40 ▲) Ranked #240 of 1409</p>	
<p><b>More EA support and available EAs for supply coverage</b> with destreaming and increasing multi-level classrooms, having more in-class support would reach more students; coverage would allow for consistency <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (40 ▲) Ranked #241 of 1409</p>	
<p><b>More Educational Assistants</b> These members of our school community make such a positive impact in classrooms and with students and are a preventative piece as well as intervention <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (40 ▲) Ranked #242 of 1409</p>	
<p><b>More support staff like EAs to provide support to all students</b> Mental health struggles are pervasive throughout our student community <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (40 ▲) Ranked #243 of 1409</p>	
<p><b>Providing more qualified educational assistants to schools. There are many lunch monitors that are currently filling these roles.</b> Unqualified/untrained people who are not meant to deal with severe behaviors and neurodiversity's often unintentionally making the situations worse. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (40 ▲) Ranked #244 of 1409</p>	
<p><b>School Safety - Unable to use washrooms</b> Students have voiced that they feel scared to use the washroom. Multiple students have told me this. They don't feel safe. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (40 ▲) Ranked #245 of 1409</p>	
<p><b>Stop violence in schools.</b> Students witness this daily and I feel that it leads them to believe that it's 'okay' or 'normal'. I don't think this should be the case. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (40 ▲) Ranked #246 of 1409</p>	
<p><b>The sense of entitlement, defiance and disrespect our students have on us is astonishing..... yet you keep talking about "third path" lol</b> Third path does not work on ALL STUDENTS, admin need to actually follow up, instead of sending a kid back to class who just PUNCHED ANOTHER KID!!!! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (40 ▲) Ranked #247 of 1409</p>	
<p><b>Lower class size, more EAs, more support for neurodivergent students</b> children with high needs can't be helped and are just given devices. It's not equitable to ignore their needs and put them full time integrated clas <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (39 ▲) Ranked #248 of 1409</p>	
<p><b>More support services in the early grades are needed at schools for students who are struggling academically.</b> Too many students are struggling in reading and writing and support is needed so students don't fall too far behind. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (39 ▲) Ranked #249 of 1409</p>	
<p><b>More supports for struggling students both academically and with mental health. More social workers with more consistency.</b> Students are struggling to just be at school and they have low resilience. Significantly more students are displaying behaviour due to anxiety levels. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (39 ▲) Ranked #250 of 1409</p>	





# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board			Search
What are three things you think would make a difference to support student learning and well-being?			
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<p><b>You can't have inclusive education without sufficient support for every student</b> It's very difficult to implement the numerous IEP accommodations given the huge class sizes and extremely varied student needs and behaviours. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (38 ▲) Ranked #251 of 1409</p>		
<p><b>CANCEL the ridiculous \$25/hour tutoring that unqualified students are doing and PAY EAs WHAT THEY'RE WORTH!</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (37 ▲) Ranked #252 of 1409</p>		
<p><b>I'd drastically reduce spending on anything OUTSIDE of a classroom, with the exception of capital expenditures for building maintenance.</b> We're entering a period of cuts. Spending needs to be concentrated on the direct delivery of education, not additional board office staff/programs. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (37 ▲) Ranked #253 of 1409</p>		
<p><b>More EA support for high-needs students</b> Violence and disruption in classes is increasing, making teaching and learning challenging. Students have a reduced number of minutes of instruction <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (37 ▲) Ranked #254 of 1409</p>		
<p><b>Smaller classes</b> It is difficult to help all of those who need it in a large class. Also with larger classes, behaviors are more likely to be a problem. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (37 ▲) Ranked #255 of 1409</p>		
<p><b>More support staff such as EAs</b> EAs help students with special needs work in the mainstream classroom, they help students who are struggling with mental health <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (35 ▲) Ranked #256 of 1409</p>		
<p><b>more resources for students with special needs</b> students and teachers are drowning and there is just not enough support <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (35 ▲) Ranked #257 of 1409</p>		
<p><b>1. Less interruptions to teach the curriculum 2. Consequences for violent physical &amp; verbal threats 3. Stronger teacher support from administration 1.</b> Too many interruption to cover curriculum 2. Disrupts student learning and students are afraid 3. Teacher lack control to do their job <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (33 ▲) Ranked #258 of 1409</p>		
<p><b>Increased access to educational assistants and support staff in the mainstream classes, particularly for those on waitlists for SPCs</b> Support for certain students helps all students to access learning opportunities and creates a safer environment <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (33 ▲) Ranked #259 of 1409</p>		
<p><b>Is anyone really listening? Does anyone really care what frontline teachers require to do a good job? Haven't we shared our thoughts before?</b> A well equipped and respected teacher is a happy teacher which translates to better performance. We are being stretched too thin. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (33 ▲) Ranked #260 of 1409</p>		
<p><b>The board needs to spend less time on the optics of equity, and more time actually enabling change.</b> The board is not in touch at all with what is happening in classrooms and in the halls. Decisions being made are NOT reflective of the action needed. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (32 ▲) Ranked #261 of 1409</p>		
<p><b>Access to more inperson training DURING school hours.</b> It should not be expected that we use our personal time when we already work so many extra hours We are continually told what needs to be done with very little guidance. Family life makes it impossible to participate in training after school hours <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (31 ▲) Ranked #262 of 1409</p>		
<p><b>Better pay for the support staff so we can support them better that goes for one, two and three</b> Well with taxes going up the cost of living going up and everything else going up it's hard for us to come in and do our jobs to the best of our ability <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>4.2  (31 ▲) Ranked #263 of 1409</p>		
<p><b>More structured environment with clear consequences for rude and disrespectful behaviour.</b> Currently very chaotic in schools. Teachers are afraid of asserting authority. Students need boundaries. The message is that anything goes. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (31 ▲) Ranked #264 of 1409</p>		
<p><b>Students can't learn in these conditions</b> Our school is overflowing. Every available space is being used as a classroom. We have no access to our library, makerspace, gym - all classrooms now <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (31 ▲) Ranked #265 of 1409</p>		
<p><b>More specialized classes</b> With HUGE wait lists for kids to get into specialized classes, and with several vacant classrooms in schools, more classes need to be opened <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (30 ▲) Ranked #266 of 1409</p>		
<p><b>More support with high need students - eas</b> Early intervention for students with regulation lagging skills will give dignity, prevent bigger issues and allow other students to feel safe and learn <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (30 ▲) Ranked #267 of 1409</p>		
<p><b>More/faster access to assessments from psychologists, SLPs, etc</b> We have students with very clear learning difficulties, yet it takes months or years to complete required testing to make informed decisions <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (30 ▲) Ranked #268 of 1409</p>		
<p><b>Student consequences</b> Student behavior is awful. Disruptions are problematic and interfere with all students' learning. Many classes are behavior management and not lessons <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (29 ▲) Ranked #269 of 1409</p>		
<p><b>Support staff need to be paid a higher wage as well as yearly increases every year.</b> If a support staff worker was paid more, they would feel worthy and important. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>4.2  (29 ▲) Ranked #270 of 1409</p>		
<p><b>Destreaming is not serving Applied and Essential level students.</b> In the name of "equity", students needs are not being met. Classes are larger, so students that benefit from smaller classes are not getting the help they need. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (28 ▲) Ranked #271 of 1409</p>		
<p><b>Intervention for early literacy and early numeracy a.s.a.p.</b> So many gaps. Classroom teachers can not do it alone. Support is regularly canceled. Necessary for confidence and life long learning. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (28 ▲) Ranked #272 of 1409</p>		
<p><b>Better pay for support staff</b> 7 years on the board I shouldn't be scared I can't pay my rent cause I only make 1000 roughly every 2 weeks in a por position as a leadhand <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>4.2  (27 ▲) Ranked #273 of 1409</p>		
<p><b>Consistent and clear expectations for student behaviour.</b> Student behaviour is out of control with virtually zero accountability. The Third Path, while a piece of the puzzle, is not the entire puzzle. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (27 ▲) Ranked #274 of 1409</p>		
<p><b>Proper support at the school level and in the classroom to address student mental health and the learning needs loss exacerbated by COVID.</b> Schools are in a state of crisis. Students are communicating their needs through their behaviour, and there is very limited support to address needs. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (27 ▲) Ranked #275 of 1409</p>		
<p><b>Supporting staff well being-more that just saying we do.</b> It is next to impossible to care for someone else's (students) well being if you are not well yourself. OCDSB needs to fully support staff first. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (27 ▲) Ranked #276 of 1409</p>		
<p><b>Ensure progressive discipline includes real life consequences not simply discussion.</b> It is okay, for a student to miss out, whatever that looks like. We KNOW students need structure and safety. Yet, fear of parent complaints, leave the classroom in a state of unexpected behaviour everyday. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (25 ▲) Ranked #277 of 1409</p>		
<p><b>Students need to feel safe in their classrooms and supported by competent staff who uphold OCT and OCDSB values - more checks &amp; balances.</b> Principals need time to get out of the office, so they know what is happening in classrooms, halls, and yard. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (25 ▲) Ranked #278 of 1409</p>		
<p><b>Behaviour specialists who work directly with students that are not coping well in the regular classroom.</b> Too many instructional minutes are lost when teachers have to constantly manage high needs students. These students need more support. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (24 ▲) Ranked #279 of 1409</p>		
<p><b>support due to violence, and misbehaviour inflicted on teachers in the school setting by students and/or their parents</b> dealing with violence at school will help develop a more resilient mindset and positive community learning classrooms <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (24 ▲) Ranked #280 of 1409</p>		
<p><b>Get a handle on behaviours!</b> Teachers can't teach and students can't learn when there are behaviours happening daily. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (23 ▲) Ranked #281 of 1409</p>		
<p><b>Smaller classes.</b> Student needs are higher than ever. It is so difficult to reach all students and provide a classroom based on inquiry with an equitable lens. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (23 ▲) Ranked #282 of 1409</p>		
<p><b>safe, predictable space where everyone is welcome</b> The behaviour of a small number of students is creating stress. Students can be treated with dignity but still expected to follow basic rules. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (23 ▲) Ranked #283 of 1409</p>		
<p><b>Smaller class sizes in FDK.</b> Large classes can be overwhelming for our youngest learners. Large classes can be busy and noisy which can adversely impact other students in the classroom. It is easier to build relationships with less students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (22 ▲) Ranked #284 of 1409</p>		
<p><b>Smaller class sizes, students and parents taking accountability and responsibility for their learning, and community of respect.</b> Although smaller class sizes is not something the board can completely control, it allows students to have voice and the learning they need. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (22 ▲) Ranked #285 of 1409</p>		
<p><b>Professional development for teachers (NOT during staff meetings).</b> How are we to keep up with changing curriculums? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (21 ▲) Ranked #286 of 1409</p>		
<p><b>Stop negative factors (aggression, violence in schools), which cause difficult relationships with other teachers, students and their parents</b> Violence has a negative impact on the well-being of the teachers affected as well as on the quality of their teaching <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (21 ▲) Ranked #287 of 1409</p>		
<p><b>smaller class sizes, more EAs/support people, more spaces for quiet</b> Class size is so big we can't make meaningful connections and it is so loud and disregulates everyone causing more behaviour. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (21 ▲) Ranked #288 of 1409</p>		
<p><b>smaller class sizes in junior and intermediate grades</b> allows the teacher to provide more support to students in their learning and well-being. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (20 ▲) Ranked #289 of 1409</p>		
<p><b>More EAs to support student needs</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (19 ▲) Ranked #290 of 1409</p>		
<p><b>Schools should be safer.</b> Students should not be afraid to go to the bathroom. Start treating serious transgressions seriously! If student well-being is important (not to mention staff well-being), schools should be a place where people feel safe, secure and comfortable. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (18 ▲) Ranked #291 of 1409</p>		
<p><b>Ensure that staff are adequately supported.</b> We can't pour from an empty cup. When staff are stretched beyond their limits, they are not able to be their best selves for their students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (17 ▲) Ranked #292 of 1409</p>		
<p><b>Smaller class sizes</b> ELL classes are too large and are often split leveled. These students are high needs and don't have the support at home that non-immigrant students d <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (16 ▲) Ranked #293 of 1409</p>		
<p><b>We are constantly being asked to do more, provide feedback, and take care of ourselves.</b> How can we with these constant demands? Huge red flags!! Staff are leaving the profession. We are burnt out and in need of significant mental health supports and stop being bombarded. We've given feedback. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (16 ▲) Ranked #294 of 1409</p>		
<p><b>In destreamed courses, we need more EAs IN the classroom, or senior peer leaders assisting.</b> With classes of about 25-30 students, I am averaged about 5 students with high learning needs, e.g. autism and NO education assistants. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (15 ▲) Ranked #295 of 1409</p>		
<p><b>Having enough qualified staff supporting student learning</b> Students with higher anxiety and behaviours - large classes, lack of support staff and staff shortages do not foster a safe learning environment <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (14 ▲) Ranked #296 of 1409</p>		
<p><b>Improve supports for staff.</b> Give us more time to learn and grow together. Make timelines more reasonable..Stop downloading more onto our plates. Our students need us, but it is hard when we are struggling ourselves. Thanks for getting our feedback..but please try to put some of it into action. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (12 ▲) Ranked #297 of 1409</p>		
<p><b>Proper EA support within the classrooms</b> The needs are beyond what we have ever had - as teachers we can't support all these needs ourselves. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.2  (12 ▲) Ranked #298 of 1409</p>		
<p><b>Capping kindergarten at 25 to promote student success</b> Our little learners are not accessing the program when we have so many student needs and extra no support. We still need EAs and help! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.1  (42 ▲) Ranked #299 of 1409</p>		
<p><b>If you prioritize teacher well-being, teachers will be able to prioritize student well being.</b> Teacher well being is at an all time low. Sending websites to click is not helpful. Provide tangible resources. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.1  (42 ▲) Ranked #300 of 1409</p>		



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board			Search
What are three things you think would make a difference to support student learning and well-being?			
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<b>Increased staffing (especially EA support) within the schools</b> Provide incentives to DOTs especially for hard to fill positions that are never picked up. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #301 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Less focus on "policy" and more actual support.</b> Board leadership often has good policies but isn't great at following through with the resources staff need to implement them properly. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #302 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More staff</b> More training of staff to meet the needs of our student population <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #303 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Put more resources like counselors back into schools.</b> This would actually help meet the needs of the kids in crisis instead of just hoping the classroom teachers have a chance to get to it. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #304 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Significantly smaller class sizes.</b> Difficult to meet the needs of all learners, especially in destreamed classes, with current class sizes/student:staff ratios <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #305 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Smaller class size, more support staff, more LST</b> TOO LOUD, too violent, can't even talk to all the kids. Can't do small groups. At least more LST taking groups. More EAs. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #306 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Staff the schools who's population come from families with low SES, high ESL, high refugee status with professionals to help students succeed.</b> Students need psychologists, social workers and multicultural liaison officers present in these schools on a daily basis to identify needs. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #307 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Staff wellness.</b> Staff are stressed and at their limit. Some are in no state to teach and support kids. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #308 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Supporting students requires teachers who also feel supported. Please consider teachers as humans before piling on more expectations.</b> This survey is being conducted while IEPs and STEP Trackers are due very soon. The meetings to discuss strategic plan were during report card time. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #309 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Supporting teacher learning and well-being</b> If teacher well-being was prioritized, students would benefit. We are asked to provide more feedback, opportunities, communications... but when? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #310 of 1409	5★ 4★ 3★ 2★ 1★	
<b>We need smaller classes and more training</b> Teachers are overwhelmed. The board has done a good job providing resources, but there is no time to go through them all and incorporate them <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #311 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Average- and high-achieving students are being drowned out in all the chaos of classroom management.</b> Non-identified gifted students and high achievers feel forgotten in hostile classroom environments. They need more opportunities for enrichment. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #312 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Class size, 20 or below for primary.</b> Young children have difficulty learning and feeling safe in large primary classes with extensive needs. Please honour the cap of 20. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #313 of 1409	5★ 4★ 3★ 2★ 1★	
<b>I feel like the current strategic plan has very little to do with "thoughts" raised during the last exchange.</b> The board has proven time and time again that they have an agenda that is completely disengaged from realities of the class. It's time to change. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #314 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More EA support</b> Ea's are running around putting out fires all day and have no time to teach or support kids when they are in a learning mood or practice strategies <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #315 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More support staff</b> More 1-1 support, interventions, etc. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #316 of 1409	5★ 4★ 3★ 2★ 1★	
<b>PD model has to change. Sending a bunch of links and slides is NOT PD. We teach children using the "I do, we do, you do" model. Try this with staff.</b> PD used to be run by coaches but what are they doing now? Simply creating slide decks to send out? Coaching model must change if PD has changed. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #317 of 1409	5★ 4★ 3★ 2★ 1★	
<b>PD should be planned well in advance</b> Having Principals deliver PD that they receive a day before does not translate to learning <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #318 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Please use innovation to reorganize the special education structure of this school board (ex budget for more psychologists, EAs and staff training).</b> Staff are over-extended, doing their best, but it is never enough. Hope for real classroom level change that supports all students is fading. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #319 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Prioritize learning, education and school work over students' desire to check out of the process of schooling.</b> In some schools, students feel like they have the right to walk out of class/wander the halls whenever they want and openly defy teachers. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #320 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Propper supports (propper staffing (ex: no unfilled positions, no pulling spec.ed., replacing EAs, etc.))</b> Having sufficient adult body supports not only benefits the staff's mental health and well-being but also the students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #321 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Provide more support for modified students - especially students modified down 2 grades or more.</b> They deserve the whole learning block to be taught at their level, not just occasionally. How else can we expect them to "catch up"? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #322 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Students need to be better prepared for REAL LIFE after high school</b> Deadlines & exams are important. Let kids fail in high school where it is safe to do so and they have the opportunity to learn to make better choices. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #323 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Teachers need more agency and input in the classroom.</b> We are the experts on the ground and it seems like very rarely are our opinions considered or consulted. This is demoralizing. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #324 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Trust that teachers or other classroom educators are doing their best to support students.</b> There is an assumption from higher-ups at the Board Offices that educators are not doing enough day-to-day, rather than holding students accountable. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #325 of 1409	5★ 4★ 3★ 2★ 1★	
<b>more emphasis on academics, smaller class sizes, more adults in buildings</b> We are schools - not community centres - and academics are getting lost in other initiatives. Support students with more staff, not platitudes. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #326 of 1409	5★ 4★ 3★ 2★ 1★	
<b>1) Follow-through on consequences. 2) More support teachers (this is a dire situation). 3) Cell phone bans board-wide. 1) This teaches students that we have boundaries. 2) Students are not getting support they NEED. 3) Self-explanatory. Unprecedented addiction.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #327 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Acknowledge educator trauma PLEASE.</b> Spending a lot of time on trauma-informed education practices for students but no attention paid to staff. Past surveys show fair/poor mental health for employees yet little/no follow-up. How can we be there for our students when we feel not seen or heard? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #328 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Admin seems to be unable to control the inappropriate use of bathrooms (eg. vaping, hanging out, sitting with feet in sinks, sitting on floor to eat)</b> Kids are afraid to use the bathroom. They're intimidated by other kids hanging out in there. Something is wrong when admin can't stop this. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #329 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More Educational Assistants in destreamed high school classrooms.</b> Teachers are having difficulties helping so many students in one room with so many different needs. EAs are only way each destreamed class will work. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #330 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More support staff</b> So students that need additional support actually receive it, <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #331 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Provide meaningful PD for your teachers</b> Sending links or google meet drop in hours is not how you are going to move a system forward. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #332 of 1409	5★ 4★ 3★ 2★ 1★	
<b>The plan should include staff well being too</b> Staff who are discouraged from trauma healing will struggle with this for their students - climate not safe to all and not equitable <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #333 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Administrators need to be held accountable</b> The Board needs to step in in situations where an Admin has no control over their students and no respect for their staff. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #334 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Boots on the ground from those who make the decisions. Stop making decisions and directions that aren't connected to the reality in our schools.</b> Admin seems to forget they they were teachers and are so far disconnected from the reality we live each day. Get your boots on the ground. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #335 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Creating a structure in which students feel safe and supported in order to fully engage.</b> Students need to feel physically and emotionally safe in order to learn. They need to trust that the adults in the building will support their safety. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #336 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Having more structure for students (expectations to be in class on time and being present in the class and not just taking things up online)</b> Students will learn better and therefore succeed better if they are present and expectations are set from all staff in the school. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #337 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Inclusive education, in its current state, is a failed experiment. There are FAR too many needs for one person. Support has been eroded. It's impossible for one teacher to meet so many needs. Where is the support? Why are homeroom teachers left without a voice?</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #338 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More people in the classroom supporting students.</b> Destreaming makes for a more diverse class room so there are more needs to be met. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #339 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More special education support so that students feel supported and part of their community. We are currently drastically understaffed!</b> Students need to feel supported in their learning, and 3 blocks of 40 minutes per week (for example) is nowhere near enough to address their needs <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #340 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More support in the classrooms</b> Equitable sharing of funding not based on student, but based on student need <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #341 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Not enough supplies and basic tools</b> Not enough chromebooks, desks, space, hooks for jackets, even pencils and glue. I end up buying things just so my students can learn. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #342 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Our schools need vice principals to support the extreme and frequent behaviours that are happening.</b> The current model is not effective or sustainable. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #343 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Parents should not dictate their child's school experience</b> Educators are professionals & need to have their professional judgement respected. Students should be placed where it makes sense for them, not parent <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #344 of 1409	5★ 4★ 3★ 2★ 1★	
<b>SMALLER KINDERGARTEN CLASS SIZES: with more support and a model that offers more consistency to the children.</b> This 50/50 model results in too many points of contact, too many transitions, and varying expectations = disengaged kids. They aren't ready for gr 1 <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #345 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Smaller classes, focused more on student needs, student behaviours, student desires, student similarities, and student skills</b> Without supporting the student emotionally, socially, and physically, academics will not be able to be learned. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #346 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Community involvement in student restorative action (religious leaders, police, parents, etc).</b> When students have no consequence for illegal behaviours done at school, it create an unsafe space for every student. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #347 of 1409	5★ 4★ 3★ 2★ 1★	
<b>increase staff:student ratios in SATE schools</b> too many diverse needs, adults spread thin, not making headway <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #348 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More meaningful PD and school specific.</b> PD should be a balance of teacher mental health and learning about issues specific to the school rather than centrally driven PD. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #349 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Smaller classes.</b> Getting to know your students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1 Ranked #350 of 1409	5★ 4★ 3★ 2★ 1★	



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board			Search
What are three things you think would make a difference to support student learning and well-being?			
< 8 of 29 >			
Principles who discipline students and suspend them for unacceptable behaviour. Investments in the physical learning environment. Students need structure and consequences, an investment in the building helps with school pride <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (36 ▲) Ranked #351 of 1409		
Every school is different. Stop trying to create a one size fits all approach to issues in schools. Board level decision makers need to spend more time in classrooms and in schools to see what is actually needed. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (35 ▲) Ranked #352 of 1409		
Support and protect teaching staff better. Teachers are on the front lines, the key to education. They cannot do their jobs well if they feel threatened and have no support from superiors. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	4.1  (34 ▲) Ranked #353 of 1409		
Teacher support Better support from our school board. More resources, proper resources, having them actually communicate with staff, providing more EAs, etc. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (33 ▲) Ranked #354 of 1409		
Consistent and dependable boundaries Students may be acting out when there's inconsistency in the boundaries being set by individual educators & admin who may have a different approach. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (32 ▲) Ranked #355 of 1409		
Day time support for schools is a must whether its Custodial or behavioral assistance, especially after being returned to the physical building. The communities of our schools are struggling and I feel more staffing could assist in these matters. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	4.1  (32 ▲) Ranked #356 of 1409		
Destreaming is not serving U-track students. They will not be ready for the expectations of 3U classes. Many are bored and left to figure things out on their own as teachers have a VERY wide range of needs in classes. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (32 ▲) Ranked #357 of 1409		
Competent school leadership who actually follow school policies they propose themselves Students have message they can do anything they want regardless of policies they are told at the start of the year, there are no consequences <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (31 ▲) Ranked #358 of 1409		
Ensure that staff are replaced when absent. Lack of staff is negatively impacting learning and safety. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (31 ▲) Ranked #359 of 1409		
More supports for spec ed learners They are falling behind and there are many with needs and not enough supports to help them. They do not get consistent daily support and need it most. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (30 ▲) Ranked #360 of 1409		
In person professional development with release time is essential to support student well being and learning - otherwise PD will hardly happen In order to improve student well being teachers need to have PD with release. Telling them to learn/do more on their own time results in disengagement <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (29 ▲) Ranked #361 of 1409		
Learning support for all students. More time/attention/resources for quiet students who don't always "demand" it. The needs of all students are important. Teacher and staff attention should not always go to students who are unable to meet behavioural expectations. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (29 ▲) Ranked #362 of 1409		
Smaller class sizes I have encountered the difference & I know how effective it is, both academically & behavior wise to teach in a classroom with a smaller number. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (29 ▲) Ranked #363 of 1409		
Central office staff (coaches, LSC's, superintendents, etc) should be in schools. They are making important decisions about student wellness without having a deep understanding of the context. Students need access to caring adults! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (28 ▲) Ranked #364 of 1409		
It is imperative that children with mental health challenges have timely access to, and support from, trained staff. Classroom learners are experiencing staggering interruptions in their learning due to the severe mental health challenges experienced by their peers. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (28 ▲) Ranked #365 of 1409		
Funding for more time for teacher collaboration The board-funded PD is often useless to teachers who are actually in the classroom. It shows a huge disconnect between the boards and the classroom <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (27 ▲) Ranked #366 of 1409		
Focus on post-pandemic recovery - both academic and mental health for students and staff (learning/working conditns, supports for students with need. Actively addressing acts of hate and discrimination (especially when directed at students and staff) - increasing accountability for Admin to respond. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (26 ▲) Ranked #367 of 1409		
Better systems and support for violent and destructive behaviour in our classrooms. As an employee I would like to feel safe and supported in my work place. I do not want to come to work wondering if I will be assaulted. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (26 ▲) Ranked #368 of 1409		
Time given for teachers to collaborate, learn and work together. So many new initiatives, teachers are overwhelmed. Why can't there be time given during the school day to work/learn/collaborate together? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (26 ▲) Ranked #369 of 1409		
Professional learning opportunities need to be offered during school hours Teachers need to have opportunities to learn and improve their practises, and this needs to be done during school hours, not when they are exhausted <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (24 ▲) Ranked #370 of 1409		
Safety is so important. Many students do not feel safe in schools due to the inability of teachers to meet all of the issues students are facing. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (23 ▲) Ranked #371 of 1409		
School staff need more time to focus on what particular students need at our schools and make plans for academic success - PD Days, staff meetings etc We used to have time to collaboratively set school goals, moderation, long-range planning for divisions. This doesn't seem to happen anymore. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (23 ▲) Ranked #372 of 1409		
For the last couple of years OCDSB has been talking about equity which is a good thing for starter. Now it is time to implement that into practice. All children have the right to be in a safe learning environment but schools are not providing that, because of students who are dysregulated. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (22 ▲) Ranked #373 of 1409		
I believe that adequate staffing would make a difference. I believe this because I, a teacher, feel that my workload is untenable. With adequate staffing, class sizes would be smaller and I could keep up. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (22 ▲) Ranked #374 of 1409		
Stop offering board PD only outside of/after instructional hours We should have opportunities to train & improve our practice as part of our work day. It is disheartening when I have to choose between PD & my family <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (20 ▲) Ranked #375 of 1409		
Consequences for inappropriate actions Students are getting away with a lot nowadays and this is leading them to further pushing boundaries. Other students are NOT feeling safe as a result <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (19 ▲) Ranked #376 of 1409		
More investment in human resources (e.g., LST, LRT, ESL, EAs, SELTs, VPs) in all schools. Today's classrooms are very complex with high demand for co-regulation and targeted support by experienced and trained staff. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (19 ▲) Ranked #377 of 1409		
Human resources - professionals that can support students in all areas and at an appropriate ratio. Class sizes are too high for appropriate learning. Students don't have access to human resources - psychologists, occupational therapists, social work <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (17 ▲) Ranked #378 of 1409		
The board needs to classrooms before decisions/actions/policies are made. Spend time (40 mins) in a classroom to truly appreciate what is going on. Visit a variety of grades and schools. A quick walk through is not enough. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (16 ▲) Ranked #379 of 1409		
EAs are undervalued in general, but especially when it comes to planning and discussing particular students. EAs often have the most experience with the student being discussed. There is a huge gap missing when they don't get invited to crucial meetings. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (15 ▲) Ranked #380 of 1409		
More classroom support Students are receiving less and less classroom support even though their needs are not decreasing. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (14 ▲) Ranked #381 of 1409		
There are some ideological biases in the school board that have made debate and discussion very difficult. It is impossible for any institution to create good policy in the absence of robust, respectful debate. That is not happening now. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (14 ▲) Ranked #382 of 1409		
Every elementary school should have a Vice Principal. Builds capacity in all school areas and supports the mentoring needed for our aspiring leaders. VPs can support the instructional leadership. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (13 ▲) Ranked #383 of 1409		
Safety in schools, more mental health supports and staff coverage Schools need to be places with less violence, more mental health resources and coverage for staff who are sick and need to be away to prevent burn out <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (13 ▲) Ranked #384 of 1409		
Smaller class sizes in elementary, particularly junior grades. Students need more from teachers than ever before - more individualized attention to promote social, developmental and academic growth. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (13 ▲) Ranked #385 of 1409		
Additional supports - EAs, SELT supports, ISST, Social Workers The more we can be proactive to support the mental health and develop strategies for learning, the better the outcome. Kids need this investment. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (12 ▲) Ranked #386 of 1409		
More support for those students with LDs and behaviours Burn out rate is high and even with amazing Principals and EAs and ECEs it is not enough <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (11 ▲) Ranked #387 of 1409		
Provide time regularly for staff learning and PD during the school day when teachers are at their best and most open. Staff who are well-trained are more likely to engage in current best practice which directly impacts student learning. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (11 ▲) Ranked #388 of 1409		
Stop piling additional requirements on teachers. We have a busy job already. Asking us to do more and more (STEP, Destreaming without training, etc) is burning us out and making it difficult to provide high quality education to our students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (10 ▲) Ranked #389 of 1409		
Better connection between board and school Unrealistic expectations due to a misalign with schools reality <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.1  (9 ▲) Ranked #390 of 1409		
A better continuum of student support. Fractured support is useless for students' long-term learning. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.0  (42 ▲) Ranked #391 of 1409		
Access to Mental Healthcare workers, counselling, and social workers. 8th graders have never been so emotionally damaged as they are post-pandemic. Connections with students help, but mental health experts are trained. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.0  (42 ▲) Ranked #392 of 1409		
Coaches should not be out of the classroom for more than 3-4 years. Many coaches have been out of the classroom way too long and are completely out of touch with the reality of teaching in today's regular program. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.0  (42 ▲) Ranked #393 of 1409		
Focus on academics and maintaining a peaceful environment Schools are first and foremost for learning - we are losing that focus. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.0  (42 ▲) Ranked #394 of 1409		
Lower class sizes in kindergarten. Safety and students ability to learn are both jeopardized when class sizes go over 25 students <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.0  (42 ▲) Ranked #395 of 1409		
Maintain high expectations and high levels of support when needed. Helps to create conditions for learning. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.0  (42 ▲) Ranked #396 of 1409		
More paraprofessionals - more psychologists, SLP, social workers many families do not have family doctors so they can not have assessments done and they rely on the school. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.0  (42 ▲) Ranked #397 of 1409		
Setting high expectations is essential for success. Students need to learn time management skills through deadlines. They need to learn to prepare for stressful situations through exams. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.0  (42 ▲) Ranked #398 of 1409		
Smaller class sizes. This would help teachers and EAs better support those students who are identified as at-risk. Greater supports=more success for all. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.0  (42 ▲) Ranked #399 of 1409		
Stop re-orging and then allowing massive classes. Students shouldn't have to come out of a class of 15 and end up in a class of 33. No one learns in this environment. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.0  (42 ▲) Ranked #400 of 1409		



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board		
<input type="text" value="Search"/>		<input type="button" value="Search"/>
<p>What are three things you think would make a difference to support student learning and well-being?</p>		
<p>&lt; 9 of 29 &gt;</p>		
<p><b>Teaching the importance of responsibility, accountability, and other vital skills (soft skills included)</b> Latest practice is neglecting to teach and implement this. No consequences of students' actions <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (42 ▲) Ranked #401 of 1409</p>	
<p><b>We need a work environment and board culture that respects teachers, is not hostile to difference of opinion, does not assume teachers "harm" students</b> The disrespect, paternal treatment of teachers, and suspicion towards us has morale in the toilet. The OCDSB is currently a toxic work environment. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (42 ▲) Ranked #402 of 1409</p>	
<p><b>smaller class sizes in destreamed classes</b> more individual attention for students who are struggling, IEP, ELL etc. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (42 ▲) Ranked #403 of 1409</p>	
<p><b>split classes should be a last resort. Due to the design of curriculum and the different expectations, split classes create too many disparities</b> Too difficult to provide meaningful education in two grades, when kids already have so many varying needs. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (42 ▲) Ranked #404 of 1409</p>	
<p><b>Back to basics study skills lessons, time management and setting goals and priorities. For all grade 9s.</b> Students are not demonstrating confidence in these areas. These are lifelong skills. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #405 of 1409</p>	
<p><b>Clear and consistent expectations</b> Ceate an environment where students can set goals and work to achieve them. Board directives should avoid ambiguity that lead to inconsistent delivery <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #406 of 1409</p>	
<p><b>Direct mental health support to students</b> Student mental health prevents participation in learning and community <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #407 of 1409</p>	
<p><b>Direction/ decisions from the board are often reactionary, late and not well thought out.</b> Decision to eliminate 9/10 exams left these students with &gt; a week of unstructured time off that could have been used to prepare them for the future. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #408 of 1409</p>	
<p><b>Increased capacity to support personalization of learning - without resources??</b> How can we be asked to provide MORE personalized learning without new resources and support?? This is a recipe for teacher burnout. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #409 of 1409</p>	
<p><b>More MLOs and Social Workers</b> Our most vulnerable are fighting for scraps <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #410 of 1409</p>	
<p><b>More professional development for educators (release time during school day - not on own time after work), more supports for special education.</b> To ensure student well being. Enhanced knowledge of their needs and how to meet their needs through PD. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #411 of 1409</p>	
<p><b>More supports for teachers via mental health initiatives but also workload help.</b> Teachers who feel supported have reduced stress and if their workload is lessened, they can focus more on students' needs. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #412 of 1409</p>	
<p><b>Provide PD that is engaging and helpful - ask teachers what would be helpful!!!</b> The PD is a joke. Making an identity stick, watching videos on sex trafficking ... really?? Help us be better teachers with quality PD. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #413 of 1409</p>	
<p><b>Providing students with several different resources (psychologists, social workers, etc) specific to mental health, domestic situations, etc.</b> Students can't focus on schoolwork when other external factors are affecting their motivation and well-being. They need help, we should provide it. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #414 of 1409</p>	
<p><b>Smaller class sizes in Kindergarten.</b> These children need to feel safe and cared for at school. Stuffing 30 4 year olds in a room with a rotation of am/pm ECEs and a rotation of French and English does not provide a sense predictable environment <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #415 of 1409</p>	
<p><b>Smaller, less academically diverse classes.</b> Huge classes with vast academic spreads and learning behaviours in them aren't serving any students well. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #416 of 1409</p>	
<p><b>Support respect for rules in our schools</b> So we can all learn to walk together in our society <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #417 of 1409</p>	
<p><b>Supporting staff wellness (through coaching, workshops, on site support)</b> Staff wellness is critical for student learning, well-being and achievement <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #418 of 1409</p>	
<p><b>Teachers who are not overworked because they are are trying to make up for a system with insufficient resources.</b> Our students have so many needs. How can a teacher even dream about meeting their needs when they are struggling themselves? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #419 of 1409</p>	
<p><b>The School Board needs to be proactive and make plans well in advance.</b> It seems that everything the Board does is reactive to news stories rather than having a plan in place that workers and families can look. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #420 of 1409</p>	
<p><b>The Specialized Class referral process is too much; too lengthy and takes up so many resources.</b> When it is so hard to get any psych assessments completed (maybe 1/yr), the paperwork needed for the referral can be very difficult to collect. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #421 of 1409</p>	
<p><b>There is no culture of caring to be fostered if there are not natural consequences for transgressing the social contract.</b> Students need limits and structure. Students cannot just destroy a classroom and not face natural consequences for their actions. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #422 of 1409</p>	
<p><b>Working technology in the classroom such as projectors, document cameras and tablets</b> We cannot keep up with the demand to prepare students for a digital age when we don't have the basic requirements to work with technology <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #423 of 1409</p>	
<p><b>Rationalized integration with people with special needs</b> Unfortunately, there are children that the teacher or administrator cannot control, causing harm to other children and making them hide from school. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (41 ▲) Ranked #424 of 1409</p>	
<p>translated by Google ↔</p>		
<p><b>A return to basics</b> too many students who arrive at the intermediate level not knowing how to use scissors, how to write on a lined sheet of paper, how to share etc... <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (40 ▲) Ranked #425 of 1409</p>	
<p><b>Allowing students to learn from failure.</b> It builds resilience. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (40 ▲) Ranked #426 of 1409</p>	
<p><b>DIE is doing more harm than good</b> In the name of equity, inclusion and diversity, students are routinely getting away with poor behaviour. Students pick up on this; they are not naive. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (40 ▲) Ranked #427 of 1409</p>	
<p><b>If the school board would put emphasis on educator well being, then educators would feel better in their class</b> Educators need to be present to fully engage with learners <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (40 ▲) Ranked #428 of 1409</p>	
<p><b>Provide release for collegial planning time and best practices</b> Teachers rarely have shared prep times with divisional teams <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (40 ▲) Ranked #429 of 1409</p>	
<p><b>Providing educators adequate time to collaborate and innovate new lessons for the new curriculum</b> Students need the consistency that comes from teachers with a plan and who are not stressed out <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (40 ▲) Ranked #430 of 1409</p>	
<p><b>Senior Admin need to spend less time lecturing and more time supporting.</b> Yelling at staff that they "Don't want this to be the next Pinecrest" isn't helpful. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (40 ▲) Ranked #431 of 1409</p>	
<p><b>Set high expectations for all students.</b> All students deserve the same high expectations. There is no excuse for bad behaviour only an explanation. Don't give up on kids' learning! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (40 ▲) Ranked #432 of 1409</p>	
<p><b>Some teacher have highly complex classrooms and work a disproportionate number of stressful hours and face exhaustion</b> Differentiate job responsibilities - free up teachers from obligatory 80 minutes of useless duties lunch monitoring, busing, - hire people to do it <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (40 ▲) Ranked #433 of 1409</p>	
<p><b>Stop focusing on credit accumulation.</b> Education is important. Advancing students to the next course with marginal (or less) knowledge is irresponsible Some fields rely heavily on previous material. Respect the teachers to decide if a student is ready to move on. They spend hundreds of hours on this. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (40 ▲) Ranked #434 of 1409</p>	
<p><b>Teachers cannot bear to be told "You just need to build a better relationship with the student" any longer.</b> Sometimes, relationships need professional help in order to be built. Teachers cannot be all things to all students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (40 ▲) Ranked #435 of 1409</p>	
<p><b>Teachers need resources, teaching resources.</b> Teachers must spend enormous amounts of time duplicating work that has already been created. Must spend personal time and money creating lessons. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (40 ▲) Ranked #436 of 1409</p>	
<p><b>Attracting, retaining and supporting paraprofessional staff like CYWs, social workers, etc. who can implement Tier 2/3 interventions.</b> Lack of human resource makes it difficult for students who are consistently not responding to Tier 1 and who need more support (for different reasons. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (39 ▲) Ranked #437 of 1409</p>	
<p><b>Destreaming for grade 10 is not necessary and is causing students to leave to other boards where they can choose a pathway in grade 10.</b> Weak students are drowning in the destreamed courses and teachers are overwhelmed and not able to meet their needs. Give teachers resources <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (39 ▲) Ranked #438 of 1409</p>	
<p><b>EA support in the classroom when required.</b> ECE's not being but in the role of EA <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (39 ▲) Ranked #439 of 1409</p>	
<p><b>I feel that the Board has spent endless PD talking about inclusivity, tolerance, acceptance and anti-racism but no checks and balances in place.</b> I feel that the Board talks the talk but doesn't walk the walk. I think it is important for Higher Admin and SI's visit schools to see it in practice. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (39 ▲) Ranked #440 of 1409</p>	
<p><b>I would love for HR to support our mental health.</b> I do not like that I now have to beg, submit a reason why I need a vacation day. Just trust me and allow me to have the time off when I need it. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (39 ▲) Ranked #441 of 1409</p>	
<p><b>Intermediate teachers cannot teach all subjects with passion. Bring back subject specific specialists.</b> Students deserve to be taught by passionate teachers who really know what they are teaching. Specialist teachers will do this! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (39 ▲) Ranked #442 of 1409</p>	
<p><b>More psychologists ans social workers in schools.</b> So many children suffer mentally and emotionally. They need help. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (39 ▲) Ranked #443 of 1409</p>	
<p><b>More specialized classes</b> Students needs cannot be addressed in our current environment of board specialists only being available twice per month if that. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (39 ▲) Ranked #444 of 1409</p>	
<p><b>We need principals and those making decisions to spend more time in classrooms where they can understand the reality of the situation</b> and decisions need to reflect what is truly going on in the classroom in order to benefit the children's learning <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (39 ▲) Ranked #445 of 1409</p>	
<p><b>Admin support for educators</b> Directly effects teaching and therefore, the students <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (38 ▲) Ranked #446 of 1409</p>	
<p><b>Ask teachers what they need to improve student learning instead of telling them.</b> Teachers know what their students need. Administrators don't. Listen to the teachers and give them the supplies and support they need. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (38 ▲) Ranked #447 of 1409</p>	
<p><b>Equity PD is too much of an expensive "sales pitch" with little practical tools/techniques delivered.</b> Large sums of OT money, increased workload for staff taken out of their classes to...decorate sticks! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (38 ▲) Ranked #448 of 1409</p>	
<p><b>Teachers in the English stream must be provided with more support because they cannot currently meet the needs of the children in their care.</b> All children have the right to an equitable education and the English stream does not currently have access to it. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (37 ▲) Ranked #449 of 1409</p>	
<p><b>minimize administrative duties assigned to classroom teachers</b> more time with students, less time on unproductive paper shuffling <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>4.0  (37 ▲) Ranked #450 of 1409</p>	



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board			Search	Search
<b>What are three things you think would make a difference to support student learning and well-being?</b>				
◀ 10 of 29 ▶				
<p><b>It is not realistic to have many EIP'ed students in classes that are already too big to provide real support for most students. Students with special needs should get special support. We can't expect teachers to do miracles: teach different programs at different levels at once.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #451 of 1409		
<p><b>Mental health supports for staff and students.</b> The inflexibility and rigidity of the adults is having a massive impact on the learning and well being of students. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	4.0	 Ranked #452 of 1409		
<p><b>More staff</b> Not enough eyes on current student pop <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	4.0	 Ranked #453 of 1409		
<p><b>Addressing the huge increase in special education needs that are currently presenting in our Kindergarten classes.</b> As a board the message is about inclusion and equity and that everyone is welcome but the resources needed are not being provided. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #454 of 1409		
<p><b>ESP staff deserve living wages</b> Esp members are some of the most overlooked and undervalued employees. If we didn't show up, school wouldn't happen. Pay us fairly. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	4.0	 Ranked #455 of 1409		
<p><b>More human resources to support the needs of students in schools. Specialized programming has been reduced and more students are fully integrated.</b> Students with varying abilities need proper support to be successful in an integrated setting. Without support, all students suffer. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	4.0	 Ranked #456 of 1409		
<p><b>Staff feel not supported by the Employer allowing the Students to do what they want. Without consequences Students are now in control.</b> This will decrease stress for staff and a reduction in sick leave. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	4.0	 Ranked #457 of 1409		
<p><b>Support, trust, and respect teachers better to help them support students.</b> Teachers are demoralized and demotivated because their voice and professional judgement doesn't matter. They're often not respected by students/parent <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #458 of 1409		
<p><b>Trustees, board policy makers and superintendents need to plan looking through the lens of our special needs learners and their educators.</b> With two CB sites, numerous SPCs and long wait lists for these programs, the board needs to meet the needs of it's current population. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #459 of 1409		
<p><b>Visible administrative figures in the building.</b> Our admin are stuck in their offices dealing with many meetings and behaviour issues. More visibility will help in the school overall. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #460 of 1409		
<p><b>We need to be realistic about credits that can be rescued. Teachers are pressured to rescue and pass students. All semester teachers support and provide multiple opportunities to students who are struggling. Failure is essential to succeeding.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #461 of 1409		
<p><b>Instead of spending so much money on PD about equity, we should fund schools.</b> We need to focus on the real daily issues and needs: materials and support in the classroom, students behavior, teachers workload... <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #462 of 1409		
<p><b>More supports of mental health</b> Students are demonstrating more and more mental health challenges and supports take far to long. There should be a psychologist full time at each HS. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #463 of 1409		
<p><b>Safety in the learning environment.</b> Our schools are predominantly stressful, edge and unsafe places to learn and work. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #464 of 1409		
<p><b>Students need more structure and follow up</b> Clear expectations about phone use, attendance, behaviour, routines, and consequences <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #465 of 1409		
<p><b>Bring back exams for Grade 9 and ten students</b> Taking exams in secondary school better prepares students for post secondary school. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	4.0	 Ranked #466 of 1409		
<p><b>Ensure teachers have time to adequately prepare for diverse learners.</b> With the greater diversity of abilities within the classroom as well as the impact of the pandemic on skills, meeting students' needs is overwhelming. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #467 of 1409		
<p><b>Ensuring enough support for integration (LST and LRT)</b> Ensuring enough EA support for effective integration <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #468 of 1409		
<p><b>More People</b> We have what amounts to a skeleton crew for all maintenance and support staff. Why can't positions be filled? It's pay rates and lack of respect <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	4.0	 Ranked #469 of 1409		
<p><b>Resources, resources, resources</b> In order to innovate, resources are required. In order to create a caring community, resources are required to support all individuals. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #470 of 1409		
<p><b>A return to professional development for educators</b> Despite many important initiatives going on, no time is provided for teachers, ECEs, EAs to learn &amp; work together in order to actually implement them <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #471 of 1409		
<p><b>EAs for actual educational help instead of just behaviours.</b> The EA role was created for students who require help with work. These resources are now solely being allocated to students and classes for behaviour. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #472 of 1409		
<p><b>We need Principals to support teachers, including with parents.</b> So we can work as a team to support students, instead of looking for ways to blame the teachers when there are problems with students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #473 of 1409		
<p><b>accessibility of funds for students, disciplinary action and counseling</b> The funds are allocated to too many directors in OCSDB. There is NO discipline practice or mental health accessibility for students-families in need. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #474 of 1409		
<p><b>Accountability</b> If a student is failing there is no accountability for that student. Teachers/guidance staff are looked at to come up with the plan. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #475 of 1409		
<p><b>Put resources (money) into teaching children and youth. Hire enough teachers so that class sizes are reasonable. Hire enough EAs to support needs. &amp; yes, hire enough OTs and EAs to replace them when they are away. Simple, and a good place to start to get everyone back on track.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #476 of 1409		
<p><b>Dedicated behaviour assistants to allow educational assistants to support students with learning needs</b> Allowing educational assistants to work with students in the classroom will allow teachers to provide more support to all students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #477 of 1409		
<p><b>Equity funding needs to include learners with Autism Spectrum Disorder. Training to support these learners must happen during working hours.</b> The lack of accessible training means the needs of all learners in classrooms cannot possibly be met. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #478 of 1409		
<p><b>No triple grades, especially in junior (4/5/6)</b> A teacher cannot create a healthy learning environment if their workload is way over the top. Teacher wellbeing=student wellbeing <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #479 of 1409		
<p><b>The school board needs significantly more specialized classrooms; the wait lists are unacceptable. Upholding the dignity of all is not yet happening.</b> Without consistent, full time support for learners with significant needs, learning interruptions in regular classes are staggering. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #480 of 1409		
<p><b>ensuring staffing levels to enable full support for learning</b> unstaffed schools are limited in the services and support they can offer students <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	4.0	 Ranked #481 of 1409		
<p><b>A student who needs one-to-one support should receive an EA, not a lunch monitor or other staff member.</b> Lunch monitors, ECEs, Teachers have different skill sets than EAs &amp; using them as EAs takes them away from their roles. The class suffers as a result. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #482 of 1409		
<p><b>More support/space for part-time daily withdrawal of special ed/ESL students to allow for specialised lessons to suit their personal needs.</b> With many diverse needs in class, I believe many students could make more positive academic and emotional gains in their school lives with this time. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #483 of 1409		
<p><b>Teacher well-being is still a concern</b> Please authentically support staff wellness beyond lip service to sustain educators to remain in the profession. 2/10 sick days = mental health days <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #484 of 1409		
<p><b>Time for staff to collaborate and innovate</b> Staff are often just "surviving" day to day, we don't have time to think big picture or collaborate to give students the best experience possible <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #485 of 1409		
<p><b>We need more academic focus and PD around academics.</b> We are educators. Our job is to educate. Our primary role seems to have shifted to professions we are not qualified in. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #486 of 1409		
<p><b>Record #'s of students are struggling with attendance. We don't have the resources to help unless they can make it in...too many are getting lost</b> We are not resourced with the degree of supports required to reengage chronic non-attenders. Mandate some tracking periods per school beyond the SW <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #487 of 1409		
<p><b>Return to expectations of politeness and respect in the classroom and consequences if this is not followed. Students need to be held accountable.</b> We cannot teach and help students to learn if others are misbehaving and nothing is done. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #488 of 1409		
<p><b>Increase the number special education teachers</b> More special education teachers means greater support for students with higher needs. The ratio of need is not equitable to the supply <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #489 of 1409		
<p><b>Revive behavioural expectations</b> In the name of 'care', many students are permitted to dress, behave, and speak how they want resulting in disruptive, chaotic, ineffective schools <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #490 of 1409		
<p><b>Anxiety, behaviours &amp; repeat absences are increasing. Parents are feeling overwhelmed. More constant supports in schools from social work, psyc</b> Provide more constant support, allow school teams to plan for success with consistent follow through, <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #491 of 1409		
<p><b>More resources for the classroom (e.g. more EAs/ECEs in the classroom, a lower student:teacher ratio, better furniture/classroom material)</b> Staff needs resources and support in order to better support students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #492 of 1409		
<p><b>Smaller classes</b> Students and teachers can better foster relationships. Students can get more academic support. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #493 of 1409		
<p><b>Consequences for poor student behaviour.</b> Kids need consequences when they are not meeting behaviour expectations. Please bring back clear consequences (including suspensions). <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #494 of 1409		
<p><b>We need to go back to PD where we work as a school team (sometimes with a coach) to address meaningful questions and learn from each other, moderate.</b> That was meaningful learning for us, practical, useful, in math and in language. Would also support delivering new science curriculum etc. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #495 of 1409		
<p><b>ACTUALLY providing students with learning and behavioural needs with the extra support they need and deserve, meaning more EAs.</b> Without additional support, one teacher or one teacher/ECE team cannot possibly meet the increasingly diverse and complex needs of all students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #496 of 1409		
<p><b>Additional Guidance Counsellors/LSTs to address the growing number of student needs.</b> Administrative demands taking them away from supporting students Struggling students/families need more opportunities to connect with staff. Guidance assigned over 400 students and LST - student needs increasing! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #497 of 1409		
<p><b>We need to stop avoiding consequences and allowing students to take control of situations. We're teaching them that their behaviour is ok. I am so tired of seeing kids trash rooms, walk on shelves, destroy property, physically injure staff+students on a regular basis with 0 accountability</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #498 of 1409		
<p><b>Clear disconnection policies including in school cell phone policies that are actually enforced by administration and enforceable by teachers.</b> Students are so connected to their devices they are unable to focus in class. Nothing in class can be as interesting as a video game. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #499 of 1409		
<p><b>More concrete consequences for poor academic behaviours.</b> I spend too much of my time chasing students for late assignments, despite doing everything "right" according to policy and Growing Success. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	4.0	 Ranked #500 of 1409		



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board			Search
<b>What are three things you think would make a difference to support student learning and well-being?</b>			
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<b>Parent/guardian code of conduct</b> Parents harassing through email needs to be addressed. The parent voice has gotten too strong within the education system. Staff need more protection <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.0 Ranked #501 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Increased pay for support staff.</b> It's difficult to survive on under 40K a year. 1/2% raise a year isn't sustainable in today's economy <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	4.0 Ranked #502 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Make schools safe.</b> Until all students feel safe in class, in halls, in bathrooms, they can not properly learn. Apply consequences to those harming/intimidating others. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	4.0 Ranked #503 of 1409	5★ 4★ 3★ 2★ 1★	
<b>"Big ideas" from Supts or Principals are worthless wo Educator buy-in. Support Teachers in their professional judgment instead of imposing a "vision"</b> Nothing can happen unless Teachers feel safe and supported. Take care of Teachers, they will take care of the Students every time. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #504 of 1409	5★ 4★ 3★ 2★ 1★	
<b>As indicated in the plan there is need for high learning expectations. However, learning from failure does not appear to be accepted.</b> In life we learn from our mistakes. If we take this away from students then we accommodate without building resiliency. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #505 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Board people, admin, and department heads should teach a class so that they know what it's like</b> They are so out of touch that they are making decisions that hurt student learning and well being - and they aren't listening <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #506 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Cap class sizes at 27.</b> If you want teachers to have time for meaningful interactions then you need to provide a scenario where it can happen. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #507 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Classrooms have become too inclusive</b> Students aren't getting the help they need. Specialized programs and withdrawal support makes a big difference. In-class support doesn't have impact <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #508 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Creating a Board focus around Respect</b> This would be a proactive approach to addressing the disrespectful behaviour throughout our board while helping to create a respectful community. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #509 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Dedicated staff training on interventions/supports/resources</b> Too many resources, new curriculums are introduced with NO support. Implementation is not thoughtful; fleet from one new thing to the next <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #510 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Find therapeutic interventions for complex mental health issues in students and families - provide relief for students in high stress classrooms</b> Collateral damage - disrupted dysregulated students need more than teacher strategies to help them and their cope <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #511 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Having qualified educators in classrooms</b> The quality of programming is not as valuable in a classroom with unqualified staff <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #512 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Having strict deadlines for late assignments</b> This will prepare students for life after high school <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #513 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Removing optional attendance messaging and having the ability to hold students back if they cannot meet even the most basic curriculum expectations.</b> Students coming out of COVID/online learning need natural consequences for incomplete course work/unmet expectations. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #514 of 1409	5★ 4★ 3★ 2★ 1★	
<b>All students need to take responsibility for their actions. It's our job to teach kids to do the right thing.</b> Woke thinking is letting students get away with terrible things because Admin/OCDSB don't want to be accused of being discriminatory. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #515 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Better access to mental health supports in schools (counsellors, social workers, psychologists, etc)</b> Too many of our students are struggling with their mental health post pandemic and the waitlists to access services from the board are too long. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #516 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Eliminate no-fail policy.</b> We no longer hold students accountable for learning. As a result, the importance of grit, determination, perseverance have been lost in some kids. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #517 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Ensuring that our schools are safe spaces free from racism, homophobia, transphobia, and all discrimination.</b> Hate-driven attacks on marginalized groups are increasing every day. Our students and staff deserve to feel safe in OCDSB schools. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #518 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Grater access to mental health professionals</b> There has been an increase in ASSIST interventions. Students in the rural regions struggle for access and urban students have long waitlists <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #519 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More funding is required to allow all students an opportunity to take part in experiential learning. Not eliminating them completely.</b> Removing paid field trips and additional fees for in-school programming is removing the fun and engaging opportunities for all students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #520 of 1409	5★ 4★ 3★ 2★ 1★	
<b>PA days are beyond ridiculous. Who gives sex trafficking workshops Friday before family day weekend.</b> If you want ur staff to want to work treat them as humans. Not ur puppets. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #521 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Provide smaller class sizes for destreamed 1D courses</b> 1W courses are smaller. Why are 1D larger? Larger classes, more needs, less time for teachers to cope. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #522 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Remove consultant positions at the Board</b> I have worked in a specialized classroom for almost 10 years and have rarely interacted with the LSC. Put these funds towards students instead. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #523 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Tackling ongoing issues like hate speech in schools and bullying.</b> Students deserve to feel safe when entering their classroom and know that efforts will be made to repair harm. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #524 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Trying to establish consistent academic standards would be helpful for students (especially during post-pandemic times).</b> Clear, consistent goals are important for students and parents. Schools needs to be transparent and students can't take control without these. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #525 of 1409	5★ 4★ 3★ 2★ 1★	
<b>1. Trust in educators, 2. establish two-way avenues of respect between admin, students, and teachers 3. Mitigate unnecessary stress</b> Frankly, it's impossible for me to further explain in only 150 characters. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #526 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Academic excellence still needs to be a priority in our school board</b> The world is transitioning to a knowledge economy. More of our professional learning needs to focused on building skills to make students competitive. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #527 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Actually enforcing deadlines and giving zeros for not completing work.</b> Students need to learn to prioritize and how to manage their time before going off to post secondary. This will reduce stress and anxiety. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #528 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Focusing on good work habits, organization, study habits, motivation and understanding how technology impacts them.</b> Students seem more disengaged, disinterested and addicted to technology. Regardless of what lesson, some kids are coasting and they need more support <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #529 of 1409	5★ 4★ 3★ 2★ 1★	
<b>For many students, destreaming is setting them up to fail, particularly in math.</b> Students are promoted as policy, and now there is no place (applied or essentials) for them to get the supports they need and deserve. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #530 of 1409	5★ 4★ 3★ 2★ 1★	
<b>If we are going to avoid pulling kids out of immersion, we must be willing to provide support.</b> Immersion is only for everyone if we provide the supports needed to help them be successful and not damage their self esteem. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #531 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Please consider some ability grouping when creating classes with modified learners (and provide additional support).</b> It is not possible to low-floor high-ceiling all your lessons to meet a 5-grade span and still give everyone the education they deserve. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #532 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Re. Equity: We are not meeting the needs of our most vulnerable students. (i.e., students with severe ASD in regular classrooms)</b> Our view of equity is too focused on some groups and completely leaves out others. Inclusion without adequate support doesn't work. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #533 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Real talk/plan regarding drug use (including vaping), clear consequences- empower admin, fund follow up support for students + their families.</b> Vaping- significant/growing problem. Current approach is normalizing the behaviour. Impact - students don't feel safe in bathrooms <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #534 of 1409	5★ 4★ 3★ 2★ 1★	
<b>destigmatize the English program.</b> Parents keep struggling kids in EFI won't switch a child even if it would be better for them. EFI /Immersion is not working well these days. Low French levels of teachers and no help for teachers to improve + struggling students + no resources <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #535 of 1409	5★ 4★ 3★ 2★ 1★	
<b>A boardwide approach to the teaching of reading and reading materials provided to schools so that we can get kids reading.</b> Too many students leaving grade 2 unable to read. Very worrisome. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #536 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Hire more OTs</b> The supply teacher shortage is outrageous. No PD is happening. Hire more so teachers can learn and grow <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #537 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Offers the resources and supports that are suggested in the ever growing number of IEPs</b> We can't get support without spending time and energy with the tiered approach. By this time it's too late. Still, the resources are not in school <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #538 of 1409	5★ 4★ 3★ 2★ 1★	
<b>clear learning goals, rigor in academics, differentiation</b> Clarity and consistent expectations give people a sense of security. Also, students can excel if we challenge them (then support as appropriate) <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #539 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Appropriate infrastructure (from chairs that are not broken to windows in classrooms )</b> Data supports that in order for learning to take place a suitable environment must first be provided <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #540 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Structure and responsible leadership from school administration. Predictable outcomes for students and staff.</b> At our school, our principal was still trying to figure out how to have the students enter the school in November of their second year at the school. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #541 of 1409	5★ 4★ 3★ 2★ 1★	
<b>The superintendents and directors should go work at Riverview for a day.</b> It will show them what is going on. We all need support and change to happen. They just happen to be the poster school. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #542 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Change the elementary report card!!! What a colossal time suck for teachers and admin 3 times a year reports without letter grades in primary</b> Simplify it ! come up with some standard drop downs streamline process - letter grades are absurd in primary - get a life Ministry of Education! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #543 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Move away from work ideology that focuses too much on race. Woke White teachers are doing a disservice to all. Coming from a POC.</b> Teach children to treat all people with respect and kindness. Highlighting race is moving us backwards, and dividing us. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #544 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More targeted literacy supports. We have at our school a large number of students who are four or more years behind their peers.</b> Our students look to us to help them learn. It is hurtful that they cannot keep up with their peers. We have to have the courage to help them. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #545 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Support teacher success</b> Supported teacher produce supported students <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #546 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Invest in providing outdoor learning for all students within a natural environment no matter of age, ability or background.</b> Too much of present education provided involves students sending a large percentage of their learning time facing or interacting with a screen. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.9 Ranked #547 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Mental health staff</b> Mental health professionals should be hired to work in schools to support students and staff. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.9 Ranked #548 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Mental health staff attached to schools running programs with students on an ongoing basis</b> Building connections in the school with students, staff and community partners <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.9 Ranked #549 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Additional adults to help out supervising during unstructured times.</b> This would help reduce poor behavior during recesses and lunches. More adult lunch monitors would help to ensure students are safe. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.9 Ranked #550 of 1409	5★ 4★ 3★ 2★ 1★	



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board		Search	Search
What are three things you think would make a difference to support student learning and well-being?			
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<p><b>Cap on class sizes in all grades</b> Allows for relationship building and staff to know their students <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.9	<p>Ranked #551 of 1409</p>	
<p><b>Create a positive work environment for all employees, develop and improve educational spaces and encourage active learning.</b> Positive work environments ensures students success, a creative learning space encourages creativity and active students equals well balanced lives. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.9	<p>Ranked #552 of 1409</p>	
<p><b>Develop learning spaces within OCDSB facilities to include the natural environment and outdoor learning.</b> By creating these spaces it will encourage educators to get their students outside to learn and be active. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.9	<p>Ranked #553 of 1409</p>	
<p><b>Keeping students in classrooms.</b> Administrators need to focus on getting students in to classes and addressing chronic absences early. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #554 of 1409</p>	
<p><b>More time for professional learning to support student needs.</b> Too many support staff do not have training to adequately support the students they are assigned to, and are not given time to receive training. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.9	<p>Ranked #555 of 1409</p>	
<p><b>More LRT, LST, ESL support</b> With growing needs and class sizes it is challenging to meet the needs of all students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #556 of 1409</p>	
<p><b>More mental health support for students</b> It would help students be in a better place for learning, and hopefully help minimize violence and disruptive behaviours in class. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #557 of 1409</p>	
<p><b>Student safety impacts student well-being and learning. Restorative practices need to be transparent. Everyone makes mistakes, but there needs to be clear guidelines as to how to restore trust when mistakes happen.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #558 of 1409</p>	
<p><b>Student allowed to show up late with no punishment. After all they dictate our working conditions. Bring back detentions after school. I think it's a complete joke that young adults get away with no consequences.</b> <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.9	<p>Ranked #559 of 1409</p>	
<p><b>We need adequate human resources and professional knowledge to support all students. One without the other is insufficient. Learning and well-being do not happen under any conditions - we need a community of care so social, economic, and political barriers can be reduced.</b> <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.9	<p>Ranked #560 of 1409</p>	
<p><b>When the board puts on workshops about anti-discrimination, students with special needs must be mentioned and there needs to be a lens on them. With 17% of elementary students and 27% of secondary schools receiving special education services (People for Education), this is important.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #561 of 1409</p>	
<p><b>Better pay and support for care staff he care staff who are responsible for making sure the building is running , the ones making the trips out at 2am</b> To fix emergencies so students and teachers can be in are underpaid and short staffed , we can't pay our bills were getting choked out financially <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.9	<p>Ranked #562 of 1409</p>	
<p><b>Recognize and support employees, regularly, in supporting student learning.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #563 of 1409</p>	
<p><b>Upholding the dignity of all students. This means providing funding to hire trained staff to support students with unique sensory and social needs.</b> Neurodivergent children have strengths that need to be seen and celebrated by neurotypical peers. This is impossible with one educator in a classroom. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #564 of 1409</p>	
<p><b>On-site translators and social workers available 5 days a week</b> So often we can't communicate in a timely fashion to parents who don't speak English because we need to wait for an MLO to be available to translate. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #565 of 1409</p>	
<p><b>We need more trained mental health professionals in schools. We as teachers are not trained (and not interested in being trained - not to be mean, but...) in mental health support.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #566 of 1409</p>	
<p><b>Support for students with social challenges</b> Some students have challenges interacting with each other in a respectful manner. COVID has affected students' experiences with social interaction. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #567 of 1409</p>	
<p><b>Teachers are burning out, we need actual support in the classroom to support students.</b> Students with Spec Ed needs who are in regular classrooms are being abandoned without proper support. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #568 of 1409</p>	
<p><b>Stronger parenting</b> Need for stronger parent participation in learning and good behaviour habits <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.9	<p>Ranked #569 of 1409</p>	
<p><b>more funding for more frequent and longterm support in all classrooms</b> many children require longterm one on one support in class which is not possible as most support goes to behavioural needs elsewhere in our schools. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #570 of 1409</p>	
<p><b>More support for SEN learners</b> Teachers are stretched too much. No EA support for students who behave well who are academically sometimes 3 grades behind. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #571 of 1409</p>	
<p><b>Proper resources.</b> I use a crap chromebook w/o USB or cd drive. Projector as old as the school. Two EAs &amp; 1500 students, destreamed classes, 3 copiers &amp; 100+ staff. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #572 of 1409</p>	
<p><b>Focus on regulation, followed by relationships before attempting work</b> Many students and staff are feeling dysregulated and overwhelmed. The isolation due to Covid has impacted relationships. Work cannot happen otherwise <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #573 of 1409</p>	
<p><b>Clear Rules and Consequences</b> Students need clear guidance, rules and expectations (with clear consequences &amp; follow-through). eg) Rules for late assignments and multiple absences <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #574 of 1409</p>	
<p><b>When you plan PD please remember we are half FI teachers and half specialist teachers doing math and language only in ETFL.</b> Need two streams of PD, and PD needs to be practical, so we can learn what is meaningful to us, in curriculum. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #575 of 1409</p>	
<p><b>Smaller class sizes</b> Educators can't provide the individualized and differentiated instruction that is needed when they have so many students <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.9	<p>Ranked #576 of 1409</p>	
<p><b>First, students must feel safe.</b> If students feel unsafe, their amygdala is in flight or fight mode and they are unable to learn. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #577 of 1409</p>	
<p><b>More resources and support for burnt out teachers who are currently overwhelmed and teaching from photocopied TPT lessons that they pay for themselves</b> Teachers cannot reach a higher level of teaching that encourages inquiry and innovative thinking when they do not have the resources to do so. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #578 of 1409</p>	
<p><b>Superintendents should rotate their 'office' to the different schools in their portfolio. This strengthens school connections and understanding.</b> Disconnect between senior staff and the realities of our schools. This connection will lead to more thoughtful actions. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #579 of 1409</p>	
<p><b>Kids need some stress in their lives to learn how to cope and develop healthy levels of anxiety.</b> Removing exams was a big mistake. Kids need to learn how to deal with these stressful/demanding periods of their lives while in school <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #580 of 1409</p>	
<p><b>Stop confusing "equity" with "equality".</b> Reducing or eliminating opportunities (ex. field trips, excursions, athletics) for ALL students does not achieve equity. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #581 of 1409</p>	
<p><b>Information/Directive provided by Central Teams must be communicated in a timely fashion and consider the workload of those working in schools</b> Last minute communication/directive is creating tremendous stress and additional workload for school staff. Also, confusion for students/families. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #582 of 1409</p>	
<p><b>Special Education Support in French</b> We wait too long when all the studies show that we must intervene early <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #583 of 1409</p>	
<p>translated by Google ↔</p>			
<p><b>More incentive for staff to pick up supply jobs.</b> Sick staff shouldn't worry about their day away from work, we need more staff filling jobs, sick staff are feeling pressure to return due to class closures, COVID taking up MANY sick days, and pressure on fam. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #584 of 1409</p>	
<p><b>A classroom that has working technology is essential to support student learning.</b> How can students be engaged with the learning when there is no working projector in a classroom? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #585 of 1409</p>	
<p><b>Custodians are under paid and over worked. Most new hires don't stick around because of this.</b> We have been short staffed for years now. Management can't wrap their brains around why. A pat on the back and an appreciation day isn't enough. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.9	<p>Ranked #586 of 1409</p>	
<p><b>More structure.</b> When learning from home many students didn't have structure. They have brought this mentality with them to school. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #587 of 1409</p>	
<p><b>Our turn-around day between Sem 1 &amp; Sem 2 needs to be that - a turn-around day to mark, do report cards and get ready for Sem 2. NOT another PD day.</b> Please recognize the importance of this to staff wellness as well as positive student outcomes. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #588 of 1409</p>	
<p><b>Safe, predictable learning conditions</b> Students need to feel safe. If they're afraid to go to the bathroom and be bullied or walk in on vaping, how can they concentrate on learning? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #589 of 1409</p>	
<p><b>Student voice is important, but so are the voices of staff. All voices matter.</b> Staff need to feel supported in their work with students. It seems that staff have very little authority in implementing consequences <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.9	<p>Ranked #590 of 1409</p>	
<p><b>healthy teachers and more support of teacher mental health, don't just say it, meant it</b> Employee updates every week cause more stress to educators as it feels like bombardment of things you need us to do. Healthy teachers= healthy student <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #591 of 1409</p>	
<p><b>real consequences for behaviours will improve student well-being as many students are traumatized by what is happening</b> progressive discipline is not working, students are traumatized, teachers are burnt out and will continue to be in greater numbers as it gets worse <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #592 of 1409</p>	
<p><b>More educational assistants</b> Currently, support teachers are filling needs that should be handled by EAs, taking them away from classroom support <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #593 of 1409</p>	
<p><b>More support in schools (EAs and resource staff)</b> students are dealing with more difficulties re: self regulation <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #594 of 1409</p>	
<p><b>more mental health resources in schools</b> there isn't enough access to support <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #595 of 1409</p>	
<p><b>More access to supports like social workers, psychologists, etc. The supports just aren't there enough.</b> We're seeing overwhelming needs for supports for student mental health, and we have increased access due to Urban Priorities grants! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #596 of 1409</p>	
<p><b>Supporting staff learning and well being.</b> The staff need to feel relaxed, connected and supported in order to effectively connect with and support students. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.9	<p>Ranked #597 of 1409</p>	
<p><b>Schools that are struggling more with student behaviour should get priority \$ from the OCDSB to reduce class sizes.</b> Some schools are doing fine, while others really struggle. Imagine what reduced class sizes could do for these students and teachers. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #598 of 1409</p>	
<p><b>Supports in place for students with needs so they do not inhibit the learning of others</b> Provides essential differentiated learning opportunities for all students <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #599 of 1409</p>	
<p><b>sufficient staffing (eg. EAs) to meet the needs of our students</b> Students are increasingly struggling to self regulate in a meaningful way with the limited availability of caring adults. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	<p>Ranked #600 of 1409</p>	



# TOP THOUGHTS - STAFF THOUGHTS

RESULTS

Ottawa-Carleton District School Board		Search	Search
What are three things you think would make a difference to support student learning and well-being?			
< 13 of 29 >			
<p><b>Superintendents should spend entire day in a classroom/school.</b> Superintendents have no idea what is actually going on in schools. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	 Ranked #601 of 1409	
<p><b>Deadlines! Students have learned that deadlines don't matter. The ability to teach a student that they earn less marks for missed deadlines is KEY</b> The mark needs to reflect not only the curriculum, but also the learning skills. They are bigger predictors of futur success than marks. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.9	 Ranked #602 of 1409	
<p><b>Bring back specialists</b> If you want a quality Phys Ed or Music program, bring back specialists who are trained in delivering these programs! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #603 of 1409	
<p><b>Comfortable and UNBROKEN furniture (desks and chairs) for students.</b> Who can learn when one is in an uncomfortable position? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #604 of 1409	
<p><b>Increase access to mental health resources: The Ottawa school board could invest in additional mental health resources and staff to support students'</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #605 of 1409	
<p><b>We need to move beyond equity and diversity.</b> We all understand the importance of equity/diversity, however the language should be based on how we can support all students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #606 of 1409	
<p><b>A consistent and structured approach to teaching reading.</b> Reading is the most important skill for a child to learn. There is too much inconsistency and a lack of subject knowledge amongst teachers. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #607 of 1409	
<p><b>A review of the time allocation model</b> 20 minute teaching blocks, 20 minute preps, 20 minute anything is not great for anybody. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #608 of 1409	
<p><b>Adequately preparing students to face the stresses of life.</b> As of now, students are being sheltered from any stress or consequence as opposed to learning skills for resilience. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #609 of 1409	
<p><b>Connect PD at PD days with resources and school plans</b> Too many different initiatives- streamline them. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #610 of 1409	
<p><b>District priority PD days should see the board level experts going to schools and providing training/ talks.</b> The way PD training/ content is delivered to teachers now lacks structure and preparation. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #611 of 1409	
<p><b>Don't restrict hiring practices. The jobs in Elementary are not varied, and movement between panels should be allowed and simplified.</b> Inspired teachers foster inspiring classrooms. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #612 of 1409	
<p><b>Eliminate 20 minute teaching blocks and preps -scheduling has become highly disruptive with multiple teachers revolving through classrooms</b> Elementary students have too many points of contact and stop and start lesson transitions and dissimilar days <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #613 of 1409	
<p><b>I think teaching in the OCDSB has become the bizzaro world. It is completely disengaged from real life.</b> Practice should be based on what is expected in the real world. Expectations, consequences, deadlines and most importantly, resiliency... <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #614 of 1409	
<p><b>It is important for the school board to spend money on resources teachers can use in the classroom.</b> The teachers are spending money online when or building resources in french because no one at the school is providing the resources necessary. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #615 of 1409	
<p><b>Major revisions in the types of PD</b> Imagine the wonderful learning that could be accomplished if there were a Math PD, French Immersion PD, History PD, etc. Teachers would eat this up! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #616 of 1409	
<p><b>Math specialists are needed at the intermediate level.</b> Math is extremely important and not all teachers can teach it or understand gr. 7/8 math. How is this helping our children? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #617 of 1409	
<p><b>Provide more hands on learning opportunities that reflect the needs of our trades and technology industry in Ottawa, Ontario and Canada</b> The default should not be a university pathway, for many learners providing authentic hands on opportunities lead to great lives <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #618 of 1409	
<p><b>Review assessment policies. Make sure students are held accountable. Better communication of policies to parents/stakeholders/guardians.</b> Inconsistency from school to school; value of a credit is questionable. Too much focus on accumulation of credits and getting kids diplomas. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #619 of 1409	
<p><b>Will you provide resources for staff collaboration?</b> Having time during school hours (covered by an OT) to collaborate and plan with colleagues is what will lead to more innovation in schools. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #620 of 1409	
<p><b>Better supported teachers, especially OTs and LTOs.</b> With a huge shortage of EAs, OTs are being regularly pressured by administration to perform EA tasks (toileting, restraints). The liability is unfair! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #621 of 1409	
<p><b>Bring back specialist teachers</b> Especially in the arts. Have a real musician teach music. The curriculum is not being taught by untrained homeroom teachers. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #622 of 1409	
<p><b>Ensuring students are accountable for their learning.</b> It feels like many policies in recent years have shifted away from student accountability for their learning behaviours and learning outcomes. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #623 of 1409	
<p><b>Fail children who do not meet the expectations.</b> We are setting the kids up for failure when they get to points where it matters like post secondary admissions or job applications. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #624 of 1409	
<p><b>Increase supports available to students at the school level. We need more LRTs, more access to social workers and more SEL support teachers.</b> The support needs to be part of the daily staff in the building so that relationships can be built between students and staff. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #625 of 1409	
<p><b>More consistency of staff!!</b> Everyday is a scramble with absent teachers, ECEs, EAs... <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #626 of 1409	
<p><b>Music specialists are required in all levels of elementary school.</b> It is part of the curriculum, yet many teachers do not teach it because they cannot even read music. Bring back music specialists at all levels PS. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #627 of 1409	
<p><b>Smaller class sizes in Kindergarten.</b> Need to be able to spend time with all students <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #628 of 1409	
<p><b>Students who skip tests (not excused- they chose to miss the test just because) should receive a zero.</b> Consequences and routines help reduce stress amongst teens. Many studies have shown this. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #629 of 1409	
<p><b>Teaching resources</b> More money available to fill classrooms with resources. Dictionaries, books, writing implements, etc. It shouldn't come from teacher pockets <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #630 of 1409	
<p><b>Bring back exams for grades 9-10.</b> It is good practice in having to study a larger bulk of material, keep organized notes, etc before entering the senior grades. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #631 of 1409	
<p><b>Bring back more specialist teachers in the intermediate level.</b> Students benefit from passionate, expert teaching and as they get older the curriculum itself is more complex. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #632 of 1409	
<p><b>EA DOTS in every school.</b> Our Principal and our DOT are always supporting students in an EA capacity because of so many needs. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #633 of 1409	
<p><b>Ensuring policies are to benefit student experience and not to minimize legal risks for the board.</b> Students deserve rich, multifaceted experiences. Decisions should be made with student development in mind, not with the view of risk elimination <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #634 of 1409	
<p><b>Give us concrete examples of best practices at equity and CRRP PD.</b> Showing us abstract concepts and making us brainstorm is not enough. We want to disrupt racism and inequity in the system. We need to know how to do it. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #635 of 1409	
<p><b>Kindergarten students need fewer contacts; we are not fostering a sense of attachment with educators for our youngest students.</b> Strong attachment makes for better connections with home and school, and a sense of belonging. It helps with self-regulation, therefore success. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #636 of 1409	
<p><b>Specialist teachers in 7-12</b> Authentic learning with empasioned teachers seems to have become a thing of the past. All because it would cost more to run a Specialist model. Sad. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #637 of 1409	
<p><b>Being more inclusive to all groups, not just specific ones.</b> To ensure all students feel included, and not just those of a particular group. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #638 of 1409	
<p><b>The third path denotes that if there is a problem, then the fault is the teacher's effort.</b> Teachers are professional and need to be treated as such. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #639 of 1409	
<p><b>There should be more withdrawal support with formal withdrawal classes for Step One ELL</b> develop more community, feel safe with others sharing a common experience, more one-on-one, less overwhelm. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #640 of 1409	
<p><b>Appalling appearance of cell phones in all corners of the learning environment.</b> Teachers have lost the fight, and the consequences are dire. Administration needs to step up and create a Board-wide policy. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #641 of 1409	
<p><b>Learning without limits - interdisciplinary, cross-curricular, inter-school, community-embedded learning</b> Shows students how their learning is connected to the broader world and enables them to see the impact they have <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.8	 Ranked #642 of 1409	
<p><b>More mental health supports with fewer barriers</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #643 of 1409	
<p><b>More support for students.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #644 of 1409	
<p><b>Pump the breaks; a return to pencil and paper. The foundation of everything, the slow, and the deliberate.</b> Kids are overstimulated. What happens in class should be profound and deliberate. Literacy is the foundation of everything. Writing, not typing. Create, not consume. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #645 of 1409	
<p><b>Self Control and discipline</b> Teaching kids to have self control and disciplining them helps them to know how to have control over their life in future and discipline their life <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.8	 Ranked #646 of 1409	
<p><b>Student well-being and student learning are linked to the well being of the school/district they learn in.</b> The system that supports the well-being of students must itself be caring and supportive. Support /well-being does not begin and end in the classroom <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.8	 Ranked #647 of 1409	
<p><b>More supports for staff to mitigate burnout</b> Admin, education, and leadership staff are taking on too much and they are being pulled away from focusing on their core job responsibilities. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.8	 Ranked #648 of 1409	
<p><b>More supports in the school and in the classroom to meet all learners' unique learning needs.</b> Tailored supports for various needs. Everyone is different. One size does not fit all <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.8	 Ranked #649 of 1409	
<p><b>Stop giving parents so much power</b> Allow educators to educate rather than bow to the demands of parents <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.8	 Ranked #650 of 1409	



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board			Search
What are three things you think would make a difference to support student learning and well-being?			
< 14 of 29 >			
<b>The no fail policy in elementary is horrible. Students who have not acquired a set of skills and knowledge should not move on to the next grade level</b> By moving students who are not ready up a grade, the problem is being compounded. Students now are expected to catch up "and" gain new knowledge <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.8 Ranked #651 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>There needs to be strong cell phone policies at the Board level.</b> Our students are struggling with addiction and engagement. We had hurting them by allowing this to continue. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #652 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Ensure all schools have access to resources to further learning</b> Schools with lower average family incomes historically have less access to resources (from tech to textbooks) because there is no ability to raise \$\$ <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.8 Ranked #653 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Going back to focusing efforts on academics as the primary function of the school is to teach students.</b> Academics are falling behind while efforts and resources are being channeled elsewhere. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.8 Ranked #654 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Increase or promote programme for non-academically inclined students. Specifically, promote skilled trades as a worthwhile pursuit.</b> Skilled trades training often require post-secondary degrees or dipolmas. Students should be guided through the required courses in HS to enable. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.8 Ranked #655 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Let teachers be teachers</b> Teachers have no say and students literally just run the school , there is no consequences and support to help teachers , bring back failing students <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.8 Ranked #656 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Educators in specialized program classes need to receive relevant PD on board based PD days and not told to join in where they think would be best.</b> Students in SPC classes deserve educators who are provided with relevant and appropriate professional development. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #657 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>More properly trained staff in the buildings and classrooms</b> Due to waitlists there are more needs in the classrooms <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.8 Ranked #658 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Focus on education and put under consideration what the students need, to learn about the basic rules of life, the normal rules of life</b> So students will increase their involvement and attention, engage in higher level of critical thinking <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.8 Ranked #659 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Ensure equitable access to technology</b> Many of the students at our very diverse school do not have access to technology outside of school. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #660 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Not every work group works with students</b> Hazard free schools/well maintained schools, proper airflow and mechanical systems, as well as clean and sanitary <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.8 Ranked #661 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Students need to have more responsibility in their learning. For example, if they don't collaborate and refuse to complete work, then it's a fail.</b> It isn't realistic that everything falls on the teacher. The message should be that students and parents are also responsible of making it work. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #662 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Staff, student and their families due to pandemic strains has caused a lot of extra work on principals, VPs should be full time in all schools.</b> Reallocate coaches at the board into schools directly or move this funding as a temporary measure to hire full time VPs <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #663 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Aspen</b> Useless, not user friendly, limited training, no longer able to see important info, extremely time consuming, confusing. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #664 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Community supports (mental health, family counselling, essential items support, etc. Even health!) should be easily accessible in / through schools.</b> Schools are located in communities and already often have a trusting relationship with families. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #665 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Place more emphasis and providing more opportunity for trades and technology education</b> Careers based on evolving technologies will be more accessible <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #666 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Returning to the use of actual deadlines for students and not the ability to complete a course in the last week of class.</b> Students are prepared for the real world where deadline and time management at essential. Higher failing rate at college and university. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #667 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Having an equitable and speedy process for special needs student class placement in our board.</b> Students shouldn't be "bottom of the long waiting list" because they are so low or exhibit calm ("independent") behaviours. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #668 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>I've read the parent comments: no phones, end destreaming, bring back consequences for inappropriate behaviour are all top issues</b> Will the OCDSB actually LISTEN this time to the thought exchange or are we just having more smoke blown up our skirts? If not, stopy wasting time <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #669 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Money for classroom resources.</b> We are provided with almost no resources to support learning. Not all teachers can or want to fund their classroom with their own money. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #670 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Programming has become so individualized as to be meaningless.</b> No accountability for students not achieving grade-level expectations. Teachers should be responsible for teaching academics, not mental health. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #671 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Check in with your new teachers!</b> The absence of useful PD is killing them and they need mentors again. I see them struggling. Many of us are struggling. Send out the coaches. Something. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #672 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Help students to develop resilience.</b> The OCDSB Exit Outcomes suggest students need to be resilient in order to be successful. Educators need training to develop resilience in students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #673 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Helping the students to realize their abilities and all areas of learning. It's not just, math, science, geography, etc.</b> It's how all is implemented the communication to be an engineer or a teacher. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.8 Ranked #674 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>The French immersion program has created massively inequality in programs, classroom learning, and equality in teaching assignments.</b> Looking at number of modified IEPs alone shows a glaring inequity in classroom needs. Needs and behaviors should be spread out to be supported. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #675 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>teaching self regulation, self advocacy, resilience</b> to be safe and use their words to communicate to others on what is going on interanlly and externally <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #676 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Have teachers teach subject areas they are knowledgeable about AND passionate about (in Elementary).</b> Someone who enjoys what they are doing is more likely to engage others in the learning. Having generalists is bad for teachers and students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #677 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>ASPEN is awful! Error messages several times a day need to be remedied.</b> It is the least user-friendly system I have ever used. Adding more frustration to each day and decreasing efficiency. Please make improvements! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #678 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>We need to create more ELD classes to meet the growing needs of these students</b> We are going to be receiving more ELD students that have had significant gaps in their education. These gaps can not be addressed regular classrooms. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #679 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>More days in the school year for teachers to meet with parents and for staff to meet with each other to plan and learn together.</b> Communication with parents and colleagues is essential for strong teams. Meeting with parents once during the progress reports is not enough. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #680 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Self-directed PD afternoons with access to excellent online seminars (Build Math Minds, etc) would let us choose to learn what we need to teach.</b> Being given time and resources to learn what I need to get better at teaching (ie fractions) would show support for my time and me as a professional. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #681 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Communication/Direction from Central Teams often sent to staff -last minute. This continues to be repetitive and is avoidable.</b> Creates a tremendous stress/confusion for staff, parents and students. It takes time for staff to implement and this is not being recognized. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #682 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Provide us with the APPROPRIATE tech and programs to teach all of our students.</b> Don't give us a chromebook and then tell us we can't use smart notebook for the smart board, or that our Chromebooks aren't compatible with boardmaker <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #683 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Hiring teachers to teach their passion and specialty, rather than changing and shifting roles constantly.</b> It takes time to develop curriculum and specialty in areas and to familiarize oneself with a subject area. Students benefit by learning from experts. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #684 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Please consider returning to a junior kindergarten/senior kindergarten model (with each grade in a separate class)</b> The needs of 3- and 4-year-olds and the needs of 5- and 6-year-olds are NOT the same. We could serve each much better in their own classes. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #685 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Supporting staff and making reasonable workloads.</b> Staff that feel supported will be able to creat caring and calm classrooms <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.8 Ranked #686 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Better pay for Office Staff, EA's, ECE's and Custodians</b> We are over worked, under staffed and under paid for our positions. We have no casuals and rarely take our breaks/lunches. Burnout is inevitable. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.8 Ranked #687 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>We need to prepare our students for 21st careers through innovative educational experiences.</b> We cannot continue to teach the way we were taught. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.8 Ranked #688 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>In the collective agreement it states that PD should NOT be provided during staff meetings. Why is this continuing to happen?</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #689 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Money spent on student furniture that isn't 40 years old. Desks still have ink well holes! And metal chairs attached to the desk.</b> The learning environment should be welcoming and comfortable. Outdated furniture sets the wrong tone - it says we don't value our students' learning. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #690 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Promoting a sense of belonging for students and staff while ensuring diversity and inclusivity does not hurt others unintentionally.</b> OCDSB Policies around promoting sense of belonging for students and staff need to ensure that diversity policies does not hurt anyone unintentionally. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.8 Ranked #691 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>More administrators are needed in a building or their work load from the board needs to be less so that they can do their job within their school.</b> Admin are never available and stuck in their offices. They don't have time to deal with behaviours, circulate the building, create relationships etc. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #692 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Professional consultants (Psych, SW, SLP etc), Learning Support Consultants, Itinerant teachers and superintendents should have offices in schools</b> This will greatly improve their understanding, connection and knowledge of what is happening in schools they are assigned to. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #693 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Code of conduct that parents need to sign at the start of the school year.</b> Admin and staff are being harassed by parents with no support or recourse from the board. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #694 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Putting the focus back to tangible life skills &amp; everyday learning for students at Crystal Bay &amp; Bowey. They deserve to learn &amp; have independence.</b> They need to learn to dress, eat, toilet etc. These skills will make life at home & in the community much more accessible. Families want these skills <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #695 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Better educator to student ratios for better support.</b> This helps support individual learners, allowing more time for handling behaviors, academic support and social-emotional learning. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #696 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Feeling safe--emotionally and physically--at school.</b> Students cannot engage in high-level thinking when they feel threatened in their environment. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #697 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>More concrete consequences for behavioural concerns and disrespect.</b> It is difficult to establish a culture of caring when I have no disciplinary tools to use when students disrespect one another or do not listen. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #698 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>safe, predictable environment</b> Student voice is being interpreted as students do whatever they want. Consequently, bullying is spreading, kids are afraid to go to the bathroom, etc <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #699 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Consequences for students: just like parenting</b> We are parents to our students! Raising good kids requires firm but fair discipline and consequences. Same for students! Accountability! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 Ranked #700 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board			Search
What are three things you think would make a difference to support student learning and well-being?			
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<b>Provide appropriate curriculum</b> The 2D curriculum for students coming out of 1W is far too demanding for some. A 2W curriculum should have been in place before the destreaming. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.8 ★★★★☆ (4▲) Ranked #701 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Dealing with bad administrators</b> Ignoring the bad behaviour of admin is what is adding to our other problems. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (43▲) Ranked #702 of 1409	5★ 4★ 3★ 2★ 1★	
<b>I believe we need more of a focus on literacy at all grade levels.</b> Challenges with reading and spelling impact a students ability to learn across all subject areas and lead to low motivation and behavioural issues. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (42▲) Ranked #703 of 1409	5★ 4★ 3★ 2★ 1★	
<b>In school councillors for elementary students (tier 1 level) for students to connect with a caring and trained adult</b> Educators and Admin are doing many jobs...but students need trained professionals to have someone to talked at the elementary level <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (42▲) Ranked #704 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Mental health support</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (42▲) Ranked #705 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More access on ASPEN for teachers! The amount of access we had with SID that we DON'T have on ASPEN is disappointing and it is clear that teachers are NOT being consulted because you don't seem to understand how helpful it is in our day to day lives to have further access!</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (42▲) Ranked #706 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More positive parental engagement, competent leadership, clear expectations for students</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (42▲) Ranked #707 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Stop passing along kids who aren't ready</b> I have had many students who are functionally illiterate in gr 4/5+, yet just keep getting pushed into next grade. Not allowed to give them Rs or fail <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (42▲) Ranked #708 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Time for students to master concepts before moving on</b> Racing through curriculum means students don't develop mastery <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (42▲) Ranked #709 of 1409	5★ 4★ 3★ 2★ 1★	
<b>helping schools to become as stable as possible - minimize staff turnover, support staff development, provide support for student wellbeing, behaviour</b> Relationships are so important for our students, especially those from equity-seeking groups <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (42▲) Ranked #710 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Be real about equity, gaps, and needs with in the OCDSB and within a school community.</b> Destreaming while keeping specialized programs that are disproportionately privileged pop'ns with strong parent advocacy is not equity. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (41▲) Ranked #711 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Children who require one on one</b> For students who are non verbal- they should have the support they need in classroom. And classmates of student should be aware of behaviors of peer <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (41▲) Ranked #712 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Culturally responsive pedagogy</b> We need to make room in our education system for everyone to be seen, heard and feel safe. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (41▲) Ranked #713 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Having high standards for students.</b> As a classroom teacher it feels as though high academic standards have been eroded since the pandemic. Cancellation of exams for Gr 9&10 is one ex. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (41▲) Ranked #714 of 1409	5★ 4★ 3★ 2★ 1★	
<b>If Students in EDP are consistently disruptive and compromise the safety and well-being of others then we should be able to remove them.</b> There are no EAs or supervisors present to help with disruptive or unsafe behaviour after school hours. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (41▲) Ranked #715 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Lead by example - equity from our employer would make it easier to support and deliver a model of equity</b> There is not sufficient support to meet the needs of the classroom/ school community and not all staff have the same ability to access for needs based <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (41▲) Ranked #716 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Minimize wifi outages</b> It can be tough to plan lessons when you don't have faith in the wifi. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (41▲) Ranked #717 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More funding for field trips and guest speakers.</b> As is, schools in lower socioeconomic areas cannot afford to go on most field trips. This is inequitable and impacts learning. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (41▲) Ranked #718 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More resources for teachers</b> Would be nice to have resources provided and stop having to spend money on our own resources. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (41▲) Ranked #719 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More support for socio-emotional needs</b> Student needs are complex; we need more time with our students to connect <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (41▲) Ranked #720 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Providing the needed SEL supports to students in a broad sense (not just select students who meet criteria for support).</b> Student wellbeing has been so impacted by the pandemic, & teacher practices (jumping from one initiative to another) behaviour is now what we battle. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (41▲) Ranked #721 of 1409	5★ 4★ 3★ 2★ 1★	
<b>empowering instructional staff (teachers / EAs) to take risks in their job and support them in how they do it</b> you can't have innovation without new ideas and encouraging and investing in staff to play to their strengths is central to this <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (41▲) Ranked #722 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Bring back intake interview days in kindergarten</b> Intake interviews help to ease the transition the school and have a chance for parents to talk with educators and let them know how we can best support <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (40▲) Ranked #723 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Having a focus on seated assessment (test/exams) as well as projects and not just inquiry</b> many students will have to write tests in order to get jobs, better to learn to focus and deal with anxiety now than when it really matters later. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (40▲) Ranked #724 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Having materials in schools that is appropriate for where the students are at</b> Schools with small budgets should not be the ones trying to figure out what to purchase and from whom - decodable texts are just one example <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (40▲) Ranked #725 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Providing the tools for innovation in the form of technology is appreciated but if we cannot maintain the equipment used then we've created an barrier</b> It's nice to use technology in the classroom but it needs to be maintained. If it cannot be done in a timely fashion then we will stop using it. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (40▲) Ranked #726 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Spec Ed could take on more of a role like it used to be. Their 'classes' are so small while we struggle with a full class including ELL, IEP etc.</b> regular classroom teachers are being stretched too far. We aren't miracle workers <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (40▲) Ranked #727 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Stronger and more diverse supports for students who need one-on-one to excel that keeps them in the class</b> Students are mixing out on vital learning opportunities because they are unable to function in a whole group environment <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (40▲) Ranked #728 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Useful tools and direction from the Board to implement plans that are made.</b> Examples: the exam period late direction caused huge student stress and concern, destreaming without the documents or time needed to do it well. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (40▲) Ranked #729 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Consistent high level of wifi capability to allow for innovative use of technology</b> to allow for innovative use of technology for our students and staff <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (39▲) Ranked #730 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Empower and support teachers to properly manage a classroom which enables us to uphold basic standards and academic integrity.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (39▲) Ranked #731 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Having administrators who support staff in providing safe spaces for students</b> Students spending 30 min searching for a bathroom without spectators or vaping peers is not supportive of their learning. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (39▲) Ranked #732 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More support in the classroom would help and ECE 's could help more if they weren't spending 1 and 1/2 hours a day supervising nutrition times ALONE.</b> ECE's have a lot of training & education to support learning & emotional /social needs as team members. It's DISGRACEFUL to be used as lunch monitors. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (39▲) Ranked #733 of 1409	5★ 4★ 3★ 2★ 1★	
<b>ONLINE database of resources please</b> Why do so many of us need to buy resources online? Where are all the resources? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (39▲) Ranked #734 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Stop changing things before the people of the OCDSB can come to use to the first change</b> Way to much change, in every aspect of our board. lately. People, (students to staff) just don't care anymore. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (39▲) Ranked #735 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Stop taking teachers out of the classroom for PD that is repetitious and draining.</b> We all know destreaming is important. We all know it's good for equity. Stop taking me out of the classroom to repeat this to me. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (39▲) Ranked #736 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Stop wasting money on tender vendors,</b> So much money is wasted that could go towards better resources for students and teachers <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (39▲) Ranked #737 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Discrimination and bullying at school</b> Its really scary that you think you put your kids in a safe place like school and they get puallying from the kids because of the colour or Religious. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (38▲) Ranked #738 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Free and accessible programming to explicitly teach executive functioning skills at the elementary level.</b> This is the biggest game changer for improving learning skills and supports students with LDs and neurodivergence. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (38▲) Ranked #739 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More direct supports for grade 9/10 destreamed classes. Advanced planning for supports, for more time (ex. tutors), ideally smaller classes</b> Many students and staff are struggling, more individual attention needed to meet students where they are with such diverse needs (esp after covid) <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (38▲) Ranked #740 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Special education placement should not be solely based on IQ</b> If a student can't toilet themselves in high school or can't walk down a hall w/o trying to hit someone, they shouldn't be in a regular high school. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (38▲) Ranked #741 of 1409	5★ 4★ 3★ 2★ 1★	
<b>ECEs are being used as EAs. We are not getting the opportunities to be educators. We are not trained like EAs. ECEs &amp; teachers are needed as educators</b> ECEs are trained in early childhood development. It is our role to educate along with the teacher. We have so much knowledge to contribute <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (37▲) Ranked #742 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Hire better senior staff.</b> When you hire a former principal who is famous for throwing white board erasers at their staff, you send the wrong message. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (37▲) Ranked #743 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Make the people at the board office ACTUALLY do something useful! You pay all of these people to do jobs that seem useless and they're not very Helpful</b> - look at the mess de-streaming has been with VERY LITTLE useful things to take back to the classroom yet there are multiple people running it <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (37▲) Ranked #744 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Teachers being responsible for less subjects.</b> Having the time and focus to become an expert on 3-4 subjects would increase teaching ability and create more prep time to enhance lessons. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (37▲) Ranked #745 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Focusing on instilling good values that call for tolerance, respect for others and respect for their culture</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (37▲) Ranked #746 of 1409	5★ 4★ 3★ 2★ 1★	
translated by Google			
<b>Fund Technology and schools appropriately.</b> Equipment, machines, tools and expertise are lacking! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (36▲) Ranked #747 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Provide more resources and supports to underfunded areas.</b> Not everyone comes to school with the needed materials and resources. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (36▲) Ranked #748 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Creating a separate, trades-focussed diploma.</b> The market needs skilled trades people and our current OSSD system does not generate these people, nor does it appeal to ALL students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (35▲) Ranked #749 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Culture of Innovation but no investment in technology doesn't seem to make sense. Computer labs are crumbling even with the province pushing tech</b> We want an environment that supports creative thinking and advances, but then the board limits our ability to support/ adapt our teaching with tech <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7 ★★★★☆ (34▲) Ranked #750 of 1409	5★ 4★ 3★ 2★ 1★	



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board			Search	Search
<b>What are three things you think would make a difference to support student learning and well-being?</b>				
< 16 of 29 >				
<b>Review process for psych assess. through an equity lens to ensure all students who require an assess. for consideration of SPC are able to access one</b> Many students who likely meet criteria for SPC are missing out on the opportunity due to other more critical needs (ex. BIP vs LLD SPC students) <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (34 ▲) Ranked #751 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>More availability at the MacSkimming or Bill Mason Centres After 3 years of shutdowns due to covid, I wanted to be able to bring out students to MacSkimming to get hands on experience learning in the outdoors.</b> <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (33 ▲) Ranked #752 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>More support in classrooms for students who have a difficulty with learning.</b> Students are having issues with learning, more support staff in the classrooms would mean more of one on one learning. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (33 ▲) Ranked #753 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Return to hands on training for those who are not theory streamed. Trades shops in all schools.</b> As a matter of equity we need to provide opportunities that are open to those of us who are more physically, and spatially capable. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (33 ▲) Ranked #754 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Better funding</b> Money makes the world go round <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (32 ▲) Ranked #755 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>More spaces for students to receive their education with a therapeutic approach. Trained professionals to teach students with mental health needs.</b> Number of students with Mental Health needs is growing and regular school staff are not trained for this. More spaces in the programs needed to improv <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (32 ▲) Ranked #756 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>My three are smaller classes especially in kinder, more learning support and more real life learning.</b> If kinder was smaller, the teacher could help more kids, kids need to learn to answer the phone, save money. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (32 ▲) Ranked #757 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Socialize</b> Encouraging kids to socialize among peers and teachers gives them the confidence to face the future with open thoughts. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (32 ▲) Ranked #758 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Staff specialized classes centrally. Train staff to have an expertise on working with student with challenges.</b> There will be less turnover and staff will stay in those roles longer. There will be fewer staff on LOA's and student will be better supported. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (32 ▲) Ranked #759 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>I think that smaller student classroom size would help give the student a one on one learning experience that would benefit both teacher and student.</b> I believe that it is important as with too many students in the classroom, the student may feel invisible and forgotten. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (31 ▲) Ranked #760 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Teach and focus on the basic and core subjects</b> Advance as a community not as separate groups with different goals. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (31 ▲) Ranked #761 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Updating resources in older schools</b> Many of the resources (books, media, etc.) available in schools do not reflect our current students or changes in society <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (31 ▲) Ranked #762 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Increased support for special education in FSL - core and immersion.</b> All students deserve the chance to thrive in FSL programs. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (30 ▲) Ranked #763 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Support</b> Proper support is pivotal to student success. I don't just mean EA support etc, I mean that kids need know that they have support to succeed in life <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (30 ▲) Ranked #764 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>To understand that failure teachers us valuable lessons</b> Young people do not have much opportunity in school to learn from failure; 'no student left behind' has come to mean 'no student fails' <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (30 ▲) Ranked #765 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>A more controlled environment where every individual student gets the opportunity to learn as possible.</b> Often students get left behind <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (29 ▲) Ranked #766 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>One size fits no one</b> Watering down/destreaming academic classes underserves our high achievers and the learners who are having difficulties. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (29 ▲) Ranked #767 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Streaming back in high school math classes</b> Those with large gaps could be in smaller classes and more individualized attention, they would not feel like hiding all the time - others not bored <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (29 ▲) Ranked #768 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Teach students how to communicate effectively - with peers, adults - so they know how to make a point positively when communicating in person.</b> It appears to be common knowledge that the 'younger generation' can't communicate properly in person due to use of online social tools. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (29 ▲) Ranked #769 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>A focus on literacy as equitable practice &amp; equipping secondary admin &amp; teachers with PD, resources, and tools to bridge literacy gaps.</b> We need to know how to teach students to read. Many students are unable to read and write and teachers don't know what to do. Literacy = equity. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (28 ▲) Ranked #770 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>In person delivered assemblies led by Principals, VPs to tackle school wide well being issues</b> No sense of community anymore, teachers working in islands, a sense of shared input to focus on bigger issues in schools such as attitudes, behaviour <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (28 ▲) Ranked #771 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>A more equitable way of providing resources to students.</b> School in lower-economic areas have less access to new and relatable resources. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (27 ▲) Ranked #772 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Resiliency must be taught.</b> Students are being taught that if they feel any stress- test stress, it's ok to just give up, complain, say they can't do it. Not ok. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (27 ▲) Ranked #773 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Better pay for the Custodians</b> Hopefully see a drop in vacant positions & people taking sick leave. Why do the work for the unfair pay, Better pay = More optimistic workers. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (26 ▲) Ranked #774 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Curriculum is important but life skills are equally important.</b> Parents and students are terrified of failure and excuse every behaviour. School is an opportunity to learn these behaviours. Consequences, exams acco <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (26 ▲) Ranked #775 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Having support in French for students in French Immersion</b> The Board encourages everyone to join French Immersion, yet no support is provided to students with learning challenges in French. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (25 ▲) Ranked #776 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>students feeling they belong and are valued, safe to take risks in their learning and safe to play and grow with friends and caring adults can't learn without taking risks, can't grow and develop without a safe environment to learn about being a friend and building relationships</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (25 ▲) Ranked #777 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>we matter</b> It often feels like the board is another world and is not connected to staff working hard on the front line <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (25 ▲) Ranked #778 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Digital only report cards and IEPs is a barrier to families.</b> Families should be given both options. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (24 ▲) Ranked #779 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Leaders (principals, VP's) should be chosen for merit and not because they are a visible minority, or belong to a certain demographic.</b> We have leaders that are ineffective because they are not suitable for jobs. We need good practice to be leading teachers. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (24 ▲) Ranked #780 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Parents need to be told by Board and Principals that their child's attendance at school is important.</b> Months away hurt kids. Annual trips home should ... be in the summer and students should return by Sept 1 so schools are staffed for the number of kids coming. Feb holidays can wait for March Break. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (24 ▲) Ranked #781 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>More effort into breaking the negative stereotypes related to "blue collar" jobs.</b> Teachers show open contempt to custodial and trades staff, it's bad. Much "white collar" work is rapidly becoming obsolete, students need to be prepared for jobs that will be in demand. Manual labour is not a bad thing! <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (22 ▲) Ranked #782 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Start by supporting educators - help to improve their mental health and well-being.</b> How can the district work to support student learning and well-being when those who work with students daily are struggling? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (22 ▲) Ranked #783 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Tell the board to hire more custodial staff for one chief schools!! It's not fair to run a small school by myself when the principal is demanding!!</b> The custodial staff are not looked upon very nicely especially by stuck up snobby P & VP's <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (21 ▲) Ranked #784 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Restructuring the way that French Immersion is delivered in our board. The Early Immersion program is not working.</b> EFI students with possible learning difficulties are not getting flagged/tested early enough. English classes have too many special needs students <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (20 ▲) Ranked #785 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Students calling teachers or admin racist need to be addressed.</b> If the teacher is at fault, it needs to be corrected. If the student is crying wolf, it needs to be stopped. Both are violence against the person. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (20 ▲) Ranked #786 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Students must be supported at their point of learning before they can grow to learn additional material.</b> Students must be supported to bridge learning gaps. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (20 ▲) Ranked #787 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Allow for release time for collaboration</b> Increase opportunities for teachers to have release time to collaborate on courses (esp. for destreaming) to best support student learning + needs. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (19 ▲) Ranked #788 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Increased accountability</b> endless timelines for all does not lift students up to see that they are capable of accomplishing things <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (19 ▲) Ranked #789 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>More opportunities to be creative, curious and explore.</b> <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (18 ▲) Ranked #790 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Destreaming was a horrible idea.</b> I don't know of an educator or parent who actually believes this is the right direction. Ask the people "on the ground" before you change things. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (17 ▲) Ranked #791 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Deadlines should be adhered to.</b> Learning to organize your schedule and be reliable is an important skill. We are not helping our students by making the deadline optional. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (16 ▲) Ranked #792 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Development trustworthy relationship</b> Students can express their needs/feelings <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.7	★★★★☆ (16 ▲) Ranked #793 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Planning time needs to be in place for our ECEs and Teachers.</b> Schools should be given more staffing to make this a reality. Communication builds connection. Too many barriers to this in our kindergarten programs (ECE, EDP ECE, French Teacher, English Teacher, Prep Teachers) <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (14 ▲) Ranked #794 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Board level supports for students with significant needs.</b> Students can't access community resources and very little is available in the school. When a teacher is doing the role of an EA and a teacher, it's not possible to support the learning for all. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (13 ▲) Ranked #795 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Giving every student a chromebook when they enter grade 9 (&amp; home internet if they don't have it).</b> Students need to consume & create - and not always in group work - that works too but not everything is done in groups. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (13 ▲) Ranked #796 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>If you want us to do Progress Reports, develop a tool for us to submit and send them efficiently.</b> If you are unwilling to do so, please cancel Progress Reports. It's ridiculous for us to continue to be asked to make up our own system every sem. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (13 ▲) Ranked #797 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Increased PD during work hours</b> Currently, PD is only offered outside of work hours. It isn't acceptable to ask teachers to give their unpaid time for professional development. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (13 ▲) Ranked #798 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>People in the classroom to support diverse learners</b> Many students feel unsafe in the classroom because students with significant needs have little or no support <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (13 ▲) Ranked #799 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>feeling part of the school not just the classroom is valuable as children see themselves as part of something greater (connections between grades)</b> learn responsibility, leadership, giving to/helping others, school-wide initiatives such as kindness movements are contagious <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.7	★★★★☆ (13 ▲) Ranked #800 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board			Search	Search
<b>What are three things you think would make a difference to support student learning and well-being?</b>				
◀ 17 of 29 ▶				
<p><b>More mental health support - more regular social worker support in the schools.</b> After the consistent impact of Covid, inflation, and world trauma over the last few years, students are struggling and parents can't afford it. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.7	<p>Ranked #801 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Culturally Relevant Resources and Pedagogy</b> When students see themselves reflected in content, they will be more likely to take the risks required to make learning happen. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.7	<p>Ranked #802 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Behaviour is communication. We need some more training on how to be proactive to support wellness. We need more IEAs, SELTs to support practices.</b> We do not all have the training necessary to support behaviours through the lens of progressive discipline. We need to do more education to support. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.7	<p>Ranked #803 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Our tech programs are very important to our students, especially for those who don't typically do well in a conventional classroom.</b> Proper tools and technology is a must to ensure a positive experience that can lead to students actually considering a career in the Trades. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.7	<p>Ranked #804 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Schools over populated</b> This is hard on the building staff and students. The schools are chaos. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	3.7	<p>Ranked #805 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>We do not have any "if you do X" then "Y is the consequence" strategies.</b> Teachers cannot discipline because the board/admin is not supportive For lack of a better phrase, the inmates run the asylum and it has created apathy amongst staff <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.7	<p>Ranked #806 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>consistent support for students from social workers, psychologists i.e. regular meetings and follow-through for students who require support</b> we need a long-term solution; presently we are putting band-aids over the issues <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.7	<p>Ranked #807 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Administration can't support educators as much as they would like due to high absences and behaviours. Some schools have only a 1/2 time (or no VP)</b> We are an ecosystem and no support for educators has impact on students wellbeing and learning. More admin support could support proactive shifts. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.7	<p>Ranked #808 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>People are more than their immutable characteristics, why is our board not doing more to celebrate and value the humanity of the individual?</b> With some of the approaches that are board is using, it appears that they value collective group identities rather than the humanity of the individual <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.7	<p>Ranked #809 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>teaching resilience in a REAL way</b> helping students understand that sometimes learning is challenging and uncomfortable and we shouldn't avoid difficult conversations <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.7	<p>Ranked #810 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>PD for leaders &amp; educators that is responsive (not top down) where participants are held accountable.</b> Our PD have been ineffective; unresponsive, blanketed, too full of resources, limited discussions with experts &amp; little to no follow up/next steps. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.7	<p>Ranked #811 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Each school is unique</b> Recognize that each school is unique and to be truly equitable, the ways of operating will need to reflect the unique population of each school <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.7	<p>Ranked #812 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Parent demands, conversations, language are increasingly becoming challenging and aggressive.</b> Additional resources needed to assist staff with parents. Amazing staff leaving the profession - low moral/not feeling supported/lack of strategies. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.7	<p>Ranked #813 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>prioritize academics</b> too many non-academic initiatives, low expectations, and lack of accountability are getting in the way of learning <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.7	<p>Ranked #814 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Listen to staff and make administrators accountable</b> Staff are quitting because they are not supported, kids are running the show &amp; admin is letting kids get away with everything and do not support staf <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.7	<p>Ranked #815 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Smaller class sizes and a greater educator to student ratio.</b> This will 1) increase opportunities for meaningful relationship building, 2) decrease student anxiety and stress, 3) enhance quality of education. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.7	<p>Ranked #816 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Classroom resources! No, not links. Resources.</b> It's been decades since we've had new textbooks, we no longer have computer labs, and kids have to share chromebooks always. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #817 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Full time VPs that are not required to teach</b> More time to dedicate to Instructional Leadership <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #818 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>More Chromebooks in each classroom.</b> Not enough Chromebooks are available in each classroom. It's 2023, this should be a mandatory thing schools have for their students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #819 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>More money for resources and materials</b> Can't do the job without them <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #820 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Teachers continuing to support them as best as we can</b> We're always trying to support them not only academically, but also emotionally. This is very taxing on teachers, but we continue to do it. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #821 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Don't put students with LDs and IEPs in online courses because you don't have options for them in the timetable.</b> This does not serve students with LDs, students with IEPs - it sets them up for failure because we don't timetable with them in mind. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #822 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Ensuring diverse representation in all areas of staffing that is data driven.</b> Research shows that representation contributes to a feeling of belonging and adds to knowledge and innovation. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #823 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Have consistent Internet</b> Have classroom chromebooks <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #824 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Outdoor learning. There is so much to learn from nature. Kids should be taught about the environment, animals, the Earth, space, and the ocean</b> Global warming is real. Climate change is impacting habitats world wide. The next generation is out only hope to save the Earth. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #825 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Resources</b> A significant portion of resources are paid for by teachers. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #826 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Resources that can be used in the classroom</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #827 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Smaller class sizes. More support. Better schedules.</b> Teachers are out of the classroom for 1 hour &amp; 45 minutes inclusive - 4 times a week + another 20. Could preps be 8 x 1/2 hour per week instead? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #828 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Too much focus on wellness. Wellness is important, but it flows naturally out of confidence and feeling purpose.</b> Too much emphasis is put on wellness instead of having positive academic learning experiences which WOULD create mental wellness, confidence, communit <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #829 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>We need more pathways for students - university is not the only path for students but it is presented as if it is.</b> Not all students are interested in university and there is little to no support and info for these students to pursue other pathways. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #830 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>- culture of encouragement, inclusivity, respect</b> This will allow students to share their thoughts and concerns in an environment where they are comfortable and heard. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #831 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Adequate Technology for teachers; Adequate Support for FI students; Re-evaluation of the French Immersion Program</b> Our FI program is grossly undersupported and we are not able to offer adequate support to students <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #832 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Allow teachers to be innovative. It seems that there are more barriers than anything, and that all the board cares about is not being sued.</b> Innovation = student engagement <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #833 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Building regular attendance and routines at the school and board level, especially emphasizing non-cancellations.</b> Consistency in the classroom will build confidence and competence for all learners and help progression of learning so we aren't catching everyone up <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #834 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Experiential learning</b> Students see purpose in their learning. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #835 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Giving administrators an opportunity to return to a classroom teaching role without loss of seniority.</b> With a shortage of administrators, maybe we should consider this option. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #836 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Having FRENCH teacher be in a support positions not just English teacher</b> Most students in the board are in the Immersion Program. If you are going to promote the Immersion program for all students, why is there no support? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #837 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Inclusion is very important but staff need support to try to meet the needs of the very diverse classes in front of us while still being equitable.</b> Equity seeking is important but there are so many groups that need equity - how do staff manage to meet everyone's needs? We can't - not without help <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #838 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Middle schools need Guidance Counsellors</b> The 7-12 model is vastly different from K-6. Our students need guidance more than they've ever needed it; both academically and otherwise. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #839 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>More resources for students (textbooks as a common and shared resource) so that all students have equitable access to learning</b> Because we cannot have equitable outcomes when students have inequitable access to learning resources. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #840 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Actually supporting at-risk learners in FI.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #841 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>ECE's need a better role. We are with the children more but often don't have as much control (report cards) etc. We need a raise!</b> There are so many adults in the room for the children so if they separated by jk &amp; sk the ECE's could help a set grade &amp; feel as important as teachers <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #842 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Meaningful teacher learning and well-being (trickle down effect)</b> More support given to teachers (release time to develop more equitable resources, support de streaming, prepare meaningful activities for BHM etc. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #843 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>More elementary specialists</b> When people are passionate about a subject, the students can sense it and they note how much more authentic the adult is! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #844 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Part of ensuring equity and recognising diversity is valuing subjects outside of strict literacy and numeracy.</b> Many cultures around the world see the arts and trades as equally important to development. We need to focus on the whole child. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #845 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Planning ahead - this are getting done without enough notice</b> If you want initiatives to happen, direction around them needs to be given a MINIMUM of 2 weeks in advance <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #846 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Understand and underline that creativity and critical thinking are inherently linked</b> Critical thinking and creativity are not oppositional but are the same. This is essential for growing true innovation hand in hand with equity <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #847 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>We gonna sit here and not mention how we are and have been streaming our kids for years after kindergarten??!!</b> The F.I. Program is a lie it's barely 60/40, basically a scam, and our regular classes are full of behaviours, I just feel bad for that nice quiet kid <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #848 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Promote and invest in tech, trades, art and design courses that provide students with important skills and experience that lead to career pathways.</b> These courses introduce students to some of the skills, and apprenticeship pathways that could lead to many rewarding and careers. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #849 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>
<p><b>Giving time and support for teachers to rethink and redesign their courses to include more inquiry based lessons and assignments.</b> It would help support student success and a teacher's schedule is always so busy that these things often slide down the priority list. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	3.6	<p>Ranked #850 of 1409</p>		<p>5 ★</p> <p>4 ★</p> <p>3 ★</p> <p>2 ★</p> <p>1 ★</p>



# TOP THOUGHTS - STAFF THOUGHTS

RESULTS

Ottawa-Carleton District School Board		Search	Search
<b>What are three things you think would make a difference to support student learning and well-being?</b>			
< 18 of 29 >			
<b>Actions instead of speaking, making all feel welcome, and actual inclusion</b> Actions speak louder than policy <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (35 ▲) Ranked #851 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Anti-bullying program</b> A better anti-bullying program needs to be developed. Teachers need training and a clear progressive discipline policy. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (34 ▲) Ranked #852 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Empathy</b> <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (34 ▲) Ranked #853 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Fund the libraries.</b> Students deserve access to new and diverse books that are engaging and reflect the school community. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (34 ▲) Ranked #854 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>A strong, well funded library</b> The library should be the heart of the school. It is a place where all students visit where they should see the world through both mirrors and doors <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (33 ▲) Ranked #855 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Have a standard budget for buying new library books. Students want to read for fun and research and we need support from the board to make it happen.</b> It is currently difficult for our school libraries to support student learning and well-being because they are understaffed and underfunded. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (33 ▲) Ranked #856 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Sensory supports</b> Dysregulated and violent student behavior has increased post-pandemic. All schools need pause rooms, sensory walks, safe spaces etc. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (33 ▲) Ranked #857 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>I suggest we step back and practice an overall acceptance and kindness approach in life. Less judgement and less peer pressure. Be the influence.</b> If we continue to segregate groups (race, religion - whatever) we will continue to fail. History proves this. Overall kindness and acceptance. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (32 ▲) Ranked #858 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Renew training on how to access and work with MLOs</b> Many ESL families don't know what's happening with their child because schools don't effectively use MLOs or know how to access their resources <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (32 ▲) Ranked #859 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Stop focusing on marxist and woke ideology and focus on actual academia its really that simple !</b> Kids have suffered enough under COVID, the ramifications will be felt for years !! They are behind grade standards by 2 years!! FOCUS on learning. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (32 ▲) Ranked #860 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Trauma-informed training for staff</b> Continued work on student mental health and equity <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (32 ▲) Ranked #861 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Commitment and actions to support students from marginalized groups.</b> We have seen an increase in racism, homophobia, transphobia, antisemitism and islamophobia. We also need to uphold our role in Truth & Reconciliation. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (31 ▲) Ranked #862 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Focus on academics so our students are well prepared to move on to post secondary. Focus on math, language, etc needs to be priority.</b> <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (31 ▲) Ranked #863 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>More in-school supports for social and behaviour needs, rather than relying on programs outside the home school.</b> All students should feel welcome in their home school, and should be able to be supported in their home schools. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (31 ▲) Ranked #864 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Physical fitness, athletics, and the arts play an incredibly important role for mental health. Support these programs, make space, release teachers</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (31 ▲) Ranked #865 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Technology is under-funded</b> We are not able to maintain current high standards. Nor produce enough skilled/interested students for the workforce. Fund us properly. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (31 ▲) Ranked #866 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>The school board needs to hire more cleaning staff to keep our schools clean.</b> Its important as the student learns better in a clean environment. It makes everyone's mood lighter and happy. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (30 ▲) Ranked #867 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Thats a hard one</b> Communication with your student can tell you a lot about there Behavior issue a learning issue and any other kind of issues that have Communication is a big one. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (29 ▲) Ranked #868 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Clear expectations on deadlines and cut off dates.</b> With open deadlines and long timelines, students are simply avoiding doing the work for longer and cram at the absolute end - not good for good learni <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (28 ▲) Ranked #869 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Focus more on academics. Less on 'woke' politics.</b> Devoting such a large bracket of the curriculum to "inclusiveness" is not a primary driver to student success, and is overly emphasized nowadays. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (28 ▲) Ranked #870 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Making sure that students know how to share their beliefs while respecting others!</b> Some students have been using the idea of sharing their beliefs as a way to promote bigotry, which is harmful to other students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (26 ▲) Ranked #871 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Provide academic support for French Immersion students.</b> As a board, French Immersion is being promoted yet once a student is in the program there are very few resources available to them if they struggle. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (26 ▲) Ranked #872 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Comprehensive strategies for supporting neurodivergent learners</b> Rather than bandaids and plugging holes with EAs and temporary solutions; can we explicitly dedicate time to teach neurodiv students skills to succeed <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (24 ▲) Ranked #873 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>As we have more emergency OT, we need to ensure checks &amp; balances for safety and good practice.</b> New OT/Emergency OT should shadow experienced teachers & Admin. checks should be performed. Who we bring into our schools can reflect on us +/- <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (23 ▲) Ranked #874 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Equity and inclusion and so important to student and staff wellbeing and this needs to continue. Hate or intolerance has no place in our schools.</b> 2SLGBTQIA+ Ss deserve to see themselves in the curriculum & deserve to be accepted & safe at school. Teaching kindness and acceptance benefits all. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (23 ▲) Ranked #875 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Extracurriculars are important because they provide valuable learning opportunities to all, including students whose families might not afford them</b> Teachers are now too overloaded to be expected to volunteer to provide these without incentivisation. Let's solve this problem and re-strengthen ECs <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (23 ▲) Ranked #876 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>More spc at local schools</b> As a rural school our parents rarely pick a small specialized class not due to the program but the travel out of the community. This is an inequity <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (23 ▲) Ranked #877 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>We need French language support if we are going to run an immersion program. Take French out of kinder to staff it, and limit classes if needed.</b> We are offering families a choice of immersion that is leaving kids struggling to learn French and they have no idea that we cannot help them enough. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (23 ▲) Ranked #878 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Phonemic and phonological awareness are essential for students to learn to read. Continue focus on school and leadership learning in this area.</b> By making this a focus of elementary and leadership training it says how important it is. Stay the course and do not add too many foci <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (22 ▲) Ranked #879 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Prioritize frustration tolerance in students</b> Emotional well-being is the responsibility of educators and we are educating students without emotional control <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (22 ▲) Ranked #880 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
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<b>address openly and sensibly the significant gaps in learning from the disruptions of the pandemic.</b> We see the effects so clearly! Why is noone talking about this? It is NOT business as usual yet there is a sense we should act as though it were. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (22 ▲) Ranked #881 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>One superintendent whose only focus is literacy. We need to raise reading achievement for all students. Reading equals equity. We need strong leadership on the research, how we are going to implement change, and how we will build knowledge of educators.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (21 ▲) Ranked #882 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Money given to buy resources to use to implement new initiatives.</b> Teachers shouldn't have to be buying their own materials, especially when they are trying to implement new programs from the board <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (20 ▲) Ranked #883 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>More ESL language supports in schools with smaller student populations</b> proficiency in English is essential for future success. Smaller schools do not have consistent ESL supports <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (20 ▲) Ranked #884 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Admin needs to do more to encourage consistent attendance by all students.</b> Too many kids missing 20-30+ classes per semester. Let's please make it clear to students that it is essential for them to consistently attend class <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (17 ▲) Ranked #885 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Resources - there is a real lack of support for students with special needs (ie. hearing impaired, ELLs, learning disabilities) and textbooks, etc.</b> These students are being integrated into "OPEN" classes that are overly large and one person (the teacher) cannot easily address all needs and issues. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (17 ▲) Ranked #886 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Smaller class sizes in the Primary grades, all year long.</b> This needs to be maintained throughout the school year. We all know that children join classes mid-year which can overwhelm some classrooms. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (17 ▲) Ranked #887 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Students must feel cared for and included.</b> Students must feel included before they will invest energy into learning. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (17 ▲) Ranked #888 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Implement curriculum changes in step with the Ministry of Education.</b> OCDSB's attempts to destream secondary courses is grounded in research but the province has not released curriculum to support this goal. Slow down. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (16 ▲) Ranked #889 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>More passionate and dedicated educators</b> While this doesn't apply to ALL educators, I feel many are burnt out and have lost their sense of purpose. They need recognition and motivation. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (15 ▲) Ranked #890 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Staffing classrooms: adequate staffing of educators ( Teachers, EA's etc) so that students epc on IEP's get support i.e. body breaks, programming etc</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (15 ▲) Ranked #891 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>More emphasis and time spent on teaching environmental education and spending time outdoors. More modelling of how to care for our world in schools.</b> If we care about the future of students then we also must care and start acting/modelling environmentally sustainable practices in schools. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (14 ▲) Ranked #892 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>More office staff in bigger schools</b> School offices are becoming increasingly busy; behaviours, attendance, Aspen tasks and we are not making connections to our community like we used to. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (14 ▲) Ranked #893 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Our students, particularly students who are average/high, are not getting what they need/deserve.</b> Our focus has been forced elsewhere, and our students suffer for it. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (14 ▲) Ranked #894 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Principals need to step up and come out of the office more to support teachers in the classroom. Don't put it in other teachers to check on NTIP.</b> Our school is so micromanaged that so many big pieces get missed. We have new teachers who have no idea what they're doing and are quite content! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (13 ▲) Ranked #895 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>A healthy school budget to buy great learning resources (like curio, hands-on manipulatives, books for libraries, chemicals, sports equipment ...)</b> Teachers want to make amazing, interactive & engaging lessons about things of interest to our students & need the resources to do so <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (12 ▲) Ranked #896 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>All people are important. Promote unity through mutual respect and caring.</b> We need an OVERALL culture of caring and kindness rather perpetuating division with separation into groups based on characteristics. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (19 ▲) Ranked #897 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Educators need time to connect and plan with an instructional coach.</b> Time to unpack triangulation and how it is being used to support learning; differentiation - what that really means and time to preplan, etc. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (19 ▲) Ranked #898 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>More in class supports</b> There is a really high need for helping students. Many have large gaps in knowledge and with the large class size I cannot get to even 1/3 of them. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.6	★★★★☆ (19 ▲) Ranked #899 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Safe classrooms for everyone</b> Children need to feel safe in order to learn. Schools are not safe when student emotions become heightened and support is unavailable. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.6	★★★★☆ (19 ▲) Ranked #900 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board		
	<input type="text" value="Search"/>	<input type="button" value="Search"/>
<p>What are three things you think would make a difference to support student learning and well-being?</p> <p style="text-align: center;">&lt; 19 of 29 &gt;</p>		
<p><b>We have an ASD program, where students are allowed to destroy a room, punch a staff in the face and then be rewarded with 1:1 sledding outside.</b> In what world is this ok? Our safety and well being is not your priority and the child will continue to increase the rewarded behaviour. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.6  (9 ▲) Ranked #901 of 1409</p>	
<p><b>Ensure schools are a safe learning environment and that they are not exposed to violence</b> Students may witness domestic violence at home, and if they see it at school, almost always towards women, it will become that much more normalized <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.6  (8 ▲) Ranked #902 of 1409</p>	
<p><b>Our network needs to work properly, to provide continuity in student learning.</b> When the network crashes so often, and especially at the end of a semester, student anxiety runs high as they see deadline approaching. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.6  (8 ▲) Ranked #903 of 1409</p>	
<p><b>less contact teachers for primary classes. Bilingual teachers who want to teach their math in english should be able to</b> teachers having more contact time with their students create better relationships and less need for multiple (up to 4) teachers having to connect <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.6  (8 ▲) Ranked #904 of 1409</p>	
<p><b>Additional Guidance/LSTs in schools. Workload is overwhelming with ratios of 400-1 and enormous administrative demands. Review allocation!!!</b> Essential resource in schools to support increasing student/family needs that are rapidly increasing. Support staff with students that are struggling <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.6  (7 ▲) Ranked #905 of 1409</p>	
<p><b>More support in the classroom</b> Too many students with too many diverse learning needs <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.6  (7 ▲) Ranked #906 of 1409</p>	
<p><b>Behaviours are escalating.</b> Teachers and administration are scared to follow through in the "disipline" part of Progressive Discipline. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.6  (6 ▲) Ranked #907 of 1409</p>	
<p><b>Bring back teacher computers with bigger screens!</b> It's a tough struggle to do our jobs using these tiny little chrome books. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.6  (5 ▲) Ranked #908 of 1409</p>	
<p><b>School staff need to operate as a team, not as individual components that don't work together.</b> My schools' Admin, Guidance, SST/LST teams, and Department Heads are ALL on different pages and digging their heels in. Share your information! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.6  (5 ▲) Ranked #909 of 1409</p>	
<p><b>Focus on academics.</b> Too many initiatives, lack of focus, senior staff trying to make their mark - these are taking away from academics. Students are here to learn. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.6  (4 ▲) Ranked #910 of 1409</p>	
<p><b>Resiliency</b> Students need to know what stress feels like and how to overcome it - rather than just taking all stress away. Let's build our resiliency skills <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.6  (4 ▲) Ranked #911 of 1409</p>	
<p><b>Classes need to be smaller, especially at the junior level, so that students can be supported. The needs in junior English classes are overwhelming.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.6  (2 ▲) Ranked #912 of 1409</p>	
<p><b>Feeling safe.</b> How can we talk about student wellness when so many are scared of what goes on in bathrooms and stairwells? How can they learn in this setting? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.6  (2 ▲) Ranked #913 of 1409</p>	
<p><b>Valuing employees for their skills, Supporting staff, and making more connections between the Central Admin and students.</b> ESP are among the most undervalued and under paid employee group. We need wellness support, rather than intimidation and mistrust. We are PEOPLE too. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.6  (2 ▲) Ranked #914 of 1409</p>	
<p><b>Focusing on the mastery of collectively identified skills that are important, rather than centering achievement around product creation.</b> A shift in how we approach assessment and evaluation - everything is still very marks driven rather than skills mastery. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (42 ▲) Ranked #915 of 1409</p>	
<p><b>Put more time (minutes/week) back into the arts.</b> We need to provide a well rounded education and we can reach more students if we show that we value more than traditional literacy and numeracy. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (42 ▲) Ranked #916 of 1409</p>	
<p><b>Teachers need more resources such as new novels that fit the boards vision of equitable and inclusive works and reliable internet.</b> Without high quality tools that work dependably, teachers cannot do their jobs to the best of their abilities. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (42 ▲) Ranked #917 of 1409</p>	
<p><b>A greater emphasis should be placed on the development of 'kindness'</b> I am seeing so many children since the pandemic who are not kind. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (41 ▲) Ranked #918 of 1409</p>	
<p><b>Advocacy for students with intellectual and developmental disabilities by connecting parents to resources, supports and future care for their children</b> Vitality important to support parents as their children graduate out of the school system and still need continued support for their children. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (41 ▲) Ranked #919 of 1409</p>	
<p><b>Exams for All!</b> How about we remove the "fear" of exams by having exams for all and showing students how to properly prepare for them. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (41 ▲) Ranked #920 of 1409</p>	
<p><b>I believe we need French speaking special education teachers.</b> Kids that are in FI and have learning disabilities related to language should be supported by French speaking spec ed teachers. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (41 ▲) Ranked #921 of 1409</p>	
<p><b>Letting Children Fail</b> Students who fail to meet even the most basic expectations of not just the material but behaviour should be held back. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (41 ▲) Ranked #922 of 1409</p>	
<p><b>More French support</b> If the board wants to continue to boast about its French immersion program, teachers and students need services and resources <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (41 ▲) Ranked #923 of 1409</p>	
<p><b>Provide more diverse resources (anthologies, novels) at the intermediate level.</b> Most of the free stories online are quite dated. We need ready, paid access to class sets of modern and diverse literature. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (41 ▲) Ranked #924 of 1409</p>	
<p><b>Specialist model in Elementary Panels needs to come back to STEAM.</b> The OCDSB talks about Equity, yet it doesn't offer equitable teaching to all students in all subjects. Specialist teachers open doors to students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (41 ▲) Ranked #925 of 1409</p>	
<p><b>Teachers teaching learning skills - to help close the coping gap.</b> Asking people who work in schools what changes will help. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (41 ▲) Ranked #926 of 1409</p>	
<p><b>one chromebook, one student</b> Either everyone gets a chromebook or no one gets one <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (41 ▲) Ranked #927 of 1409</p>	
<p><b>A large focus on literacy that is cross curricular. I would like to see school wide plans for literacy at the high school level.</b> Many students are arriving to grade 9 with very low literacy levels. This makes accessing the curriculum difficult and leads to negative coping. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (40 ▲) Ranked #928 of 1409</p>	
<p><b>A robust budget for departmental resources, adequate access to technology (more than 2 chromecarts per floor), restorative justice practices</b> We need supplies to engage in 21st century teaching, tech will help with that, and modeled natural consequences for harmful actions. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (40 ▲) Ranked #929 of 1409</p>	
<p><b>Grade one EFI students need language arts. We are an English board.</b> Too many students are struggling to read and write in grade 2, 3, and beyond in the EFI program. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (40 ▲) Ranked #930 of 1409</p>	
<p><b>Listen to all staff and students and make meaningful changes to support ALL minority groups instead of a select few.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (40 ▲) Ranked #931 of 1409</p>	
<p><b>Play based kindergarten is creating gaps in learning</b> Students arrive in Grade 1 with so few skills. They are unable to hold a pencil, to write on a line, to open a duotang or to follow oral instructions. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (40 ▲) Ranked #932 of 1409</p>	
<p><b>A community of learners that want to share with each other.</b> Trust fuels confidence, innovation, and learning that engages and benefits students without burning out staff. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (39 ▲) Ranked #933 of 1409</p>	
<p><b>Accessibility for all to technology in the classroom on a daily basis.</b> Many times when there are activities to complete that require technology, students are not able to participate individually <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (39 ▲) Ranked #934 of 1409</p>	
<p><b>Eliminate or completely revamp the TAM to create a stronger balance among subjects, especially the arts which have been reduced to third-tier status</b> Student well-being hinges on the school system being a balanced place where all individuals see themselves in tasks beyond reading and counting <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (39 ▲) Ranked #935 of 1409</p>	
<p><b>Exam assesment an evaluation policies were not conveyed to teaching staff before the semester. This was done after the mid term.</b> This added extra workload to staff required to reconstruct evaluations that had already been prepared. Very disrespectful of teachers time and MH. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (39 ▲) Ranked #936 of 1409</p>	
<p><b>Giving staff the time to choose their learning journey with mental health supports. Everyone is at a different place and PD should be flexible</b> Staff come with different backgrounds and experiences. Stop offering PD that is one size fits all and very perscriptive. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (39 ▲) Ranked #937 of 1409</p>	
<p><b>One expectation is: Build authentic engagement with and among our communities. Part of this are the field trips we take our students on.</b> Field trips permit engagement.. All students have always had an opportunity to attend with financial support from admin. Can't be 0-cost trips! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (39 ▲) Ranked #938 of 1409</p>	
<p><b>Providing a proper detreamed curriculum for courses offered as destreamed.</b> Students who are unable to meet academic level expectations are discouraged and disheartened and this is not equitable <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (39 ▲) Ranked #939 of 1409</p>	
<p><b>Resources and learning activities for teachers and students</b> There are no printed resources for classroom teachers to support student learning in science, social studies, music, drama, or SEL. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (39 ▲) Ranked #940 of 1409</p>	
<p><b>Rewarding the achievements of staff.</b> Talented staff are leaving to go to other school boards. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (39 ▲) Ranked #941 of 1409</p>	
<p><b>Stop centering inaccurate definitions of "equity" in every decision.</b> Everyone is paralyzed and we have a two-tiered system based on student identities Massive time and resources being devoted to small segments of our students while many more are left to fend for themselves, or deal with disruptions <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (39 ▲) Ranked #942 of 1409</p>	
<p><b>Early French Immersion and MFI elementary programs need to be overhauled. SMART goals?</b> The OCDSB (PAL) have no SMART goals for literacy levels in EFI &amp; MFI. Why bother promoting programs you are not going to support? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (38 ▲) Ranked #943 of 1409</p>	
<p><b>Make 100% lunch monitors who can run breakfast programs and snack programs everyday</b> This helps meet the basic needs of our learners. Lao This should come out of the board budget and not the school budget. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (38 ▲) Ranked #944 of 1409</p>	
<p><b>Provide support for French immersion classes.</b> Many students in immersion would benefit from having small group sessions to work on reading. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (38 ▲) Ranked #945 of 1409</p>	
<p><b>Support for social skill development &amp; learning skill development for high school students. Practical, tangible, non-performative UDL/DI training.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (38 ▲) Ranked #946 of 1409</p>	
<p><b>We need to slow down on the identity politics.</b> It is so evidently dividing staff, students and admin in ways I've never seen in 15+ years. And we wonder why there is such a huge teacher shortage. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (38 ▲) Ranked #947 of 1409</p>	
<p><b>Stop catering to identity politics initiatives which yield nothing but division amongst students and staff.</b> Because kids see through the ID politics/PC language and rhetoric and they adopt a cynical or detached mentality on important issues. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (37 ▲) Ranked #948 of 1409</p>	
<p><b>differentiated school support based on type of community rather than enrollment numbers</b> different communities felt the impact of COVID more sharply and thus the recovery work will be harder in some locations. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (37 ▲) Ranked #949 of 1409</p>	
<p><b>Shared vision for equity of outcomes for students</b> Clear and researched-based plan for destreaming <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (36 ▲) Ranked #950 of 1409</p>	



# TOP THOUGHTS - STAFF THOUGHTS

RESULTS

Ottawa-Carleton District School Board		
	<input type="text" value="Search"/>	<input type="button" value="Search"/>
<p>What are three things you think would make a difference to support student learning and well-being?</p>		
<p>&lt; 20 of 29 &gt;</p>		
<p><b>Stop with the homeroom model in 7/8</b> We are more effective when we teach subjects we like. Students can tell when their teacher does not like/feel comfortable with the subject they teach <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (36 ▲) Ranked #951 of 1409</p>	
<p><b>Centralized library funding, better promotion and recognition of the role of library technicians, PD for Library technicians</b> The library can be a unifying place and can provide support to all levels of students and staff. The board offers no library support currently <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (35 ▲) Ranked #952 of 1409</p>	
<p><b>Too much technology, too young. Inconsistent teaching of writing fundamentals.</b> Anyone can learn to press an icon! Basic paper and pencils skills only until Gr. 3 at least. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (35 ▲) Ranked #953 of 1409</p>	
<p><b>Consequences for lates and poor attendance.</b> How can learning happen when they do not attend class or arrive to class late regularly. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (34 ▲) Ranked #954 of 1409</p>	
<p><b>Eliminate all the coaches positions in the Board.</b> It's a waste of money and staff use. Let's be honest, the needs are elsewhere. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (34 ▲) Ranked #955 of 1409</p>	
<p><b>Putting greater emphasis on learning skills - organisation, attendance, neatness, self-advocacy, resilience, kindness to others, participation.</b> We do our students a disservice by grading only the outcome. How they got there is important, too. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (34 ▲) Ranked #956 of 1409</p>	
<p><b>opportunity for small successes</b> To feel a sense of accomplishment <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (34 ▲) Ranked #957 of 1409</p>	
<p><b>Representation in staff ie more staff in equity seeking groups.</b> Student engagement is enhanced when students feel represented in their school community. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (33 ▲) Ranked #958 of 1409</p>	
<p><b>All board resources should be accessible to students and caregivers &amp; should be translated into languages of our students.</b> Information = power. Lack of access = lack of agency. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (32 ▲) Ranked #959 of 1409</p>	
<p><b>Build more schools</b> Less kids in class <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (32 ▲) Ranked #960 of 1409</p>	
<p><b>FDK model is broken</b> ECE &amp; OCT relationships are difficult. ECE are underpaid, YES- but OCT are more qualified/educated with different expectations. We need clarification! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (32 ▲) Ranked #961 of 1409</p>	
<p><b>Helping the kinders learn to socialize with each other</b> This is important for the children as they have to learn to grow in a world with each other and their ideas need to be shared <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (32 ▲) Ranked #962 of 1409</p>	
<p><b>More training for staff on new practices/expectations.</b> Brief PD day and staff meeting sessions do not provide the depth of understanding required to implement new expectations (coding, trauma-informed etc) <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (32 ▲) Ranked #963 of 1409</p>	
<p><b>Restorative Practices are essential in all school settings. Training is available for all staff.</b> Consequences are fine but in order to truly make a change in behaviour, RP must be used. In these times of escalating hate, restoration is essential <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (32 ▲) Ranked #964 of 1409</p>	
<p><b>Strong and fixed rules in every school and principle from OCSDB. For bullying</b> <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (32 ▲) Ranked #965 of 1409</p>	
<p><b>Compassion, patience and caring attitudes.</b> To feel free and grow as a school team.. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (31 ▲) Ranked #966 of 1409</p>	
<p><b>I think the workload for grade 6+ teaching split classes all subjects is too much.</b> Teachers don't have time for meaningful planning for all subjects for multiple grades. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (31 ▲) Ranked #967 of 1409</p>	
<p><b>work as a team and help others</b> make a chain that works <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (31 ▲) Ranked #968 of 1409</p>	
<p><b>Discipline</b> The lack of accountability to students is absolutely unacceptable. A harder approach needs to be taken. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (30 ▲) Ranked #969 of 1409</p>	
<p><b>Forging ahead with destreaming Grade 10 is not serving students. There are MANY kinks to work out.</b> It is not working well at the grade 9 level, why are we the only board destreaming grade 10? This is not serving students the way you hope. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (30 ▲) Ranked #970 of 1409</p>	
<p><b>Make more meaningful PD, instead of spending so much time and money talking about equity for example</b> we need opportunities for inschool collaboration, training and support on delivering our programs, doing all the extra tasks like IEPs or ASPEN <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (30 ▲) Ranked #971 of 1409</p>	
<p><b>More education to students about repeating the Custodians and the hard work they do.</b> Ofter students are not taught to respect their school and help keep it clean and safe. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (30 ▲) Ranked #972 of 1409</p>	
<p><b>Re-evaluate the French Immersion program, especially in Kindergarten.</b> Kinder classes have so many new comers to Canada, special needs, mental health issues that adding yet another language half of the time is too much. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (30 ▲) Ranked #973 of 1409</p>	
<p><b>We need to involve the broader community in education, educators cannot do everything alone.</b> Building community builds belonging and regulation, supports students, and brings resources. It takes a village, so we should build one. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (30 ▲) Ranked #974 of 1409</p>	
<p><b>As a team, we get very little communication or mention just about the O.A. and the O.Assistants. We usually don't get asked what we think about change</b> We can have really good input but don't get asked. Feeling overe looked can be very frustrating. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (29 ▲) Ranked #975 of 1409</p>	
<p><b>make this a happy place to work</b> happy people make for a happy work place happy work place is better for learning <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (29 ▲) Ranked #976 of 1409</p>	
<p><b>Textbooks and clear lesson plans with work to diversify from. Too much \$ and time by many teachers to plan same ideas. Non vetted material used</b> Would create a better base to work from, equal for all kids across board, less fear of hard topics and making errors by teachers. NOT random links! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (28 ▲) Ranked #977 of 1409</p>	
<p><b>1) Creating a clean &amp; Safe Environment for Everyone, We don't have enough Support Staff to do this. 2) Learning Disabilities is very important to take Note of in Adults &amp; Children special attention should be put in place to help these Staff and Students to be successful. 3) Mental Health as well</b> <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (27 ▲) Ranked #978 of 1409</p>	
<p><b>A strong curriculum</b> A diluted curriculum will not prepare kids for undergrad studies or even success in future work <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (27 ▲) Ranked #979 of 1409</p>	
<p><b>Make the staffing formula/criteria by school more transparent</b> EA allocation makes sense but LST, SST, guidance numbers vary between schools affecting capacity. 450-500 students : 1 is too many to serve well <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (27 ▲) Ranked #980 of 1409</p>	
<p><b>Educate more about mental health</b> Regulating emotions is vital <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (26 ▲) Ranked #981 of 1409</p>	
<p><b>Senior leaders who have strong knowledge and understanding of evidence-based assessment and instruction practices.</b> Senior leaders rely too heavily on central educators who don't understand ministry and district policies and procedures or equitable practices. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (26 ▲) Ranked #982 of 1409</p>	
<p><b>They need to have more hands on in the trades.</b> They learn faster then at a desk. They have the interest and eager to start. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (26 ▲) Ranked #983 of 1409</p>	
<p><b>Better communication between departments at the board such as, LSS, PAL, CSC and Equity to ensure students' needs in SPC classes are met.</b> Better communication internally will mean more accurate information in a timely matter trickling down to educators in specialized program classes. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (25 ▲) Ranked #984 of 1409</p>	
<p><b>Clarity about how students are assessed/evaluated</b> Using rubrics and evidence records to assess students is not compatible with assigning percentage grades on report cards <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (25 ▲) Ranked #985 of 1409</p>	
<p><b>We need to be proactive with technology - let's not wait until it breaks!</b> Teaching without a projector or document camera makes it hard to model and give students what they need to be successful. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (25 ▲) Ranked #986 of 1409</p>	
<p><b>increased staffing at the Guidance Dept level</b> to ensure students are supported in crucial decisions about their futures <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (25 ▲) Ranked #987 of 1409</p>	
<p><b>Whatever you decide to be "the plan" doesn't matter. You have so many good options. What really matters is how you share and implement the plan.</b> Implementation is actual issue in this board. We don't have a clear plan to help everyone know how they fit into the plan. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (24 ▲) Ranked #988 of 1409</p>	
<p><b>Learning support for French Immersion students</b> Students only receive support from LST/LRT teachers in English, we should have French LST/LRT's as well, especially in French Immersion schools <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (21 ▲) Ranked #989 of 1409</p>	
<p><b>Provide more recent programs and resources through the grade levels that teachers can use and not have to find and buy with their own money</b> Providing similar programs/resources through the grades allows for a continuity of style of learning for students <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (21 ▲) Ranked #990 of 1409</p>	
<p><b>Destreaming isn't for equity; it's for saving money</b> Students need to learn and the way this has been rolled out isn't doing that. End it now and stop lying about why it was done in the first place. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (20 ▲) Ranked #991 of 1409</p>	
<p><b>Teaching social skills needs to take precedent</b> Too many are being influenced by social media and think this is appropriate (ie. Andrew Tate). To focus on "Caring", this needs to be reinforced. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (19 ▲) Ranked #992 of 1409</p>	
<p><b>have to feel encouraged to thrive as a student whether an incredibly gifted thinker or struggling from curriculum grades</b> back all kids need to be encouraged to advance, not just meet curriculum. that means support needed as classroom teacher cannot always do it all at once <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (19 ▲) Ranked #993 of 1409</p>	
<p><b>I believe more prep time would support student learning.</b> In my experience, I am struggling to teach using current pedagogical approaches without enough prep time. Even a half day every few months would help. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (18 ▲) Ranked #994 of 1409</p>	
<p><b>More time spent out of doors. Even taking regular classes into a natural area.</b> The more time we spend in nature, the more we understand it and can help protect it. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (17 ▲) Ranked #995 of 1409</p>	
<p><b>Return to withdrawal of students</b> Small group instruction in a quiet environment allows for greater student learning. Integration of the spec ed teacher in a class is not equitable <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (17 ▲) Ranked #996 of 1409</p>	
<p><b>More time spent in the outdoors. Most lessons/topics/classes can be taught outside in the fresh air. Outdoor classrooms, local parks, field trips.</b> This is beneficial to physical and mental health. This also gives students a chance to connect with the natural world in a time when are inside a lot <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (15 ▲) Ranked #997 of 1409</p>	
<p><b>Play-based kindergarten needs to become more focused on literacy and numeracy and class sizes need to be reduced so that this can become the focus</b> By Grade 1, students are being taught to read and need to be ready with the basic foundations of alphabet and number recognition and letter sounds <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (15 ▲) Ranked #998 of 1409</p>	
<p><b>Support Athletics with coverage and funding!</b> Do not charge students for supply teachers. That is outrageous. Volunteer teachers are already working very hard to provide quality athletics and should not have to 'fundraise' or otherwise to take kids to games <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (15 ▲) Ranked #999 of 1409</p>	
<p><b>Technological resources for our students are often overused (ie students cannot download work) or they cannot run apps that are up to date.</b> Secondary students are empathetic but we are frustrating them with our lack of technological resources that should emulate work place environments <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (15 ▲) Ranked #1000 of 1409</p>	



# TOP THOUGHTS - STAFF THOUGHTS

RESULTS

Ottawa-Carleton District School Board		
	<input type="text" value="Search"/>	<input type="button" value="Search"/>
<p>What are three things you think would make a difference to support student learning and well-being?</p> <p style="text-align: center;">&lt; 21 of 29 &gt;</p>		
<p><b>Allow suspensions when student's behaviors are unacceptable; bullying, fighting, inappropriate cell phone use, swearing at, and oppositional to staff</b> All students have the right to feel safe at school and when you have certain groups targeting others, they aren't. Stricter consequences are needed. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (14 ▲) Ranked #1001 of 1409</p>	
<p><b>Green Curriculum</b> Protecting our environment and all its inhabitants is our top priority. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (14 ▲) Ranked #1002 of 1409</p>	
<p><b>More reliable learning technologies.</b> This is essential to student learning. Unreliable wifi, outdated computers and reduced printing opportunities negatively impact teaching and learning. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (14 ▲) Ranked #1003 of 1409</p>	
<p><b>Some of the DEI approaches that the board is using appears to be creating more division and harm. Please use approaches that unite us, not divide us!</b> DEI approaches that use division and segregation will cause more harm in the long term and will create the opposite of what you are trying to do. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (14 ▲) Ranked #1004 of 1409</p>	
<p><b>We need to be able to tell families that their children should leave EFI if they are not managing to learn English and French. Not all kids can do it</b> We are sending kids to grade 7 without a foundation in either language now and illiteracy should never be an option in the OCDSB. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (14 ▲) Ranked #1005 of 1409</p>	
<p><b>More support in classes that are professional teachers.</b> Bringing in untrained tutors adds more stress to teachers who then need to teach the tutors. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (12 ▲) Ranked #1006 of 1409</p>	
<p><b>Take time to get to connect and get to know students and families.</b> Understanding who the child is, their strengths, interests, readiness to learn and what their family values, will support engagement and learning <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (11 ▲) Ranked #1007 of 1409</p>	
<p><b>Teaching a subject about educating students good morals that have values to build good citizens</b> <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (11 ▲) Ranked #1008 of 1409</p>	
<p><b>Don't hire teaching staff in a specialized program with zero experience in the classroom AND THEN choose not to support them or use their mentor.</b> It always falls on the EAs to pick up the pieces. They end up being over worked and under paid due to the teachers lack of experience and knowledge. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (10 ▲) Ranked #1009 of 1409</p>	
<p><b>consistent adults in our schools</b> relationships are built through familiarity, repetition and trust. That only happens when there are consistent adults in our schools. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (10 ▲) Ranked #1010 of 1409</p>	
<p><b>Improving support for ELLs as part of our focus on equity. Put more money and resources into supporting them.</b> They are often dealing with many challenges on multiple fronts, yet they have the least access to advocacy. We NEED to be their advocates. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (9 ▲) Ranked #1011 of 1409</p>	
<p><b>We need more educational assistants.</b> Educational assistants are in the best position to form relationships with and support students but they are underpaid and spread too thin. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.5  (9 ▲) Ranked #1012 of 1409</p>	
<p><b>More opportunity for physical activity. More physical education teachers in elementary schools and phys ed classes every day.</b> More physical activity is important for students to help reduce symptoms of anxiety and depression (mental health) and also builds physical literacy. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (7 ▲) Ranked #1013 of 1409</p>	
<p><b>Ensure students arrive to high school with grade 8 expectations completed.</b> If students have no idea what is going on it negatively affects their self-esteem, often leading to behavioural issues, substance use, poor attendanc <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (6 ▲) Ranked #1014 of 1409</p>	
<p><b>Equitable access to tech.</b> Some schools have nearly 1-1 for devices, while other schools are scrambling to meet needs. Fund the schools who need it! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (6 ▲) Ranked #1015 of 1409</p>	
<p><b>More opportunities to connect with Guidance Counsellors.</b> Students are STRUGGLING. Students need the time/support to plan, explore strategies, and ensure their safety. This in turn helps admin/classroom teachers <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (6 ▲) Ranked #1016 of 1409</p>	
<p><b>More resources in the schools (the OCDSB has too many employees working centrally). We are a very middle and top heavy school board.</b> We need the resources and the money to be located in the schools. This would greatly enhance our ability to be effective in every capacity. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (6 ▲) Ranked #1017 of 1409</p>	
<p><b>We need to stop putting all resources into chrome books... they're useless beyond word processing and internet access.</b> Chromebooks are not the standard at university or in the workplace and cannot run any non-Google programs used in the real world (ie photoshop) <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (6 ▲) Ranked #1018 of 1409</p>	
<p><b>Feeling supported by administration, board when navigating difficult relationship with parents.</b> I am getting bullied more and more often with parents and spend a huge amount of time contacting parents, just to have my competence questioned <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (3 ▲) Ranked #1019 of 1409</p>	
<p><b>I think that more EA support would help our most vulnerable learners.</b> Our vulnerable learners are the ones that fall through the cracks. We need to give them more support, not less. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (3 ▲) Ranked #1020 of 1409</p>	
<p><b>More in-person PD for educators</b> Learning from and with colleagues is essential for our collective growth and well-being. It also helps us feel connected to the district. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (3 ▲) Ranked #1021 of 1409</p>	
<p><b>PD for student learning should reflect a wider range of student profiles - the narrow assumptions of who is and who is not looked after is insulting</b> Majority of teachers understand the diversity of learning profiles in their classroom &amp; work hard to meet those needs. Recent PD assumes the opposite <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.5  (3 ▲) Ranked #1022 of 1409</p>	
<p><b>EVERY classroom needs a desktop so we don't have to fiddle with cheap dongles and the limitations of chromebooks.</b> We no longer have in school tech guys. If something fails, we are on our own. I'm a teacher not an IT person. So unfair &amp; frustrating. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (42 ▲) Ranked #1023 of 1409</p>	
<p><b>Extra help options that are during class time (NOT lunch/recess/after school). Be brave and be innovative! Restructure the school day.</b> Students who need help also need breaks and opportunities to socialize with their peers, eat, and let their brains rest. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (42 ▲) Ranked #1024 of 1409</p>	
<p><b>There has to be a much greater focus on principals have a greater presence in their schools . Buses, playground and classroom visits a priority.</b> Practice makes staff more accountable and drives improved instructional practice. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (42 ▲) Ranked #1025 of 1409</p>	
<p><b>More focused improvement of instructional practices that improve learning outcomes for all students.</b> Students spend most of their learning experiences in the classroom, and if instruction improves and engages students, achievement will improve. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (41 ▲) Ranked #1026 of 1409</p>	
<p><b>Repetition in learning</b> Students will really get to know a topic well if we cycle back to it and review it throughout the year. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (41 ▲) Ranked #1027 of 1409</p>	
<p><b>Changing the amount of work assigned or revisiting how subject areas offer extension/reinforcement tasks</b> Students should not have multiple hours of homework a night - it has not been proven effective in improving results. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (40 ▲) Ranked #1028 of 1409</p>	
<p><b>Equitable professional development across the district</b> Only specific schools receive support from coaches and therefore are required to complete PD on their own time <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (40 ▲) Ranked #1029 of 1409</p>	
<p><b>Making time to foster connections with students</b> Its all about relationship building and creating a sense of belonging <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (40 ▲) Ranked #1030 of 1409</p>	
<p><b>Need to have a part of the day geared for teaching kids morals , kindness and how to properly use social media.</b> All these qualities help the child through life <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (40 ▲) Ranked #1031 of 1409</p>	
<p><b>Providing solid stats-based (not just outcomes; actual stats) information on each school and working towards focusing on their specific issues</b> Each school has unique challenges and what may be true at one has nothing to do with another <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (40 ▲) Ranked #1032 of 1409</p>	
<p><b>Review coaching model.</b> Coaches should be pedagogy experts and master teachers. Can help w/ implementation in classes. I think we are missing a big opportunity here to shift practices. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (40 ▲) Ranked #1033 of 1409</p>	
<p><b>Safe spaces for learning</b> Influences on development <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (40 ▲) Ranked #1034 of 1409</p>	
<p><b>Stop elevating minority and radical voices to the level of policy as they do not represent learners or workers and create hostile learning environment.</b> Because radical positions and activist groups tend to dictate policy and initiative and the vast majority of people DO NOT agree with them. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (40 ▲) Ranked #1035 of 1409</p>	
<p><b>For OCV a clear set of expectations should be sent to parents of virtual learners to let them know what is an acceptable practice for parents.</b> It's a circus still after a few years. No rules for parents. They rule. Not right. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (39 ▲) Ranked #1036 of 1409</p>	
<p><b>Incorporate mental health discussions as health.</b> Discussing it will help reduce the stigma and help students! The elementary schools are filled with children facing anxiety, depression, phobias, and social issues more than ever. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (39 ▲) Ranked #1037 of 1409</p>	
<p><b>Changing the kindergarten 50/50 French/English dual ECE model, because it puts French ahead of the child's well being.</b> All 3-4 year olds in the OCDSB enter their school career to a chaotic mix of many teachers and ECEs just for a bit of French exposure/daycare \$ <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (38 ▲) Ranked #1038 of 1409</p>	
<p><b>EFI model has to change all schools should be neighbourhood schools for all children getting the same education options</b> Don't hive off families and siblings into 3 different programs isolating parents into English and FI cliques <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (38 ▲) Ranked #1039 of 1409</p>	
<p><b>Focus on skill development</b> Focus on strategies for best learning practices <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (38 ▲) Ranked #1040 of 1409</p>	
<p><b>Learning to read is hard. We make it harder by having EFI students learn to read in a language they don't speak or understand. Move it to Gr 4-equity.</b> All students-ELLLD should have access to French Immersion. Learn to read in your first or community language then transfer those skills to Middle FI. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (38 ▲) Ranked #1041 of 1409</p>	
<p><b>More Emotional Learning Support Teachers</b> We use to have them come to our school more regularly and we haven't seen one once this year? Is that position gone? I find them super helpful! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (38 ▲) Ranked #1042 of 1409</p>	
<p><b>More support for students in French immersion</b> Students need support in the language of instruction. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (38 ▲) Ranked #1043 of 1409</p>	
<p><b>Prioritizing students with difficulties for help in French immersion</b> Students in French immersion receive little to no help if they are struggling, this isn't equitable! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (38 ▲) Ranked #1044 of 1409</p>	
<p><b>Supporting all students with difficulties and support, including in French Immersion</b> There is inequality when it comes to resources available and support provided to FLS learners. They deserve the same as their English counterpart <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (38 ▲) Ranked #1045 of 1409</p>	
<p><b>Redefine Alternative schools and the level of support provided to them.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (38 ▲) Ranked #1046 of 1409</p>	
<p><b>ECE staff are treated like second-class citizens. We do just as much as teachers. We also have to deal with transitions, which is when students have the most difficulty, and we don't get prep time. We have to change diapers and do the dirty work. Yet we are paid significantly less than teachers.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (37 ▲) Ranked #1047 of 1409</p>	
<p><b>Enough identity-based education; focus more on bringing people together than separating people</b> There is more division, there is less understanding, there is less education (in terms of people feeling comfortable to share ideas) <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (37 ▲) Ranked #1048 of 1409</p>	
<p><b>Learning is learning. It shouldn't matter the environment. It shouldn't always need to be academic. Learning life skills is just as important.</b> Not all students will have the opportunity to pursue continual education. Despite, they should be taught enough skills to prepare them for their live. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (37 ▲) Ranked #1049 of 1409</p>	
<p><b>Lesson study PLC to learn how to work with the widening learning skill gaps being seen in grades 9 and 10.</b> Students responsibility and self regulation skills are preventing good student centered learning from being as affective. Many want to be spoonfed. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.4  (37 ▲) Ranked #1050 of 1409</p>	



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board		Search	Search
<b>What are three things you think would make a difference to support student learning and well-being?</b>			
< 22 of 29 >			
<b>Remove 50/50 Kindergarten, make it English only to establish early literacy skills in most children's first language. We are an English board. Too many educators in and out of kindergarten rooms all day. No connection to adults for our youngest learners.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (37 ▲) Ranked #1051 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Split JK and SK classes; two years is a huge developmental gap when kids are 3 to 6. The developmental gap from start of JK to start of SK is huge. It doesn't feel as though we're meeting anyone's needs adequately.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (37 ▲) Ranked #1052 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>More PD for staff. We have started that this year. I think we need to continue this and more, going forward. More collaboration between LSS and PAL? PD will help staff confidently meet the growing needs in classrooms, without burn out or needing to go on leave. Perhaps implement LSS coaches?</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (36 ▲) Ranked #1053 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Work in an asset lease instead of a deficit lease. Current message received is "not enough". Our employer needs to think outside the box to make it easier to access what we DO have. Many Red tape hoops.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (35 ▲) Ranked #1054 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>1. Books kids can see themselves in, 2. Staff they can relate to, 3. Listening ear</b> Seeing yourself in media is amazing. So is seeing yourself in a staff member. In these trying times, listening ears are important. All Other Staff (central, administrative, professional, other support, etc.)	3.4	★★★★☆ (34 ▲) Ranked #1055 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Books purchased for every school</b> Yearly, the board should purchase a set of new books for each school. These books should promote curriculum expectations, diversity and core values. All Other Staff (central, administrative, professional, other support, etc.)	3.4	★★★★☆ (34 ▲) Ranked #1056 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Proper technology for teachers so we don't waste time fiddling w/ dongles &amp; trying to get Cbooks . We waste class time &amp; can't rely on tech</b> Students need support & engagement. It's difficult to do that with a chromebook. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (34 ▲) Ranked #1057 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Bring back Grade 11 "regular" English course</b> Grade 11 English course is aboriginal studies & more of a political/liberal arts course. Our students need to be prepared for Gr12 English All Other Staff (central, administrative, professional, other support, etc.)	3.4	★★★★☆ (32 ▲) Ranked #1058 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Gadget Free - Keep kids away from the technology and gadgets</b> From a mental wellbeing perspective, ensuring gadget free environment is safe and healthy All Other Staff (central, administrative, professional, other support, etc.)	3.4	★★★★☆ (32 ▲) Ranked #1059 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Genuine relationships</b> Learners need to feel that they are truly accepted and feel safe All Other Staff (central, administrative, professional, other support, etc.)	3.4	★★★★☆ (32 ▲) Ranked #1060 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>How to be themselves and share their thoughts without feeling awkward about it.</b> This is important as they are little people coming from places where they may have been not socialized with others, anxiety and well being need to be All Other Staff (central, administrative, professional, other support, etc.)	3.4	★★★★☆ (32 ▲) Ranked #1061 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Improve attendance</b> Have to be present Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (32 ▲) Ranked #1062 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Students IT support</b> having a reliable source of IT support, prevent them from searching for it from untrusted sources, I think for thing like Artificial Intelligence All Other Staff (central, administrative, professional, other support, etc.)	3.4	★★★★☆ (32 ▲) Ranked #1063 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Accountability of student actions and restoring a competitive learning environment.</b> We are not teaching anything if we are not showing students what it means to work and struggle to win. life is a competition. All Other Staff (central, administrative, professional, other support, etc.)	3.4	★★★★☆ (31 ▲) Ranked #1064 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Grade 9 and 10 students should be writing exams. This is one of several ways for students to demonstrate competency and learning.</b> Beginning to write these in junior grades and eases anxiety / stress in later years, as they have built skills and strategies for students to use. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (31 ▲) Ranked #1065 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>More chromebooks. We don't have sufficient to support innovative teaching, need 1:1 chromebook</b> Can't use interesting assessment methods, differentiation, great Math / Language programs as insufficient technology Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (31 ▲) Ranked #1066 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Promote all achievement equally through the student's time with us - not just highlight overachievers in sport, academics, volunteers.</b> Students need to see their efforts as being worthwhile - even in the early grades. All Other Staff (central, administrative, professional, other support, etc.)	3.4	★★★★☆ (31 ▲) Ranked #1067 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>structure and guidelines with deadlines</b> with out these things run amuck. All Other Staff (central, administrative, professional, other support, etc.)	3.4	★★★★☆ (31 ▲) Ranked #1068 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>I feel a disconnect from the Board. I am an office staff member and we are grossly overlooked. I don't even know who are superintendent is.</b> We are the front line to the community. We are often the first contact for families still deciding if they want to come to the public board. All Other Staff (central, administrative, professional, other support, etc.)	3.4	★★★★☆ (30 ▲) Ranked #1069 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Making sure all students and staff know about washroom etiquette.</b> We have to clean the washrooms All Other Staff (central, administrative, professional, other support, etc.)	3.4	★★★★☆ (30 ▲) Ranked #1070 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>More focus on basic listening, reading, and writing skills in English and French; and more focus on Math, Indigenous rights and current world issues.</b> Many students are struggling with these basic skills. Their world knowledge is limited which leads to less understanding, less acceptance and more ra Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (30 ▲) Ranked #1071 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>PAL needs a clear direction. They have been supporting the same schools for decades without much movement.</b> PAL supported schools should be centred of excellence. They are the opposite. Most PAL supported schools are under serving students. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (30 ▲) Ranked #1072 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Reduce focus on political issues in classrooms and workplace</b> Political issues at school and workplace often lead to focus on the negative aspects causing increased anxiety for students and staff All Other Staff (central, administrative, professional, other support, etc.)	3.4	★★★★☆ (30 ▲) Ranked #1073 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Appreciation and acknowledgement/trust in what each LSS staff member has to offer regardless of title!</b> Helps keep a staff motivated and encouraged to make change and provide support. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (29 ▲) Ranked #1074 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>The board needs to invest in literacy coaches for students in specialized program classes.</b> Educators in SPC classes have not received any special training on how to teach reading/assess non verbal learners, we figure it out as we go. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (29 ▲) Ranked #1075 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Offer music classes in elementary with real music teachers.</b> Many students can't afford lessons outside of school. We should be providing those learning opportunities for students Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (27 ▲) Ranked #1076 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Students must be given information re: steps taken against their perpetrator; admin must follow the Education Act re: informing students of next steps</b> All Other Staff (central, administrative, professional, other support, etc.)	3.4	★★★★☆ (27 ▲) Ranked #1077 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>parent council fundraising &amp; school sponsorships to be distributed across all schools</b> The schools in richer communities having \$100000+ extra in supplies/opportunities each year is absurd Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (27 ▲) Ranked #1078 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Students having the ability to learn in a straight grade</b> Split grades are the worst according to my experience. Delivery of the curriculum in perfect manners is a nightmare in the real split class setting. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (26 ▲) Ranked #1079 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Be mindful when you make requests of PS and VPs such as not sending a request to update school websites on a Friday.</b> This shows that district directly thinks of admin's wellness. Strain on admin is huge Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (25 ▲) Ranked #1080 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Increase funding for technology (class set of 30 for every single class)</b> Not enough Chromebooks. Every child in OCDSB should get a Chromebook. WRDSB & other boards do it. Would like iPads, too. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (25 ▲) Ranked #1081 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>The micromanaging from admin is sucking the fun out of teaching.</b> It's as if some OCDSB admins doesn't trust their staff, or professional judgement of teachers. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (24 ▲) Ranked #1082 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>We need some kind of flexible support for students who are new to school, Kinder or newcomer to Canada</b> It is important for these children to learn the routines in a classroom as well as learning a new language. Additional adult help is needed. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (24 ▲) Ranked #1083 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>We need to change our institutional systems to promote full equity not just talk about equity.</b> Talking without action is disingenuous. Front line school staff are changing but we see board systems not being equitable and it is frustrating. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (24 ▲) Ranked #1084 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Resources! Do I really need to say why it is important???</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (23 ▲) Ranked #1085 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Specialist teachers</b> As a generalist teaching 8 different subjects in each of 3 grade levels -- students would be better served by expert, dedicated specialist instruction Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (20 ▲) Ranked #1086 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Diversity and inclusion are important but they must also apply to diversity of thought and opinion.</b> It is sad that talking about freedom of speech is now dismissed as a "right wing talking point". It is a fundamental principle and a valid concern. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (19 ▲) Ranked #1087 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Begin English in grade 1 in EFI, so students can develop early literacy and those with dyslexia/additional needs can be identified early + supported.</b> Now, they are not supported in French. They do not get enough time in English and in Junior grades they can be so far behind in both languages. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (17 ▲) Ranked #1088 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Bringing back consequences for absenteeism.</b> Students need to learn how to be accountable and we need to model that accountability in a safe environment before students reach the real world. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (13 ▲) Ranked #1089 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Establish more opportunities for staff to participate in strategic planning</b> Collaborative leadership is better! Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (13 ▲) Ranked #1090 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>More access to technology in classrooms.</b> Students need to learn how to use technology responsibly to better their work and make that production of work more efficient. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (13 ▲) Ranked #1091 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Improving student and teachers knowledge regarding, mental health, ADHD and ASD.</b> Understanding is a prerequisite for empathy and compassion. All Other Staff (central, administrative, professional, other support, etc.)	3.4	★★★★☆ (11 ▲) Ranked #1092 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Stop taking away technology.</b> First our computers were taken away and replaced with terrible little chromebooks with tiny little screens. Now printers are being taken away from our school. Taking away or reducing the quality of our technology is making it harder to teach kids. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (11 ▲) Ranked #1093 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Technology for students</b> We need tech to be able to push a curriculum with tech. Daily emails of teachers asking each other for Chromebooks doesn't make sense. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (10 ▲) Ranked #1094 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Students should not be paid to tutor in high school classrooms. This is especially offensive to EAs who are paid a similar rate to these students</b> We are told that there isn't money for many different necessities yet we are paying high school students \$25/ hour to tutor during class hours... Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (9 ▲) Ranked #1095 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Focus on the arts as this is an important aspect of learning, taught by dedicated educators in Primary and Junior.</b> Art learning is hit and miss based on the capacities/interests of educators in Primary and Junior. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (8 ▲) Ranked #1096 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Implement changes based on survey results</b> Survey after survey, workplace violence leads responses, and yet changes are not being made to protect staff and students Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (8 ▲) Ranked #1097 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>A focus on diversity and proactive acceptance of differences.</b> Students cannot learn in an environment where they do not feel included, respected and represented Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (6 ▲) Ranked #1098 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Resources are needed to truly create inquiry based and meaningful learning experiences</b> To support a student's inquiry learning journey they need access to resources in order to be successful. In Primary and Junior, hands on materials. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (5 ▲) Ranked #1099 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Every student should have access to a school-issued device for the duration of any course that requires it regularly.</b> Teachers should have CB stations We are in LMS and blended learning environments and Ts and Ss need these tools on hand in real time in order to be successful with the content Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.4	★★★★☆ (4 ▲) Ranked #1100 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board		Search	Search
What are three things you think would make a difference to support student learning and well-being?			
< 23 of 29 >			
<b>No more 0.5 VPs.</b> VPs cannot do teaching jobs and a full time VP job. It's impossible. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.4	★★★★☆ (4 ▲) Ranked #1101 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>A class set of chrome books is needed in every room.</b> If we are expected to teach using learning platforms then we need the required resources available, not shared broadly between a department. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.4	★★★★☆ (3 ▲) Ranked #1102 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Administrator Burnout</b> There is no support for Admin in schools from LSS. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.4	★★★★☆ (3 ▲) Ranked #1103 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Be critical of destreaming practices since these are far from perfect and despite good intentions, we need to be critical of the impact it will have</b> Too drastic of a switch and many parents and teachers were not consulted properly <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.4	★★★★☆ (2 ▲) Ranked #1104 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Exams help to learn how to manage stress. Taking away important tasks only makes it more difficult when the time comes that they need to do it.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.4	★★★★☆ (2 ▲) Ranked #1105 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>I have heard that the Board is trying to get rid of EA's. I certainly hope that this is not true.</b> If this is true, then education for all is going in the wrong direction. Those at risk will be even more disadvantaged or marginalized. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.4	★★★★☆ (2 ▲) Ranked #1106 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>In order to support student well-being, we need more social workers and psychologists in the system.</b> There is data to show that mental health issues are increasing among our students. We need to support them with more professionals in the buildings. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.4	★★★★☆ (2 ▲) Ranked #1107 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Many PVPs are working unhealthy hours</b> Burnout cannot be the strategy. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.4	★★★★☆ (2 ▲) Ranked #1108 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Provide free lunches.</b> So many high needs students come to school hungry or with non-nutritious food. Lunches are a standard of schools across the planet, why not in Canada? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (42 ▲) Ranked #1109 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Remembering that each child grows up with different dynamics creating different personalities. They deserve to feel as important as their peers.</b> Many children are overlooked, spoken to with aggression and not heard. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (42 ▲) Ranked #1110 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>focus on academics</b> too much time spent on social interaction which distracts from learning <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (42 ▲) Ranked #1111 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Address Technological Addiction</b> Less tech, more paper and connections. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (41 ▲) Ranked #1112 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Care</b> Until students basic needs are met and they feel cared for they will not engage in learning. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (41 ▲) Ranked #1113 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Continue building the sense of school community by organizing school wide activities.</b> Students need to feel a sense of belonging and get to know their peers and the staff. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (41 ▲) Ranked #1114 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Don't destream Gr. 10. Kids are floundering in Gr 9 and teachers have had no support.</b> Other boards are not destreaming Gr. 10. Why are we? You are doing a disservice to our students who will not be prepared for Gr. 11. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (41 ▲) Ranked #1115 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Enroll all the students in different physical activities.</b> Since the beginning of the pandemic, the students use the virtual world heavily than any time before. This affects noticeably on their social life <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (41 ▲) Ranked #1116 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Intensive teacher PD</b> We need teachers to feel confident in their practices and ability to manage a classroom. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (41 ▲) Ranked #1117 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>More computer resources in the classroom</b> We can then access more online resources more often. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (41 ▲) Ranked #1118 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>The OCDSB ought to consider a Department of Critical Thinking</b> Everyone in the board (students and staff) could greatly benefit from the skills required to properly critically think. We are lacking as a society. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (41 ▲) Ranked #1119 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Time to watch other teachers teach</b> Learn new skills <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (41 ▲) Ranked #1120 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>An effective coaching model</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (40 ▲) Ranked #1121 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Consistent Board level PD with educators across the Board</b> To build a shared understanding of effective instructional practises and provide time for deep understanding <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (40 ▲) Ranked #1122 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Focuses on instructional practices that include inquiry, innovation and make space for students to express their voice, identity and lived experience.</b> Our schools and classrooms are very diverse places, when we make more space of student voice and less teacher centered students will feel more engage <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (40 ▲) Ranked #1123 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Higher pay for educators</b> Helps educators pay for supplies, healthcare, and their own expenses so they are able to teach successfully in schools <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (40 ▲) Ranked #1124 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Occasional teachers need to have more priority.</b> Every school faces shortages in OTs causing a lack of continuity in learning and overstretched staff. OTs need better work offers and pay. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (40 ▲) Ranked #1125 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Provide more French resources</b> FSL teachers are left having to always look and purchase resources, when other programs are provided with so many resources <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (40 ▲) Ranked #1126 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Teachers shouldn't be put in the position to lie to parents about student sexuality</b> In middle and high school, teachers are being asked to conceal student sexual identity. This is not OK. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (40 ▲) Ranked #1127 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>The expertise of retired principals should be capitalized upon to assist less experienced P's many of whom are finding their new role overwhelming.</b> Our leaders are paid to lead. In order to affect change in instructional practices and student well-being their daily presence is required. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (40 ▲) Ranked #1128 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Bring back streaming in Grade 9 and 10</b> Destreaming makes it tougher to teach low achievers and hurts their academic confidence <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (39 ▲) Ranked #1129 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Dismantling systematic barriers for multi lingual learners</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (39 ▲) Ranked #1130 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Educators should provide students with more opportunities to learn about, understand, and practice social-emotional skills</b> If children aren't taught about how to properly regulate their emotions, they are more likely to suffer from mental health problems later on in life <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (39 ▲) Ranked #1131 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Equitable equipment</b> Students need access to equipment to further their learning <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (39 ▲) Ranked #1132 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Finding innovative ways to reach the voices of parents, staff and students that are occasionally hard to reach and rarely heard.</b> Many of the quality indicators of this year's plan mentioned parent engagement and satisfaction. If this is a success criteria how can we avoid bias? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (39 ▲) Ranked #1133 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Formal evaluations are so important in order to succeed. Think of a job interview - some are written some are oral - we are always being evaluated.</b> To be able to get a job once graduated. To reduce stress in the long term. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (39 ▲) Ranked #1134 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>No more destreaming</b> It is setting students up to fail <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (39 ▲) Ranked #1135 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>PD Days should be used as just that for ALL educators including ECEs.</b> EDP should be run by those that want the option too like March Break and Winter We are required to be continuing our professional education in a portfolio. PD Days should be optional just like EAs can have them optional. Equality. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (39 ▲) Ranked #1136 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Separate computer technology courses from the rest of tech courses. We have a habit of supporting only the 'soft' techs.</b> Our ability to train new skilled labour people has atrophied to almost zero. Every high school used to have many shop options. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (39 ▲) Ranked #1137 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Show compassion.</b> Compassion allows for gaps in learning to be patiently dealt with patiently and for trying to understand why students struggle emotionally & behaviour <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (39 ▲) Ranked #1138 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Teaching manners to first grades reduce violence acts in schools</b> It is important for kids to learn respect to the teacher and to themselves. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (39 ▲) Ranked #1139 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Access to updated and relevant resources for French teachers</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (38 ▲) Ranked #1140 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>More support for and focus on the arts! An arts education is crucial to all learners.</b> Participation in the arts leads to universally better outcomes across subjects, increase empathy and more opportunities for success. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (38 ▲) Ranked #1141 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>The OCDSB preaches "Inspiring Learning and Building Citizenship". This isn't happening.</b> With constant, incessant focus on why we're different (race and sexuality narratives) we are being driven apart. Let's focus on how we're the SAME. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (38 ▲) Ranked #1142 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>We are the last (or among the last?) province to destream.</b> Why are we only hearing about equity and not BEST practice from colleagues across Canada? There is a massive depth of experience to draw on. I taught destreamed classes in 1992 in Saskatchewan. Destreaming feels inauthentic if we ignore it <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (38 ▲) Ranked #1143 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>realistic cross curricular connections when teaching</b> having a single subject focus gives students tunnel vision; they need to make connections realistic as they are in the real world and work environment <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (38 ▲) Ranked #1144 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Hire principals and vps that aren't transphobic.</b> I've gotten in trouble for reading a book about a trans child and was told I needed to send a letter to parents to warn them. Seriously? How shameful. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (37 ▲) Ranked #1145 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Inclusive environments allowing students to be their authentic selves</b> Empowering staff and administration to support students in meaningful ways <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (37 ▲) Ranked #1146 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Single language kindergarten programs; "bilingual" programs mean kids aren't getting a solid foundation in either language.</b> Stronger initial foundation in one language supports success in additional languages; many students are already multi-lingual learners. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (37 ▲) Ranked #1147 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>One of the most important reasons makes a difference, making students discover more. analysis. elaboration. Using all their five senses while presenting the scientific material is more than listing details and information</b> Develop a love of insight and deep thinking. Achieving more suspense, and this helps the student to understand and assimilate more and confirm the information <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (37 ▲) Ranked #1148 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
translated by Google ↔			
<b>Focus on specific learning.</b> Being specific - math should be about math not social justice. Sometimes we overlap to such a degree that students are face information overload. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (36 ▲) Ranked #1149 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Let French teachers work in SPEC Roles</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.3	★★★★☆ (36 ▲) Ranked #1150 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board			Search
What are three things you think would make a difference to support student learning and well-being?			
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<b>In class support for French Immersion students</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1151 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Make Equity and Diversity Training mandatory for ALL staff.</b> I am a white administrator. The amount of white privilege and fragility is still staggering in our district. Our kids and staff deserve better. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1152 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Board wide focus on Executive Function - PD - what it is, strategies to help students with executive function challenges.</b> An understanding of EF is essential to support students with LD, ASD, ADHD. Teaching and classroom strategies used would benefit every student. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1153 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Focus on learning and understanding and execute in their life, Respect others , try to adopt good things in life.</b> Gain knowledge from any aspect of life. Adopt good this in life. All Other Staff (central, administrative, professional, other support, etc.)	3.3 Ranked #1154 of 1409	5★ 4★ 3★ 2★ 1★	
<b>FDK Would love to go back to core FDK.</b> Too many educators in and out of the room. Students, parents & educators are lacking consistency!! Focus on English. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1155 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Professional development to all educators around equity and CRRP.</b> Not all students are able to access the same learning opportunities within the same classes/school due to resource availability. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1156 of 1409	5★ 4★ 3★ 2★ 1★	
<b>The learning environment. It's important to have a clutter free and organized learning space where students aren't distracted by their environment.</b> Clutter in a learning space clutters your mind. It also causes anxiety and feelings of overwhelm that hinder your energy/ability to think and act. All Other Staff (central, administrative, professional, other support, etc.)	3.3 Ranked #1157 of 1409	5★ 4★ 3★ 2★ 1★	
<b>more centralized support for school trips</b> new teachers feel like they have to reinvent the wheel and students' ability to go on trips really depends on their teacher's initiative Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1158 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Respecting the student's religion and not encouraging them to participate in festivals of other religions.</b> The reason this is important is that this is part of the student's faith and identity. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1159 of 1409	5★ 4★ 3★ 2★ 1★	translated by Google ↔
<b>Help educators to ensure that students have agency in their learning . This happens through effective assessment for learning practices.</b> Students should be active participants in assessment. This should be a message of PAL. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1160 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Modelling reflective rather than reactive practice (memos, PD, communication should all be reflective, united by a shared vision, and integrated).</b> Current culture = reactivity. Modelling reflective & integrated communication and PD supports educators to do the same & be responsive to students. All Other Staff (central, administrative, professional, other support, etc.)	3.3 Ranked #1161 of 1409	5★ 4★ 3★ 2★ 1★	
<b>French</b> Too much importance placed on FSL. So many kids aren't reading in English. Would love to see FDK have core French again instead of 50% Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1162 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Putting streaming back into grade 10 classes so students are better prepared for their future plans</b> With only 4 years of high school, for many students waiting until grade 11 to choose a pathway is too late. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1163 of 1409	5★ 4★ 3★ 2★ 1★	
<b>cross-curricular connections as a priority in elementary</b> The Scope and Sequence documents don't connect between subjects, making learnign seem like it happens in silos for reporting Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1164 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Too much focus on identity, Equity team / Indigenous team doesn't understand culturally responsive teaching. They are centred in surface culture.</b> We are not moving teaching practices in this area. We are having the same conversation over and over. It is frustrating. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1165 of 1409	5★ 4★ 3★ 2★ 1★	
<b>If we truly believe in the principles behind destreaming, let's remove French Immersion and substitute it for a strong core French program</b> Immersion streams children in grade 1. We cannot staff it and our students and programs suffer as a result. Core French does not negate bilingualism. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1166 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Rename the Gifted Program</b> this is an outdated term that labels some students as having a gift implying others do not. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1167 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Resources for FSL educators is important.</b> We are spending HOURS of our own time creating resources and it needs to be more streamlined and equitable. What do the COACHES actually do? Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1168 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Where are the resources for French Immersion?</b> We received 13 resources for English literacy and phonemics, 4 in French. Nothing for junior students. More than half the day is in French (EFI). Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1169 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Re-incorporate learning skills into assessment. Meaningful feedback with a grade attached not the letter grade given on reports.</b> Organization, neatness, timeliness -it's all important. Students need real feedback to improve. Our current system hurts them. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1170 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Encourage more discussion and debate between various identity "clubs" (ie: gender, religious). Safe spaces don't strengthen identities.</b> Identities should be tested, helping to foster a more open society of good natured free speech and understanding of others based on their own words. All Other Staff (central, administrative, professional, other support, etc.)	3.3 Ranked #1171 of 1409	5★ 4★ 3★ 2★ 1★	
<b>The OCDSB needs to work with bus companies to determine a solution for bus shortages and skyrocketing costs.</b> Budgets are not going up to reflect the doubled costs of bussing and getting a bus for a field trip or athletic activity is almost impossible. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1172 of 1409	5★ 4★ 3★ 2★ 1★	
<b>We need alternatives to the curriculum, especially in grade 9.</b> Many students are not at grade level. We need an alternative for them to work on more basic skills before they enter a traditional course. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1173 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Follow the Japanese model where students are expected to take ownership for the state of their class, keeping it tidy and in order, as a group.</b> Fosters a sense of pride and ownership in the school itself, that no one is above getting their hands dirty and promotes a sense of community. All Other Staff (central, administrative, professional, other support, etc.)	3.3 Ranked #1174 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Diverse staff</b> students need to see themselves reflected in the staff; it enhances trust and builds positive relationships Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1175 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More authentic learning experiences</b> Especially in our destreamed courses, so that students can get excited about and find meaning in the courses they might be interested in senior years. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1176 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Student voice - What do they know? What do they wonder? How can they use characteristics and skills (Exit outcomes) to find out?</b> Preparing them for the future...if we listen, we will know what they need and through that, we can provide opportunities for them to build themselves. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1177 of 1409	5★ 4★ 3★ 2★ 1★	
<b>We should be looking at evidence to formulate policies around gender identity.</b> The current "affirmation only" policy is not evidence based. Emotions run high on this topic but we should be looking to all the evidence that exists Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1178 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Introduce Strategic Foresight curriculum building on Project Management curriculum</b> Students need skills appropriate for their future Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1179 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Teachers should focus on questions more than answers.</b> We live in a world where "knowing" is more valuable than "learning." I think that's the main reason this world is in the mess that it's in. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1180 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Equity between schools within the OCDSB so that all schools offer the same choice of academic programs, facilities and resources</b> Students would attend community schools and, with family engagement, could build schools that are reflective of what makes each community unique. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1181 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Having more full time instructional staff at the outdoor centres to fully utilize the spaces the board owns and operates</b> The centres are underutilized, primarily due to staffing issues All Other Staff (central, administrative, professional, other support, etc.)	3.3 Ranked #1182 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Schools are NOT the real world</b> So if we really want to "prepare our students for the real world," our schools should look more like the real world. Not filled w/ tests and quizzes Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1183 of 1409	5★ 4★ 3★ 2★ 1★	
<b>The recent dress code changes are a detriment to student well-being.</b> Respectful behaviour in schools is diminishing. A lax dress code contributes to this. It decreases an environment focused on learning and well being. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1184 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Students need to be accountable for completing and submitting work on time.</b> Deadlines are not respected and students are not learning to manage their time with so many opportunities to finish work up until the last days Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1185 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Resources to support English Language development and students as they develop curriculum expectations so not reinventing or left to class teachers.</b> The number of Step 1 and 2 MLL and ELD students in our school has increased significantly and will continue due to government initiatives. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1186 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Attendance needs to be taken more seriously.</b> There are no consequences for unexcused student absences and lates, this is not how they learn to change their behaviour, Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1187 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Learning of course material needs to once again be the focus of the teacher.</b> We are not trained psychologists, so why does that now seem to be the main expectation of our job? Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1188 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Smaller class sizes.</b> This allows more time for relationship building, and helps teachers differentiate for each student. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1189 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Teachers need to model the respect they are looking for. Stop shaming and punishing students who don't meet the teacher's standards.</b> We no longer live in a world that supports a school system built on fear and conformity. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1190 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Teachers need training (e.g. Nurtured heart, asset learning, facilitator vs teacher, etc)</b> Teachers need to be mindful, respectful and compassionate themselves if they want to teach these traits to their students. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.3 Ranked #1191 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Learning with and in nature</b> Building community gardens with students Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2 Ranked #1192 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Professional development for teachers around effective planning strategies... emphasize the Big 5</b> Intentional planning means engaged students. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2 Ranked #1193 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Integrated subject areas</b> Students see purpose of what they are learning Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2 Ranked #1194 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Learn about different cultures</b> It's important to understand where is everyone from Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2 Ranked #1195 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Math - teach us how to teach it better</b> More PD on how to teach math. Bring back workbooks and textbooks! Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2 Ranked #1196 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More character education</b> Teacher kids patience, kindness, love, self control. Etc Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2 Ranked #1197 of 1409	5★ 4★ 3★ 2★ 1★	
<b>More field trips or in person workshops.</b> For learning to be more hands on and engaging. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2 Ranked #1198 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Notice that each student learns differently and we shouldn't force them to learn one way.</b> It will show the students that we know who they are and we value them as an inv. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2 Ranked #1199 of 1409	5★ 4★ 3★ 2★ 1★	
<b>Quality literacy professional development for high school educators</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2 Ranked #1200 of 1409	5★ 4★ 3★ 2★ 1★	



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board			Search
What are three things you think would make a difference to support student learning and well-being?			
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<b>Foster inclusive environments: The school board could promote a culture of inclusivity and diversity, ensuring that students feel safe and accepted in</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (40 ▲) Ranked #1201 of 1409		
<b>Having white boards around the classrooms, all classrooms, to support inquiry hard learning and activities for students to make non permanent mistakes</b> The way we learn is through mistakes, if students can do so on whiteboards, then they are more likely to try as the area isn't permanent Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (40 ▲) Ranked #1202 of 1409		
<b>If teacher were supplied with resources to teach. Specifically in French</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (40 ▲) Ranked #1203 of 1409		
<b>I would like us to stop categorizing students into distinct groups. We destroy all unity</b> We promote individuality as we strive to live in community. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (40 ▲) Ranked #1204 of 1409		
translated by Google ↔			
<b>More French Ressources!</b> There are a large variety of English resources that reflect our goal, but barely any French ones available. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (40 ▲) Ranked #1205 of 1409		
<b>More PD for secondary teachers around teaching learning skills and embedding them in curricular courses.</b> Many students missed out on crucial elementary learning that involved skill building. Secondary teachers need to fill these gaps. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (40 ▲) Ranked #1206 of 1409		
<b>Practical Training for staff on inclusiveness and sensitivity to those in the learning community.</b> Watching videos, and having people "talk at" us is not helpful!!! Give us practical strategies, lessons, discussions topics to use! Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (40 ▲) Ranked #1207 of 1409		
<b>Promoting effective ways to make friends within school</b> Teaching students how to make positive relationships to ensure they make good choices and create a fun / safe environment at school Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (40 ▲) Ranked #1208 of 1409		
<b>To stop emphasizing sexuality and skin color.</b> We are human beings. Once again, by constantly dividing ourselves based on color and gender criteria, we lose the essential. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (39 ▲) Ranked #1209 of 1409		
translated by Google ↔			
<b>More arts programs and programs that create joy</b> There is less and less joy in schools, and programs that feed the soul are important. Dance, art, music, cooking, sewing, creating, gardening etc. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (39 ▲) Ranked #1210 of 1409		
<b>That the board office staff, including the Director and superintendence take responsibility for what happens in schools. When a staff member does some thing</b> wrong they should apologize instead of the board and their lawyer spending all kinds of money covering it up Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (39 ▲) Ranked #1211 of 1409		
<b>The weekly bulletin has too many days of significance. We can't teach about it all. No time for that.</b> The days of significance can be put at the bottom of the newsletter for us to reference if there are students in class that observe them Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (39 ▲) Ranked #1212 of 1409		
<b>get rid of cell phones!</b> it's obvious. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (39 ▲) Ranked #1213 of 1409		
<b>we must have teachers and principals who physically resemble them</b> we need to have transparent and clear social justice policies so that everyone is held accountable Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (39 ▲) Ranked #1214 of 1409		
translated by Google ↔			
<b>Fewer politics in the classroom.</b> Teachers are teaching in minefields. Politics should be neutral in the classroom and left to parents. Division is at an all-time high. Not healthy! Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (38 ▲) Ranked #1215 of 1409		
<b>Having a school-wide or board-wide SEL initiative or curriculum.</b> This way K-12 are exposed to the same language and expectations from start to end of school. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (38 ▲) Ranked #1216 of 1409		
<b>Building in more time for students to reflect on their learning and more student success days.</b> We need to model better mental health habits. Students can't learn and engage if they are not well, or have their most basic needs met. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (37 ▲) Ranked #1217 of 1409		
<b>Protecting immigrant children from racism.</b> Teaching manners to first three grades. Reducing the number of students in the class. It is important to protect children from racist act. Since many children newcomers were opposed to racist acts Teaching better with low cl Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (37 ▲) Ranked #1218 of 1409		
<b>Core French either needs a COMPLETE re-thinking at the Ministry level, or it needs to GO.</b> We routinely have non-French speaking individuals teaching Core French. We can't staff it. Treat the program like a joke, and we'll get joke results. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (36 ▲) Ranked #1219 of 1409		
<b>Mandatory (yes mandatory) course dealing with technological literacy and essential workplace skills</b> Students (I find) are less versed with using software and apps than they were many years ago. Some are experts and some don't use the tools at all. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (36 ▲) Ranked #1220 of 1409		
<b>Poor French success.</b> Many schools do not have adequate french teachers. Instead of informing parents they employ teachers who do not have a high enough level of French. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (36 ▲) Ranked #1221 of 1409		
<b>We need SROs back in schools</b> Our former SRO was a profoundly influential figure in our school, loved by everyone. The police are our allies, and are to be respected. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (36 ▲) Ranked #1222 of 1409		
<b>A more accurate tool than mama for evidence records and generating a mark.</b> Having a 20% range for a level 4 is too vague. Introduce a level 5 or use % Students need precision when they are getting feedback. Teachers can use their professional judgement but it is hard when we don't have accurate tools Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (35 ▲) Ranked #1223 of 1409		
<b>better desks and chairs and learning conditions</b> All Other Staff (central, administrative, professional, other support, etc.)	3.2  (33 ▲) Ranked #1224 of 1409		
<b>more resources in French for immersion and Core programs</b> usually about 10% of the shared resources are available in French when we are teaching almost all subjects in this language Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (33 ▲) Ranked #1225 of 1409		
<b>Increased representation</b> Make identity specific content available and more accessible all year round, not just during Black History Month or June All Other Staff (central, administrative, professional, other support, etc.)	3.2  (32 ▲) Ranked #1226 of 1409		
<b>Time for cross-curricular inquiry &amp; unstructured PD time to collaborate w/ colleagues on projects that are responsive to student voice.</b> It is difficult to reflect and embody responsiveness when there is no time to reflect & collaborate with others. All Other Staff (central, administrative, professional, other support, etc.)	3.2  (32 ▲) Ranked #1227 of 1409		
<b>No cell phones in class</b> too much of a distraction. Make study sessions longer. Dress codes at schools. All Other Staff (central, administrative, professional, other support, etc.)	3.2  (31 ▲) Ranked #1228 of 1409		
<b>Including more material about different cultures without the preconceived notion that "our" way of life is better than "other" cultures.</b> Different cultures have different sets of experiences and in turn have developed different ways of life. Being aware will reduce bigotry and bullying. All Other Staff (central, administrative, professional, other support, etc.)	3.2  (30 ▲) Ranked #1229 of 1409		
<b>Stream literacy and numeracy in earlier grades</b> Students get support they need when they need it so they do not fall so far behind before they get to high school. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (30 ▲) Ranked #1230 of 1409		
<b>Students should be expected to be present on scheduled test and exam days.</b> Large quantities of students are missing the evaluation on purpose, trying to gain an advantage over students who do follow timelines Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (28 ▲) Ranked #1231 of 1409		
<b>As well as suggesting that there be special committees to protect immigrant children from racism</b> To protect immigrant children from racism Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (27 ▲) Ranked #1232 of 1409		
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<b>The board needs to invest in numeracy coaches for students in specialized program classes.</b> Educators in SPC classes have not received any special training on how to teach functional math and/or math lower than a Kindergarten level. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (26 ▲) Ranked #1233 of 1409		
<b>I dont think forcing the idea of lesbian, gay, bisexual or LGBT, should be teaching in any school in Canada. We are against forcing ideas</b> It's against our beliefs, natural of life, and totally should be part of individual family decisions not school or board to force it on us All Other Staff (central, administrative, professional, other support, etc.)	3.2  (22 ▲) Ranked #1234 of 1409		
<b>Implementation of Third Path.</b> The implementation plan was weak. This is a valuable program that isn't benefiting students or staff. Educators are saying that they need help with supporting students with dysregulation but principals and the district didn't have a plan to implement. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (22 ▲) Ranked #1235 of 1409		
<b>Bridging academics (e.g., math, English, etc.) with equity and equality frameworks to ensure all learners are provided an opportunity to learn fairly.</b> It's important we see students' identities and social locations to understand how it impacts their capacity to learn and feel well at school. All Other Staff (central, administrative, professional, other support, etc.)	3.2  (21 ▲) Ranked #1236 of 1409		
<b>Support teachers to host more clubs and coach more sports.</b> Students are not as engaged in clubs, sports or extra curriculums. Attendance is WAY down. Students cannot just come to school to learn lessons. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (21 ▲) Ranked #1237 of 1409		
<b>Be able to discipline kids, Suspensions/Relocation of School (Richard Phaff/Wynwood)</b> Some kids have no care for what adults say. This is very important because shows students there is no consequence's. Disrupts learning, damage to building, items, bullying, violence to staff. All Other Staff (central, administrative, professional, other support, etc.)	3.2  (20 ▲) Ranked #1238 of 1409		
<b>Staff need to be anti-racist and change to meet the needs of all students and co-workers.</b> This Board does a lot of talking but the majority of people in power do not uphold ANY actual anti-racist work/expect this from the system. All Other Staff (central, administrative, professional, other support, etc.)	3.2  (18 ▲) Ranked #1239 of 1409		
<b>Move French Immersion to Grade 4</b> so more students can be successful. Speaking and understanding the language is necessary before reading. Most Gr 1s are learning to read in a language they don't understand yet. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (17 ▲) Ranked #1240 of 1409		
<b>Learning support needs to be available for FSL students/classes.</b> Small group support as well as French resources are necessary in our schools. This needs to be funded as the English program is. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (16 ▲) Ranked #1241 of 1409		
<b>Including the child's ethical and valuable background in the learning environment on the floor.</b> It is important to strengthen the children's feeling of belonging Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (13 ▲) Ranked #1242 of 1409		
<b>Management is top heavy and mostly unqualified.</b> The lack of communication between them is alarming. Money waste, low employee incompetence. The list goes on and on. All Other Staff (central, administrative, professional, other support, etc.)	3.2  (19 ▲) Ranked #1243 of 1409		
<b>Promoting the value of education</b> Education is valuable All Other Staff (central, administrative, professional, other support, etc.)	3.2  (19 ▲) Ranked #1244 of 1409		
<b>Shift the vision of the educators role.</b> Change teaching from front or back - be alongside and facilitate as children learn. Worksheets, textbooks, TPT prints only offer so much when it comes to deep learning. Set the learning goal, involve the children in the planning. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (18 ▲) Ranked #1245 of 1409		
<b>The board should use DEI approaches that people like Chloé Valdary use (https://theoryofchantment.com/).</b> You may get a better outcome for all. "People should be treated like human beings, not political abstractions. Criticize to uplift and empower, never to tear down or destroy" Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (18 ▲) Ranked #1246 of 1409		
<b>Using DEI approaches like Irshad Manji's moral courage https://www.moralcourage.com/ can increase diversity while decreasing the division for all.</b> "People should be treated like human beings, not political abstractions. Criticize to uplift and empower, never to tear down or destroy" Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (18 ▲) Ranked #1247 of 1409		
<b>Increased focus on making schools safe and inclusive spaces for trans students.</b> Transphobia has been a major issue amongst students and I think awareness campaigns and activities are needed. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (16 ▲) Ranked #1248 of 1409		
<b>More community connections</b> Instructional coaches should proactively be seeking relevant community connections to support authentic learning experiences. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (16 ▲) Ranked #1249 of 1409		
<b>More Chromebooks for each classroom.</b> Access to technology is a barrier. When students have access to Chromebooks for in-class use, the types of activities we can do is greatly expanded. Educators (Teachers, Principals/Vice Principals, EAs and ECEs)	3.2  (15 ▲) Ranked #1250 of 1409		



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board		
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<p>What are three things you think would make a difference to support student learning and well-being?</p> <p style="text-align: center;">&lt; 26 of 29 &gt;</p>		
<p><b>Implement heavier curriculum focused on online safety</b> Each year I have students get into a mess online (social media) and they don't understand the severe consequences of their actions online <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (42 ▲) Ranked #1251 of 1409</p>	
<p><b>Students must be provided greater leadership opportunities.</b> The students are our future leaders <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (42 ▲) Ranked #1252 of 1409</p>	
<p><b>Belonging</b> Until students feel like they belong to a school and community they will not be engaged in Learning. This means having the supports or caring adults <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (41 ▲) Ranked #1253 of 1409</p>	
<p><b>Environmental activities</b> Self development outside the classroom <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (41 ▲) Ranked #1254 of 1409</p>	
<p><b>Have students share feelings more often, either orally or anonymously</b> To give them a place to express their feelings. Many students are going through a lot outside of school and don't have a place to share. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (41 ▲) Ranked #1255 of 1409</p>	
<p><b>Stop the rush to build 7 to 12. They are not better.</b> You are exposing grade 7 girls to predators. The stories I am hearing from colleagues at these schools are HORRIBLE. Drugs in the bathroom? <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (41 ▲) Ranked #1256 of 1409</p>	
<p><b>Teachers need more resources and units that are ready to use, that can be added on to or modified as the teacher would like.</b> Especially for subjects such as Math and LA. It would make handling everything else much more manageable. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (41 ▲) Ranked #1257 of 1409</p>	
<p><b>Environmental sustainability and education should be discussed more in schools. Children should have the opportunity to learn from outside.</b> Outdoor education not only helps students to connect with their environment, and become more comfortable outdoors, it also connects to cultural aspect <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (40 ▲) Ranked #1258 of 1409</p>	
<p><b>Incorporating more student voice into our classrooms, schools and board.</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (40 ▲) Ranked #1259 of 1409</p>	
<p><b>Reduce French immersion to 25%.</b> It is a flagrant streaming of kids. It creates "have" and "have not" schools. We are supposed to be an English board. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (40 ▲) Ranked #1260 of 1409</p>	
<p><b>Looking honestly at the current courses that are available.</b> I realize this would involve the ministry ~ but students needs and interests have changed. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (39 ▲) Ranked #1261 of 1409</p>	
<p><b>Recognizing and dismantling ableist policies and approaches.</b> Equity, Diversity, Inclusion, Belonging <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (39 ▲) Ranked #1262 of 1409</p>	
<p><b>BETTER TOOLS TO CONNECT SCHOOL &amp; HOME:</b> like Seesaw for kindergarten &amp; primary grades Parents are part of the team: we need to create authentic, meaningful, and timely connections. Please consider effective tools like Seesaw <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (38 ▲) Ranked #1263 of 1409</p>	
<p><b>Bring in guest speakers for teachers to push the discussion around race, diversity and inclusion further - nothing is changing and problems seem to be getting worse!</b> Especially when ALL admin are white and largely male! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (38 ▲) Ranked #1264 of 1409</p>	
<p><b>Knowing the whole learner and the communities we serve - this can mean better education and training about cultures/languages</b> We tend to only look at curriculum moments and events but do little to connect all parts of the ocdsb to truly be equitable in understanding equity <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (38 ▲) Ranked #1265 of 1409</p>	
<p><b>Students need to feel supported by admin and teachers, they don't want to feel these people in authority positions are powertripping.</b> Students want to feel respected and heard when issues arise, they want to feel that people of authority have their back. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (38 ▲) Ranked #1266 of 1409</p>	
<p><b>Teachers need to be held accountable for their behaviour in classrooms and treating their students with equity.</b> I hear from students about being treated unfairly by multiple teachers and not feeling safe or inclusive within classrooms. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (38 ▲) Ranked #1267 of 1409</p>	
<p><b>The entry point for Immersion should be later... even grade 2 or 3.</b> This would give parents more time to make these big decisions. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (38 ▲) Ranked #1268 of 1409</p>	
<p><b>Treating students differently is seen as favoritism, treating students the same is not helpful.</b> Either way, if one path is chosen a teacher will be looked at through the negative lens. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (38 ▲) Ranked #1269 of 1409</p>	
<p><b>K-6 focus on experiences and exposure to new ideas. Get kids thinking.</b> Students should be learning how to think and solve problems. For this they need real experiences and an open mindset. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (37 ▲) Ranked #1270 of 1409</p>	
<p><b>EDP should not occur on PD days.</b> Teachers are able to participate in work shops and have more of a "Restful day" by taken a break from students, so why cant eces! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (36 ▲) Ranked #1271 of 1409</p>	
<p><b>For OCV have the VP or P ask you about a situation that happened in your class instead of chastising you for it without asking.</b> It makes me not want to go to work. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (36 ▲) Ranked #1272 of 1409</p>	
<p><b>Re-examine the impacts on marginalized communities of decision making that prioritizes individual desires over community safety.</b> Recent risk/safety discussions have missed the stated goals of caring and social responsibility. Caring for others should not depend on politics. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (36 ▲) Ranked #1273 of 1409</p>	
<p><b>Eliminate dual track programming</b> English program is in a state of atrophy and concentrating a complexity of needs with inadequate support system based on admin scheduling software <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (35 ▲) Ranked #1274 of 1409</p>	
<p><b>If we are truly destreaming and teaching by feedback, eliminate grades in favour of checklists</b> The checklist helps both teacher and student know what still needs work, and the focus is on getting that check versus aiming for a mark. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (35 ▲) Ranked #1275 of 1409</p>	
<p><b>1 to 1 Chromebooks for students</b> Student must have the needed tools to succeed in after COvid era, having secure/filtered Chromebooks will help <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.1  (34 ▲) Ranked #1276 of 1409</p>	
<p><b>Students don't know why they are where they are. There is no connecting between the work they've done and their grade level. They feel like impostors</b> They can't write, can't express, and they know it. They're terrified of being found out so they don't participate. And somehow, they keep moving up. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (34 ▲) Ranked #1277 of 1409</p>	
<p><b>Filtering out all Social Media Platforms on the OCDSB WIFI</b> Even though student would switch to thier own Data in a lot of cases it would make them think twice depending on their data plans. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.1  (33 ▲) Ranked #1278 of 1409</p>	
<p><b>School Board Trustees should not impose health decisions / restrictions on staff and students</b> Staff, students, parents are the only ones who should make decisions on masking based on their individual circumstance / risk. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.1  (33 ▲) Ranked #1279 of 1409</p>	
<p><b>Safe and inclusive schools for all students means gender specific bathrooms as well as gender neutral.</b> Our cis gender students also need to be ensured they are safe and comfortable in gender-specific locations like bathrooms <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.1  (32 ▲) Ranked #1280 of 1409</p>	
<p><b>Create an Anti-bullying and racism committee</b> Non Canadian kids are being bullied all time and racism between students and staff isnt ending. My family and others are suffering!! <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.1  (31 ▲) Ranked #1281 of 1409</p>	
<p><b>Covid was a perfect ex. on not receiving information on how to handle ill students, questions from the community, dealing with the ever changing P.H.</b> The O.A. team was very frustrated and trying to invent the wheel on our own. The first few weeks of school, we have very little instruction. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.1  (29 ▲) Ranked #1282 of 1409</p>	
<p><b>Drop the participation awards</b> Just like we all learned through the generations, it's ok to loose &amp; you don't need a sticker or a award for doing so. You win &amp; loose in life. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.1  (24 ▲) Ranked #1283 of 1409</p>	
<p><b>Funding for French Immersion special education supports and interventions</b> French Immersion students receive very little support; it can often lead to a withdrawal from the program. This is an equity issue. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (23 ▲) Ranked #1284 of 1409</p>	
<p><b>Drama in acting out thing are always more fun to learn.</b> If I went on a trip, hiking or vacation in my geography/history class, I would learn more because I am participating. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.1  (19 ▲) Ranked #1285 of 1409</p>	
<p><b>End report cards</b> Report cards demoralize/discourage students (harmless, at best); mislead/confuse families; take teacher time/energy away from classroom. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (18 ▲) Ranked #1286 of 1409</p>	
<p><b>Mark inflation needs to be addressed.</b> A student who shows "limited" understanding of a subject should not be given a passing grade. Level 4 should be the provincial standard. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (18 ▲) Ranked #1287 of 1409</p>	
<p><b>Students need the encouragements of experimented adults to move towards a bright future. Encourage them to work for school success.</b> It is important to tell and show them that there is good life after the pandemic (every cloud has a silver lining). <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (12 ▲) Ranked #1288 of 1409</p>	
<p><b>more support for the immersion program</b> That the students feel that there are limits to respect and natural consequences that follow the actions taken. The structure, predictability and <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (11 ▲) Ranked #1289 of 1409</p>	
<p>translated by Google ↔</p>		
<p><b>As eLearning courses increase (Students are now able to take 1-8 eLearning courses) - a system is urgently needed to manage. A management system needed for scheduling.</b> What does supervision look like? Students require additional support. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (9 ▲) Ranked #1290 of 1409</p>	
<p><b>create short-term contracts for retired teachers to work in a support role at a specific school for consistency</b> retired teachers do not need training as they already have expertise; by remaining in the same school, support will be more effective <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (9 ▲) Ranked #1291 of 1409</p>	
<p><b>Students need more education about themselves and social emotional education to prepare them for life.</b> Many students may have potential that is never achieved because they lacked the social emotional skills to make friends and cope at school. <i>All Other Staff (central, administrative, professional, other support, etc.)</i></p>	<p>3.1  (8 ▲) Ranked #1292 of 1409</p>	
<p><b>Buy-in vs. weigh-in</b> Teachers won't have to worry about students buying in if the students have more opportunities to weigh in on what goes on in their classrooms. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (7 ▲) Ranked #1293 of 1409</p>	
<p><b>Neurobiology AND Psychology of Learning</b> The two are NOT mutually exclusive. The way a learner feels on a day, or about learning in general affects the way, and amount, they can learn. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (5 ▲) Ranked #1294 of 1409</p>	
<p><b>More staff, small class sizes, out of the box learning platforms</b> Connections <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (2 ▲) Ranked #1295 of 1409</p>	
<p><b>Reduce administrator workload</b> PVPs are instructional vice principals are bogged down with daily staffing, paperwork, reacting to and following up on behavioural issues. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.1  (2 ▲) Ranked #1296 of 1409</p>	
<p><b>Considering the situation of students who suffer from weakness in one of the educational subjects, and dedicating a special section for counseling and guidance and finding out the reasons</b> To help the student psychologically and support him to face difficulties, giving him a sense of belonging and guiding him to achieve the desired goal. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.0  (42 ▲) Ranked #1297 of 1409</p>	
<p>translated by Google ↔</p>		
<p><b>Creative outlet</b> Seeing how children can create things through their perspective with art is so important. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.0  (41 ▲) Ranked #1298 of 1409</p>	
<p><b>Free meals. More understanding and acceptance of neurodivergent students and to see themselves reflected in the staff that work with them everyday.</b> If we meet their basic needs there is room for cogntive processes. Less dysregulated students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.0  (41 ▲) Ranked #1299 of 1409</p>	
<p><b>There is not enough inclusion of families and parents in schooling.</b> Family involvement is documented to be one of the main factors for educational success. However, parents and families are rarely 'involved' in learning. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i></p>	<p>3.0  (41 ▲) Ranked #1300 of 1409</p>	



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board			Search	Search
<b>What are three things you think would make a difference to support student learning and well-being?</b>				
< 27 of 29 >				
<b>invest time, energy and training in restorative practices for staff at all schools</b> methods like restorative practices cannot come from the principal or VP alone - this program is foundational for relationships at schools <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (41 ▲) Ranked #1301 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Assessing students on continuums instead of assigning letter grades.</b> Clear to future teachers where each student is at. Repeated C- or D grades in elementary can test down student confidence and undermines progress. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (40 ▲) Ranked #1302 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Have screening services and programs for the immersion program</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (40 ▲) Ranked #1303 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
translated by Google ↔				
<b>Bringing more BIPOC teachers into the school settings and to represent diverse population.</b> Also, books that celebrates different holidays. Inclusion is the key to success. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (40 ▲) Ranked #1304 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Extended French instruction (explicit teaching) in kindergarten rather than 50/50.</b> It is challenging to staff older grades with qualified French teachers. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (40 ▲) Ranked #1305 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Grading System</b> We should revert back to a percentage grading system which is a better reflection of child understanding instead of the letter system which says littl <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (40 ▲) Ranked #1306 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>I think we need to focus on climate change and have a board-wide plan what and how to teach it.</b> Climate change is an equity problem. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (40 ▲) Ranked #1307 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Students see themselves represented by staff that look, act, and behave like them</b> Visible minorities don't feel they are understood and heard when NO staff member look like them <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (40 ▲) Ranked #1308 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>focus on relationships and authenticity</b> belongingness, inclusivity, acceptance, collective efficacy <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (40 ▲) Ranked #1309 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Counsellors - who looks at their work during the school year?</b> Whether I ask for drama involving fair trade or black history - the answer is I don't know any drama resources that deal with these issues. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (39 ▲) Ranked #1310 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>French immersion isn't working</b> Too little French is spoken and too few resources are available so kids rarely speak French and are so far behind on it <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (39 ▲) Ranked #1311 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>More visibility of the 2SLGBTQ+ community</b> At my school we currently have zero visibility and studies show students feel safer and more seen when there is a more visibility/a GSA <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (38 ▲) Ranked #1312 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Recognizing multiple intelligence</b> Executive Function comes from one part of the brain. We often neglect the rest. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (38 ▲) Ranked #1313 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Thoughtfully examine bad faith approaches to enforcing standards of equity</b> Equity is something imperative to examine in institutions, but often well-meaning educators and students will misread the intent and assume the worst <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (38 ▲) Ranked #1314 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Increase parent voice?</b> I am curious as to how you plan to do this, when we are facing such a system-wide disengagement from parents in the learning of their children. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (37 ▲) Ranked #1315 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Eliminate DPA</b> It strangles the timetable and offers no real value. The minutes would be better spent elsewhere, or give them to the phys ed program. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (36 ▲) Ranked #1316 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Relationships before Rigor with educators allowed and encouraged to have the freedom to make this happen</b> Connections with our students makes everything better. For the students, for educators, for families. Students work harder when they feel seen. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (36 ▲) Ranked #1317 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Educational trips for students.</b> Solve bullying problems with a school specialist. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (35 ▲) Ranked #1318 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Learning about own culture, and give examples of life how own culture drive through into better good values.</b> Because belonging means alot for humans, and the first environment the person knows he belongs to is his parents house, hence, his original culture. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (31 ▲) Ranked #1319 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Offering flexible seating in classrooms.</b> It is best practice to have varied options for student seating in class. Our school only has tables, which affects students' learning and behaviour. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (31 ▲) Ranked #1320 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Trying to place a chromebook in every students hands from Grade 7-12</b> Many students do not have there own devices and creating an equality among students would be beneficial <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.0	★★★★☆ (31 ▲) Ranked #1321 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Have books and equal curriculum. Don't teach sexuality in school especially for young kids from grade 4-8. After on grade 10-12 is fine.</b> <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.0	★★★★☆ (30 ▲) Ranked #1322 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>less government input/control on how teachers do their job</b> Teacher are there to teach, not regurgitate the government's agenda. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.0	★★★★☆ (22 ▲) Ranked #1323 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Learning Catering to the needs of students, access to prayer space</b> world is becoming more and more competitive and thus we need to better prepare our students, also students need to practice their faith. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (19 ▲) Ranked #1324 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Address the ongoing systemic racism which exists in our schools.</b> Much more people in the system suffer from this form of discrimination than from discrimination relating to gender and orientation. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	3.0	★★★★☆ (17 ▲) Ranked #1325 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Students in English &amp; French programs should have equal access to supports &amp; resources (i.e., LRT/EA's who speak French)</b> Parents would be more willing to keep students in the EFI/MFI programs. Reducing the high needs/behaviours in English programs. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (15 ▲) Ranked #1326 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>support for EFI students in FRENCH</b> more and more students are in EFI but support jobs are English jobs. Students should be treated the same as the needs in the english stream <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (8 ▲) Ranked #1327 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>No one brags about test scores in job interviews</b> Tests/exams are NOT the only way to gather data about student learning, and they aren't even the most accurate and certainly not the most equitable. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (4 ▲) Ranked #1328 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>racialized staff</b> Student voice <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	3.0	★★★★☆ (4 ▲) Ranked #1329 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Making sure learners understand questions asked of them. Making sure they can relate to the questions</b> Being able to respond to questions asked if key to success in life. To get a job, to keep a job to earn money to feed ones family <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	2.9	★★★★☆ (41 ▲) Ranked #1330 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Having educators who shares the same background</b> Makes the kids feel safe in a trusted environment <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	2.9	★★★★☆ (40 ▲) Ranked #1331 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>New Teachers [    need to go through an orientation.    ] just like I experiences at the Algonquin college when I was hired as a teacher.</b> Because that will result of a sold grounds for the teachers to start strong, confident and reflect positive energy on students. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	2.9	★★★★☆ (40 ▲) Ranked #1332 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>There are no rewards for teachers who innovate or excel at their positions.</b> Innovation in this board is stifled by the fact that teachers are not rewarded or recognized for innovative program development. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	2.9	★★★★☆ (40 ▲) Ranked #1333 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Allocate time for prayer for Muslim students</b> It is very important because Muslim students miss the noon prayer when they return home and feel sad about that <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	2.9	★★★★☆ (38 ▲) Ranked #1334 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Time to get rid of Core French at Intermediate level!</b> Complete waste of taxpayer dollars. Let students at Intermediate choose their arts options and include French. Then kids who want to learn can! <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	2.9	★★★★☆ (37 ▲) Ranked #1335 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Keep parents up to date and informed of what being taught in class. Give homework and send classwork to home/ Enrich February as the (Islamic Month)</b> Help children progress academically, So disappointing when I receive nothin till the end of year/ In Feb. schools do not provide anything reg. Islam. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	2.9	★★★★☆ (33 ▲) Ranked #1336 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Students must be taught WHY the harm they perpetuated is harmful (e.g. transphobia), and education should be delivered in placement of suspension.</b> Anti-racist & anti-oppressive education must be embedded within the K-12 curriculum. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	2.9	★★★★☆ (33 ▲) Ranked #1337 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Diversity between staff</b> You should hire staff from more diverse populations before calling yourselves a diverse employees who accept everyone. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	2.9	★★★★☆ (31 ▲) Ranked #1338 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>There isn't enough talk about indigenous people and communities. It's time they become the "we" rather than the "them"</b> This one is self explanatory, I think! <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	2.9	★★★★☆ (30 ▲) Ranked #1339 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Emotional/ Mental well being learning block on a daily basis to elementary students (first block of 20 minutes everyday with their homeroom teacher.</b> To support students learning and offer mental and emotional support that will enable students to succeed in their academic learning. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	2.9	★★★★☆ (25 ▲) Ranked #1340 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Focus on education rather than indoctrination.</b> Teaching morals is not a school's responsibility; that is the right and responsibility of a parent. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	2.9	★★★★☆ (20 ▲) Ranked #1341 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>1. Discouraging the sale of junk foods in schools; wasting food , paper and stationery and inculcating the habit of pleasantly greeting everyone</b> It is important for good health, dental hygiene , promoting financial equality , cleaner environment and community building <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	2.9	★★★★☆ (18 ▲) Ranked #1342 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Do not plant new ideas in the minds of children</b> Increasing focus on establishing children, establishing a strong foundation for the lower grades <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	2.9	★★★★☆ (18 ▲) Ranked #1343 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
translated by Google ↔				
<b>Student should be thought about (everything and all who are in the environment) and how it functions. i.e, we all lean/learn from each other daily.</b> It's important because we need everyone on board for functionality. <i>All Other Staff (central, administrative, professional, other support, etc.)</i>	2.9	★★★★☆ (16 ▲) Ranked #1344 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>I am tired of the boards strategy that disincentivizes achievement accomplished through work ethic/merit and push kids through because of labels STOP PUSHING FLAVOUR OF THE WEEK LIBERAL POLITICAL AGENDAS</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	2.9	★★★★☆ (8 ▲) Ranked #1345 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>More people of colour in leadership and admin roles! Our teachers of colour are not being supported, students don't see themselves in us and when ... Try to talk about diversity it falls on def ears when people get offended by having to discuss diversity and inclusion</b> <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	2.8	★★★★☆ (41 ▲) Ranked #1346 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Give the students the opportunity to work more with groups outside school hours like preparing for some projects related to their surroundings.</b> Because confronting different and new situations will enable them to resolve the issue. Also will highlight their leadership skills from early ages. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	2.8	★★★★☆ (40 ▲) Ranked #1347 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Give them like paper-based assignments at home.</b> The more senses used the better learning gained. And to keep the students away from digital devices as long as possible <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	2.8	★★★★☆ (40 ▲) Ranked #1348 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Hygiene is not great in high schools. Well-being starts with hygiene. Bed head, body odour etc. Show students what world of work looks like.</b> Maybe make videos of what students with bed head look like walking in a room, poor hygiene like body odour etc. If they see what it looks like. <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	2.8	★★★★☆ (40 ▲) Ranked #1349 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	
<b>Mindfulness</b> Student will be less stress and be able to cope up better <i>Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</i>	2.8	★★★★☆ (40 ▲) Ranked #1350 of 1409	5 ★ 4 ★ 3 ★ 2 ★ 1 ★	



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board			Search
What are three things you think would make a difference to support student learning and well-being?			
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<p><b>On multiple occasions I have witnessed staff and administrators' showing unconscious biases toward students and staff of racialized communities. Rules are strictly followed for racialized individuals and multiple benefits of doubts are given to a person who has the same skin color as you.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.8	★★★★☆ (40 ▲)	Ranked #1351 of 1409
<p><b>Start school much later in the day, 10 am to 3 pm maybe. We have teenagers sleeping in the halls every morning. We know this is bad for brain development. Take action.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.8	★★★★☆ (40 ▲)	Ranked #1352 of 1409
<p><b>Speaking with students respectfully in a respectful volume and tone. Unfortunately verbal abuse is still a thing.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.8	★★★★☆ (39 ▲)	Ranked #1353 of 1409
<p><b>Students should stay in one class and not alternate between english and french rooms Children do not have a sense of belonging when they don't have a place to belong (i.e their own cubby, classroom etc)</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.8	★★★★☆ (38 ▲)	Ranked #1354 of 1409
<p><b>Giving students more homework and following up on their solution at school - more school trips to museums and libraries - encouraging reading with competitions and challenges</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.8	★★★★☆ (38 ▲)	Ranked #1355 of 1409
translated by Google			
<p><b>Get rid of Alternative Schools. They are not what they are advertised to be. Struggling and difficult students are placed here creating centers of high dysfunction.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.8	★★★★☆ (37 ▲)	Ranked #1356 of 1409
<p><b>Appreciate children's feelings in matters of quarrels among themselves and equally between the two parties So they visit him with some kind of sympathy</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.8	★★★★☆ (37 ▲)	Ranked #1357 of 1409
translated by Google			
<p><b>Correct education, morals, homework and increase it Education without morals equals zero Homework is important for parents to help their children and create a spirit of friendship between them</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.8	★★★★☆ (36 ▲)	Ranked #1358 of 1409
translated by Google			
<p><b>More Muslim and hijabi teachers To represent student body Immigrants, refugees, be inclusive as even 2nd generation Arab-Muslim women feel belittled/dismissed (well educated)</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.8	★★★★☆ (35 ▲)	Ranked #1359 of 1409
<p><b>Uniform lesson plans based on the same long range plans for all elementary teachers and for French Immersion classes. Because teachers are not left to interpret and find resources everywhere to cover the expectations of the Ontario Curriculum</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.8	★★★★☆ (35 ▲)	Ranked #1360 of 1409
<p><b>stability in the family home students come to school regulated and ready to learn</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.8	★★★★☆ (35 ▲)	Ranked #1361 of 1409
<p><b>There should be a clear curriculum that students refer to to study and review their information, and not just papers with little content and easy to lose. Because after experimenting with my children, I found that their scientific and cognitive progress is weak and not strong.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.8	★★★★☆ (33 ▲)	Ranked #1362 of 1409
translated by Google			
<p><b>Wall paint colour selection. There are lots of studies that prove that paint colour in your environment can impact your mood and thought. It's a subtle and small change but I feel it would provide a better learning environment for students of all ages.</b> All Other Staff (central, administrative, professional, other support, etc.)</p>	2.8	★★★★☆ (32 ▲)	Ranked #1363 of 1409
<p><b>Our model of support is exclusionary, based on congregated classes for students who have learning, behaviour, or developmental needs. We should be building an inclusive education model that does not send children away if they have special needs. It leaves less support in schools.</b> All Other Staff (central, administrative, professional, other support, etc.)</p>	2.8	★★★★☆ (30 ▲)	Ranked #1364 of 1409
<p><b>Equality, non-discrimination and non-discrimination, and care must be taken that the teacher be a specialist for subject A</b> All Other Staff (central, administrative, professional, other support, etc.)</p>	2.8	★★★★☆ (15 ▲)	Ranked #1365 of 1409
translated by Google			
<p><b>Who are we to say what "the real world" is? Teachers should recognize that we are only preparing our students for "the real world" as "we" know it...we need to consider "their" world as "real"</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.8	★★★★☆ (8 ▲)	Ranked #1366 of 1409
<p><b>a central monthly supply plan data base following the long term plans that changes as a one off lesson still following curriculum Teachers when away if unprepared colleagues and OTs are scrambling to put something together. Very stressful</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.8	★★★★☆ (7 ▲)	Ranked #1367 of 1409
<p><b>Children input of things they see or read in books. Help us understand what certain topics impacts them and how they view it</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.7	★★★★☆ (40 ▲)	Ranked #1368 of 1409
<p><b>Woke ideology is ruining our board. Parents are opting for other schools. Parents should not be worried about what their child might learn in a classroom</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.7	★★★★☆ (40 ▲)	Ranked #1369 of 1409
<p><b>There shall be special committees to protect immigrant children from racism, and Arabic and other languages shall be added as a basic subject in education. Because of what our children are currently facing in schools</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.7	★★★★☆ (40 ▲)	Ranked #1370 of 1409
translated by Google			
<p><b>If innovation is a key foundational block for learning, then we need to turn our attention to Artificial Intelligence (AI). We need to support our students in a quickly changing climate of AI. Getting them ready for new careers targeted at integration.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.7	★★★★☆ (38 ▲)	Ranked #1371 of 1409
<p><b>Prioritize personalized learning: The Ottawa school board could work to personalize learning for each student</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.7	★★★★☆ (38 ▲)	Ranked #1372 of 1409
<p><b>To stop promoting the wokism movement We distort the essence of words.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.7	★★★★☆ (37 ▲)	Ranked #1373 of 1409
translated by Google			
<p><b>Teaching children to respect parents Children need to learn respect</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.7	★★★★☆ (34 ▲)	Ranked #1374 of 1409
translated by Google			
<p><b>Student Choice to opt out of final exams and do independent study units in their place. Many students experience test anxiety and this gives them the option to choose another way to have their level of learning evaluated without stress.</b> All Other Staff (central, administrative, professional, other support, etc.)</p>	2.7	★★★★☆ (33 ▲)	Ranked #1375 of 1409
<p><b>There needs to be a distinct code on ATE for incimate weather days. It should not be categorized as a "personal day".</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.7	★★★★☆ (31 ▲)	Ranked #1376 of 1409
<p><b>Add diversity and ethnic studies We need to see our schools actually caring about different populations by adding studies about them. Especially Islamic and arabic studies</b> All Other Staff (central, administrative, professional, other support, etc.)</p>	2.7	★★★★☆ (30 ▲)	Ranked #1377 of 1409
<p><b>Maintaining morals and being careful to stay away from drugs and alcohol Protecting future youth and building a conscious society</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.7	★★★★☆ (30 ▲)	Ranked #1378 of 1409
translated by Google			
<p><b>Teach students how to teach, let them generate their own curriculum based on their interests and have them teach what they learned to the class. This would stimulate independence in education. The current generation has the entirety of human knowledge at their fingertips, let them embrace it.</b> All Other Staff (central, administrative, professional, other support, etc.)</p>	2.7	★★★★☆ (21 ▲)	Ranked #1379 of 1409
<p><b>EA support during EDP programs. Less people on the Kindergarten teams. RECEs represented as coaches.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.7	★★★★☆ (7 ▲)	Ranked #1380 of 1409
<p><b>Get Rid of EFI and Keep MFI There is no data to support EFI. The DELF outcomes are the same for EFI and MFI. Destream grades 1-3. This is a equity issue.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.7	★★★★☆ (1 ▲)	Ranked #1381 of 1409
<p><b>Health curriculum has become too contentious and overreaching. Curriculum covers way too many personal and private issues. Much of it is not age appropriate, and many staff and parents find it overstepping, leaving students and teachers in vulnerable situations.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.6	★★★★☆ (42 ▲)	Ranked #1382 of 1409
<p><b>Learning French. It is a language of instruction at the OCDSB.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.6	★★★★☆ (40 ▲)	Ranked #1383 of 1409
translated by Google			
<p><b>More anti racism training for staff Harsher penalties for staff misconduct</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.6	★★★★☆ (39 ▲)	Ranked #1384 of 1409
<p><b>The educational curriculum needs more strength because the student is surprised at an old age by a huge amount of information that he did not study when he was young We don't know what the student is studying for not having homework</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.6	★★★★☆ (39 ▲)	Ranked #1385 of 1409
translated by Google			
<p><b>More project-based learning (similar to Genius hour model) Students are becoming more and more self-directed in their learning and enjoy "going down a rabbit hole" to investigate something in detail</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.6	★★★★☆ (38 ▲)	Ranked #1386 of 1409
<p><b>We rarely get insight into lives of learners &amp; things that engage them within/outside ocdsb. Do they study another language on Saturdays? Other events? We talk about inclusiveness but have witnessed teachers not wanting to share space with other programs important to learners - wrong message</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.6	★★★★☆ (36 ▲)	Ranked #1387 of 1409
<p><b>Putting a box for each class in which the student explains what bothered him today so that feelings of sadness and distress do not accumulate, which affects his behavior at school and at home.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.6	★★★★☆ (36 ▲)	Ranked #1388 of 1409
translated by Google			
<p><b>Shorter days, equal distribution of break time in a year, fewer hours of instruction. Strike a balance between student life and civilian life. We need to participate in society to understand it; to apply what we learn in work and volunteerism. Free time means time to think, and act and be.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.6	★★★★☆ (35 ▲)	Ranked #1389 of 1409
<p><b>Respecting our religious ideas and beliefs and preserving our privacy, especially Muslim and veiled students, in using toilets and achieving psychological reassurance Our children have become hidden in schools from psychological persecution because of religion, the veil. Customs must respect our values, customs, holidays, and religious occasions, like any other.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.6	★★★★☆ (35 ▲)	Ranked #1390 of 1409
translated by Google			
<p><b>Grading students based on their improvement over the semester, and quality of delivery, and not so much based on curriculum. Too many students get in a negative cycle of handing in low quality work because the level is too high (or too low) for them.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.6	★★★★☆ (28 ▲)	Ranked #1391 of 1409
<p><b>Allocate school buses for highschool students Not force LGBTQ pride month ,and gender identity on all youngsters under 12, may be it will cause confusion in that young age.</b> All Other Staff (central, administrative, professional, other support, etc.)</p>	2.6	★★★★☆ (15 ▲)	Ranked #1392 of 1409
<p><b>Lose the corporate/nationalistic school identities (ie: crests, mascots). It's not the 1800's anymore, the focus should be on individualism. Inhibiting the growth of an individual identity harms students, divides them based on who is a "good" rep of corporate identity and who isn't.</b> All Other Staff (central, administrative, professional, other support, etc.)</p>	2.6	★★★★☆ (15 ▲)	Ranked #1393 of 1409
<p><b>Commit to a permanent virtual school with permanently assigned teaching staff. Students currently spend months of every year worried about whether their school and teachers will disappear next year. This anxiety is avoidable.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.5	★★★★☆ (40 ▲)	Ranked #1394 of 1409
<p><b>Teach Math in both English and French If we are truly creating bilingual students, they need math in both languages. Math achievement hasn't improved since it all shifted to english.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.5	★★★★☆ (40 ▲)	Ranked #1395 of 1409
<p><b>Allocate a full school day to express the views and requirements of the children in the school...</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.5	★★★★☆ (35 ▲)	Ranked #1396 of 1409
translated by Google			
<p><b>Always have LGBTQS2 groups and support systems in place. This is important to promote inclusivity.</b> All Other Staff (central, administrative, professional, other support, etc.)</p>	2.5	★★★★☆ (30 ▲)	Ranked #1397 of 1409
<p><b>I believe virtual schools are very important and a key to success for many children. They are able to focus better in a quiet environment and they are not emotionally distracted by peers.</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.3	★★★★☆ (40 ▲)	Ranked #1398 of 1409
<p><b>Offer Arabic courses in all middle and schools in all, schools Let's not erase kids identities let's celebrate their heritage and diversity through language to open up a sea of knowledge exchange globally</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.3	★★★★☆ (38 ▲)	Ranked #1399 of 1409
<p><b>Recognize that Palestine is a country of rich history and that celebrating it is not a crime and has nothing to do with the Jewish- Nakba day is major avoid character assassination and be fair . Palestinians are the indigenous people of the land and they are of 3 faiths Jewish- Christian Muslim</b> Educators (Teachers, Principals/Vice Principals, EAs and ECEs)</p>	2.3	★★★★☆ (36 ▲)	Ranked #1400 of 1409



# TOP THOUGHTS - STAFF THOUGHTS

## RESULTS

Ottawa-Carleton District School Board

What are three things you think would make a difference to support student learning and well-being?

< 29 of 29

**Add the Arabic language** Because it is our primary language *Educators (Teachers, Principals/Vice Principals, EAs and ECEs)*

2.2 ★★☆☆☆ (38) Ranked #1401 of 1409



translated by Google ↔

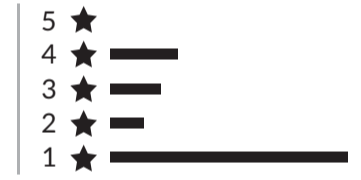
**Spiritual learning (meditation)** Organize thoughts *Educators (Teachers, Principals/Vice Principals, EAs and ECEs)*

2.1 ★★☆☆☆ (38) Ranked #1402 of 1409



**need time to consider thinking** *Educators (Teachers, Principals/Vice Principals, EAs and ECEs)*

2.1 ★★☆☆☆ (23) Ranked #1403 of 1409



**Postpone sexual education until high school** *All Other Staff (central, administrative, professional, other support, etc.)*

2.1 ★★☆☆☆ (14) Ranked #1404 of 1409



**I would like to see virtual schooling** There is lots of bullying and harassment inside school buildings *Educators (Teachers, Principals/Vice Principals, EAs and ECEs)*

2.0 ★★☆☆☆ (41) Ranked #1405 of 1409



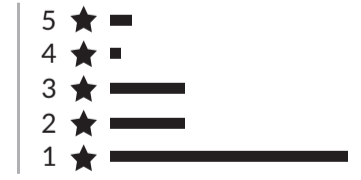
**Identify some school buildings as mask-required and others as mask-optional. Allow cross-boundary transfers for this purpose.** There are many students and families currently dealing with inequitable access to schools due to ongoing health risks. *Educators (Teachers, Principals/Vice Principals, EAs and ECEs)*

2.0 ★★☆☆☆ (41) Ranked #1406 of 1409



**It was suggested that the Arabic language be added as a basic subject for education** *Educators (Teachers, Principals/Vice Principals, EAs and ECEs)*

2.0 ★★☆☆☆ (39) Ranked #1407 of 1409



**Uniform for students is very important. It eliminates the differences among students and supports the families who cannot afford buying daily outfits** *All Other Staff (central, administrative, professional, other support, etc.)*

1.9 ★★☆☆☆ (10) Ranked #1408 of 1409



**Keep track of which staff have engaged in which PD and share with their supervisors** We don't know what educators have attended, only what the district has offered. This information could help us move forward together. *Educators (Teachers, Principals/Vice Principals, EAs and ECEs)*

0.0 ☆☆☆☆☆ (0) Ranked #1409 of 1409

