

Q3 CLASSROOM SUPPORTS

Ottawa-Carleton District School Board
Building Brighter Futures Together @OCDSB

Q3 What are some important priorities for the OCDSB to focus on for the next four years?

Having necessary supports for our students

Resources (physical and personal) are seriously lacking in our schools. In order for our students to succeed, they need the tools required to do so.

Elementary Staff

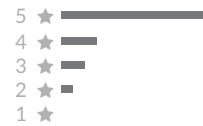
4.2 ★★★★★ (16 👤)



Using resources to provide supports for students who are at risk. If these student's needs are not met, they hinder the education for all, and may continue to draw on social resources as they become adults.

Elementary Staff

4.1 ★★★★★ (18 👤)



More support for classrooms; behaviour support, special education support and teacher well-being Every year the needs within every school increases and each year less funding is allocated for the classrooms.

Elementary Staff

4.1 ★★★★★ (16 👤)



More support in the class for students.

Community Members

3.9 ★★★★★ (22 👤)



Ease of transitions between schools/grades. (Including capping class room sizes) It shouldn't be a shock for a student to go up a grade. The increase in workload should be gradual, and assistance from educator should be consistent.

Elementary Parents and Guardians - 1

3.9 ★★★★★ (21)



Increase funding for support within the classroom We need Child and Youth Workers in the classrooms to focus on helping kids manage mental health and behaviours. Kids need to learn how to cope!

Elementary Staff

3.9 ★★★★★ (19)



By giving students better accommodations. It's important that we get the best learning we can in whatever way works best for us. We have limited options.

Students Grades 9 to 12

3.8 ★★★★★ (24)



Support Mechanisms Effectively support the teachers on the ground through useful training and, when needed, back up against parents.

Secondary Staff

3.8 ★★★★★ (22)



Regarding interventions, fairness doesn't mean 'same' across exceptionalities. All kids need fair and timely access to effective interventions. Current handling of some exceptionalities and application of interventions is not working and has hurt the well-being of children.

Elementary Parents and Guardians - 3

3.8 ★★★★★ (19)



OCDSB should emphasize the importance of being and doing your best at all times. If the student does not meet the requirements, there should be a possibility for failure. The student must be taught to cope and show some resilience.

Secondary Staff

3.8 ★★★★★ (18)



Continue to provide students with the support they need (IEP), and continue to teach students to not rely SOLELY on such assistance. Many students require additional assistant to work well, but too much assistance may lead to issues.

Students Grades 9 to 12

3.8 ★★★★★ (14)



Clear links need to be established between high school education and future study pathways, options and requirements Students need more tangible understanding of where their educations can take them. Need more focus on new and not just traditional careers.

Secondary Parents and Guardians - 2

3.8 ★★★★★ (12)



Focus more on supporting students, and less on grades. I've had too many bad experiences and not enough effort to fix them. How can I get good grades and attend regularly when I have zero support at school

Students Grades 9 to 12

3.7 ★★★★★ (25)



Improve collaboration with the community and community agencies! The OCDSB cannot possibly support all youth in need - Accept external support! There are many youth in need of support and other external agencies have better expertise that could be leveraged to best support our students!

Community Members

3.7 ★★★★★ (23)



Hiring the best people possible to support our students. Our students deserve the best!

Secondary Staff

3.7 ★★★★★ (19)



More classroom support for student needs
Better education for all

Elementary Parents and Guardians - 2

3.7 ★★★★★ (19)



Challenging children intellectually rather than giving them more work at the same level. So they can explore their full potential.

Elementary Parents and Guardians - 3

3.7 ★★★★★ (17)



On the topic of STEM (Science, Technology, Engineering and Math), support the few teachers involved with help from mentors from the industry. A few schools are involved in software development robotics program: FIRST, VEX, IEEE ORC, Technovation. School board should support more!

Elementary Parents and Guardians - 3

3.7 ★★★★★ (17)



Figure out how to keep the bright students engaged without leaving those students who are struggling behind.

Secondary Parents and Guardians - 1

3.7 ★★★★★ (16)



A teacher should never walk into a classroom with known issues and be unaware that any issues exist. Be transparent, set teachers up for success. Teachers should be made to sign a disclosure form. They should know what they are getting into prior to walking into a class if everyone else knows.

Elementary Staff

3.7 ★★★★★ (13)



Learning support resources Schools are under staffed in this area and don't have brought time or tools to support the fringe if needs in schools

Elementary Parents and Guardians - 4

3.6 ★★★★★ (28)



Building resiliency in students. Students need to learn how to manage their stress and to cope with adversity.

Community Members

3.6 ★★★★★ (27)



Provide more supports in class for struggling students Not enough EAs to meet needs

Elementary Parents and Guardians - 1

3.6 ★★★★★ (23)



More teacher support.

Elementary Parents and Guardians - 4

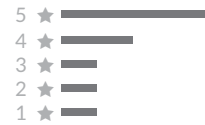
3.6 ★★★★★ (20 👤)



Improving student resiliency Allow kids to have to meet deadlines & expectations, learn to cope with stress rather than just avoid it, cope with failure and learn from it

Secondary Staff

3.6 ★★★★★ (18 👤)



Increase support for struggling students. Both behaviour and academic.

Elementary Parents and Guardians - 2

3.6 ★★★★★ (18 👤)



Preparing kids for the real world. Learn the importance of deadlines, learning from mistakes and communicating in person.

Secondary Staff

3.6 ★★★★★ (17 👤)



Rethinking on the current practice of ELLs and ELDs Special attention must be given to the ELLs and not merge them in a classroom with others students. The teacher cannot give special attention needed.

Elementary Staff

3.6 ★★★★★ (17 👤)



Systems for struggling students where they are seen and heard, when they need to be seen and heard. Today we have a chance.

Tomorrow is harder and often too late.

Elementary Staff

3.6 ★★★★★ (16 👤)



Student Voice Listen to what students are saying about their experiences at OCDSB and be responsive to their suggestions.

District Office and Centrally Assigned Staff

3.6 ★★★★★ (15 👤)



Tap into the expertise available at nearby universities and colleges (e.g. teacher ed, field experts, grad students who may want some pro bono). Post-secondary is still a huge mystery for kids, despite excellent efforts at the board and post-secondary level.

Secondary Parents and Guardians - 1

3.6  (15 )



inclusion of Spec.Ed students We've come a long way but there is still so much to be done - opening more spaces, training staff, hiring more staff, giving support to those staff

District Office and Centrally Assigned Staff

3.6  (14 )



Achievement and well-being Our core mandate

District Office and Centrally Assigned Staff

3.6  (14 )



be more supportive for exchange students some teachers doesnt even know that there are exchange students in their class. Please raise awareness

Students Grades 9 to 12

3.6  (14 )



Continue to emphasize tolerance and acceptance. More than ever, we need to create a world of civility and compassion.

Community Members

3.6  (11 )



Make sure that the new director has an opportunity to visit the Alternate sites to see what is being done for the at-risk students in the board.

Secondary Staff

3.6  (8 )

