

Appendix C: 2023-24 Strategic Budget Driver Survey Feedback

Prior year Strategic Budget Drivers	2023 Survey Score Ranking (1-Most important to 10- Least important)
Staff Allocation to Support All Students	1
Mental Health & Wellbeing	2
Student Success	3
Equitable Access to Learning Opportunities to Serve Our Students, including Indigenous Education	4
Human Rights	5
Modernization & Accessibility	6
Early Years	7
Professional Development	8
Pandemic Recovery	9
Parent Engagement & Student Voice	10

	Committee / Member of the Public	For areas selected as "most important", explain why they are considered high priority for the 2023-24 school year. <i>*Responses are presented as submitted without edits*</i>	Other high priority budget drivers not listed and why they should be considered as part of the 2023-24 budget process. <i>*Responses are presented as submitted without edits*</i>
1	SEAC	All students are behind ! More supports, training, specialized training is needed to close these gaps.	Science of Reading because of the Right to Read report! Resources, new literacy assessments, training to staff, and roll out of programs that are science based are needed!
2	SEAC	Staff shortfalls with special needs students are significant; significant backlog in accessibility, as well as staff training on special needs	Specific training for EAs/SNAs/Teachers re: Autism, which is the fastest growing exceptionality in the TDSB and already the largest (apart from gifted)
3	Member of the Public		Special Education teachers! EAs
4	Member of the Public	The pandemic has created huge gaps and we need to fill them. Early years focus is the best way to help bridge the gap	The arts. The arts are a way for students to express their feelings, their thoughts and is very much connected to mental health and wellness. The arts must be a part of our recovery from COVID
5	Member of the Public	Students need support in the classroom, in the school and in the community.	Smaller class sizes, support staff to help integrate special ed students, classroom budgets to help support student needs in the classroom.
6	Member of the Public	Staff allocation is extremely important because students are struggling with mental health issues. Teachers are also suffering with the enormous workload that's being downloaded onto them. We cannot be everything to all the students and still keep our sanity.	Inflation - our salary has to reflect the inflation rate.
7	Member of the Public	Increasing workloads and health and safety concerns are the most critical issues that are having an enormous impact on mental health.	Violence in schools! In my opinion a direct correlation to the lack of support for our most at risk students.
8	Member of the Public	Having staff available and a smaller staff/student ratio will allow for the connections and supports yo deal with many of these issues.	In a related way, capped class sizes in grades 4-8 instead of a board-wide average is more equitable as far as access to resources and allows for the development of relationships between students and adults that can promote academic and socio-emotional learning as well as the connections that can support positive mental health growth.
9	Member of the Public	More supports are needed for our primary learners. They are missing out on essential skills such as reading since there is no ESL, Spec. Ed, EA or Reading Recovery support for them anymore and student needs (behaviour, language barriers, family life and academic issues) are greater than I have ever seen.	
10	Member of the Public	The number of Special Needs students is increasing (ASD, LD, ADHD, behaviour), yet the special education programming is decreasing. Students are being integrated into the regular classroom with no specialized programming offered and no extra support. We have more and more needs and less and less help each year. Homeroom teachers are burdened with ILP's, IEP's, and Referrals, just to put students on waitlists for years. This is not acceptable. This is not sustainable. We need Spec. Ed. Help now. Bring back specialized programs.	Special Education Programs
11	Member of the Public	Students with special needs need more support in the class in order for all students to be able to learn and for the mental health of teachers.	
12	Member of the Public	We need more teacher student ratio to be able to attend all the needs of our vulnerable students.	ESL/ELD programs. We have an influx of newcomers and little support for them
13	Member of the Public	We need to learn how to treat each respectfully SK that administrators do not bully and gaslight their teachers. More needs to be done at the Board to create a "progressive discipline policy" for principals to follow so they don't use their personal hate for a Steward and remove them from their school by making up evidence, and having her friend file vexatious complaints against teachers in order to intimidate them.	Text books and resources to teach all of the new curriculum or provide reimbursement for purchases made just to do our job.

	Committee / Member of the Public	For areas selected as "most important", explain why they are considered high priority for the 2023-24 school year. <i>*Responses are presented as submitted without edits*</i>	Other high priority budget drivers not listed and why they should be considered as part of the 2023-24 budget process. <i>*Responses are presented as submitted without edits*</i>
14	Member of the Public	<p>Special education programs are severely understaffed. All students deserve the supports they require to be successful. SNA's should not be divided amongst several high-needs individuals. A school cannot be serviced by a single Special Education teacher who needs to travel from class to class. The Spec. Ed. teacher needs to be able to spend significant time with the students they are supporting. Large class sizes make it even more likely that students with special needs will not be sufficiently supported.</p> <p>Without good mental health, teaching and learning will be limited. Both students and staff need to feel supported and have strategies for dealing with mental health challenges that are provided within the school day.</p>	The arts need to be respected as a vital part of child development. Without specialist teachers, all 4 strands of the arts are too often put on the back-burner when core teachers are under pressure to improve scores in language and math, or lack the skills or confidence to provide a strong arts experience. Dedicated arts teachers should be at every school, not just the specialized ones.
15	Member of the Public	<i>(No comments provided - only submitted ranking)</i>	
16	Member of the Public	Research shows staff support and early years support are crucial to students health, wellbeing, and success. Equity needs to drive that. Supported staff who have opportunities to learn together makes these priorities happen. Engagement of kids and family who feel their collective voices are honoured is what school as a public institution is about. We are the most multicultural, diverse, largest board and need to strategically prioritize our goals vs. being spread too thin.	I would add literacy and inquiry as keys that propel student success. Access to information and specialists to help students cypher it (technology, librarians) is key to that.
17	Member of the Public	You do not have enough hired permanent staff and need to hire more.	Hire many more EAs and SNAs.
18	Member of the Public	Without improved staffing, smaller classes, and a focus on supporting students, the other goals can't really happen. Increased classroom staffing is the most important thing the board can do.	Covid mitigation/clean air improvements are essential to ever returning schools to "normal". Yes, most classrooms have hepa filters, but we should be providing better ventilation, and high quality (N95) masks for at least another year. It is difficult to have a successful classroom experience with so many sick children.
19	ICCAC	If we want to generate realistic shifts the priorities need to change. There also has to be a focus on PD in conjunction with the other high priorities.	Community Engagement
20	Member of the Public	Schools are not staffed adequately to provide the right supports to students.	
21	Member of the Public	My first priority is safety and reasonable consequences for violent and blatantly disrespectful behaviour, which seems to be handled by rewarding the students who engage in such behaviours with visits to the office to play on iPads or eat with admin. These students, despite cursing, spitting, throwing, kicking, punching teachers and students are then sent back to class with no regard for the victims of their actions. And we wonder why anxiety is on the rise in students, and there are not enough supply teachers? We reward the bullies while the victims watch. Then, because students do not have to be accountable for their behaviour, the cycle repeats. I consider bringing back common sense and accountability my first priority. I love to teach - it is my calling. But we are making far too many excuses for poor behaviour rather than teaching students to value accountability. Accountability does not mean punishment - it means acknowledging poor choices and how they impact others so that everyone can move forward. Of course this would be more manageable with greater "human" resources in schools - EAs, SNAs, teachers.	More help!!!! How can one person be expected to manage the mental health, academics, social needs, ESL learners, Special needs, etc of 20 - 30+ students, and the only way to get students the support they need is to fill out a mountain of paperwork that never ends!!! And why is all of this a classroom teacher's responsibility? Why are the specialists at SST meetings not completing the paperwork in conjunction with teachers during SST meetings? When I visit my doctor, dentist, physiotherapist, etc., I don't fill out their paper work, they do so in conjunction with me after speaking with me about my needs.
22	Member of the Public		Human resources to support students is the top priority.

	Committee / Member of the Public	For areas selected as "most important", explain why they are considered high priority for the 2023-24 school year. <i>*Responses are presented as submitted without edits*</i>	Other high priority budget drivers not listed and why they should be considered as part of the 2023-24 budget process. <i>*Responses are presented as submitted without edits*</i>
23	Member of the Public	I chose these 3 areas as most important since I see them as directly providing all students with support for their learning, and in particular supporting those students who most likely face discrimination and challenges in the education system and in life. (Staff Allocation to Support All Students, Equitable Access to Learning Opportunities to Serve Our Students, including Indigenous Education, Student Success)	Staffing: providing adequate numbers of Occasional teachers to cover all absences - this is important as it helps support Spec Ed and ESL programmes (so supports Equity and the most vulnerable students) as well as provides classroom teachers with predictable Prep Times (in turn very important for effective planning and reducing stress and mental health issues).
24	Member of the Public	There are teachers who are rarely engaged in direct students learning. There are many unfilled absences leading to collapsed classes. Students are not getting the support they need because one teacher the classroom teacher must fill all of the support roles.	In addition to my response to question 7, please advocate for more teachers or more adults in schools. The government did not move forward with this issue when negotiating with CUPE. Please be open with the public about how many support adults are actually working in the schools. In the media officials talk about how many were hired in recent years while never mentioning how many left the profession or retired. In the actual school there are positions going unfilled everyday while the public are being told that supports are in place.
25	Member of the Public	We need support staff for early years to support all the spec Ed students & their unique needs. We can't do it alone. It's not working. Inclusion without support Im is very neglectful	
26	Member of the Public	our students are showing many needs in our schools. They need support now, they can't be waiting for months on waitlists, or be dependent on never ending meetings that go nowhere.	Cleanliness and caretaking of our schools, many schools are not being cleaned properly on a daily basis, lacks basic needs like soap/paper towels in the washroom facilities, dirty floors and carpets.
27	Member of the Public	More staff to directly support all students (with or without exceptionalities) within schools, throughout their day. To aid with medical, social/emotional, transitional, learning skills, academics, language/communication, sensory and motor needs. Staffing for more special education programming, more ESL programming, smaller classes sizes in the junior grades. Mental health resources, training, access to youth mental health workers and community partners to help students and staff. Putting students first, providing more staff and resources and providing supports to meet their needs will build a sense of belonging, joy and community and will likely improve student success across schools and the board.	
28	Member of the Public	In order to provide truly inclusive classrooms, more staff is needed to effectively meet the needs of all students. Educators are currently overwhelmed by the diverse needs they want so desperately to meet, but unsurprisingly fall short with class sizes of 30 in JK/SK and 4-8. Students deserve better.	
29	Member of the Public	More staff to serve our students helps in all areas-student success, pandemic recovery, early years. If we had reasonable sized kindergarten (with ECE) and junior classes, so many issues would be addressed	Bring Indigenous educators to each school.
30	Member of the Public	The board does not have enough staff to support those students with needs. There is less PD being offered than I've seen in 20 years of teaching and yet more demands on staff. Moral has never been so low and more needs to be done to help our mental health and overall school/staff community.	More supply teachers in the board to support the high absentee rate! Staff miss preps and don't get paid back for many weeks, if at all!
31	Member of the Public	Class sizes are far too large for teachers to adequately serve a students with a wide spectrum of needs	Environmental footprint: solar panels on roofs, better recycling and organic waste diversion, window retrofits, trees and gardens, etc.

	Committee / Member of the Public	For areas selected as "most important", explain why they are considered high priority for the 2023-24 school year. <i>*Responses are presented as submitted without edits*</i>	Other high priority budget drivers not listed and why they should be considered as part of the 2023-24 budget process. <i>*Responses are presented as submitted without edits*</i>
32	Achievement, Equity, POR / leadership	<p>Staff is so outrageously overburdened that quality is sacrificed and a more generous allocation coupled with a more cleaver use of staff allocation would enable gains in equity, outcomes and wellness in the system. Some out-of-the-box ideas for staffing include:</p> <ol style="list-style-type: none"> 1) reading specialist teacher assigned to each school, above and beyond library and resource teachers so that they can do or assist with targeted intervention and/or support teachers with reading program planning, material development and to better and consistently track reading journeys at all levels and with a bird's eye view of the school; 2) a supply teacher (floating) designated to each school on a permanent basis, not only for unexpected absences but also to enable flexibility to create co-planning opportunities, targeted in-class small group support, school community building event running (assemblies etc); 3) French Immersion dedicated resource person! One per FI school at least; 4) IT specialist in schools: one in every 10-20 schools for 1/2 day every week or two to facilitate maintenance, modernization, to set up tracking and storage systems, support needs by sourcing tech or accessories and to run learning opportunities for staff; 5) entry-level staff who provide copying service so that you are not paying 70k+ for photocopying; 6) separate English and French (or subject) teachers who review in-class resources (assigned to several schools) to make sure that staff have access in their classes — and are accountable in using — resources that align with the quality and equity standards of the TDSB. This staff would do visits (audits) to ensure that staff are aware of and can order up-to-date teaching sources/ resources so that we begin to eliminate the mountain of ancient textbooks and viral use of low quality TPT resources that permeate the schools. This could also connect to a STEAM role to have more equitable provision of STEAM across the board; 7) FI curriculum leaders who can go into schools so that FI teachers (so many of whom are lost) can have in-class models of teaching, support and conversations about pedagogy and programming 8) Equity-focused leadership staff to work in-school with Equity and Achievement committees in each school to find ways to support their goals and growth; this would be tailored differently depending on w the needs of the school and committees. <p>I would love to discuss any of these further! There is a need for greater leadership at the school level and unless workload is addressed through staffing I believe it will continue to be difficult to transform, decolonize and modernize learning.</p>	Board wide resource audit, culling and acquisition so that staff have access to and are expected to use modernized resources.
33	Member of the Public	student to educator ratios are essential to student success. smaller class sizes, more SNA support and similar class sizes in all schools create equitable learning environments for all students	Adequate funding for classrooms so educators don't have to spend their own money on classroom essentials
34	Member of the Public	The priority is staffing, particularly taking into account students with special education and ELL needs, and for marginalized students and students that lack home/community support. With the push for inclusion and no caps in J/I our classrooms are overflowing and have more needs than ever before. This has all happened with NO increase in support. In fact, we now have even less support than before. What did "the board" think was going to happen? As teachers we keep making do, and we do more and more with less and less. However, this is not sustainable, and you can see how terrible morale is in schools, let alone the mental health of teachers and support staff (if there even are any). We need smaller class sizes and more support staff. It can't be based on who shows up on the Special Program Verification Report. It needs to be based on the ground-level, realistic needs of each school.	

	Committee / Member of the Public	For areas selected as "most important", explain why they are considered high priority for the 2023-24 school year. <i>*Responses are presented as submitted without edits*</i>	Other high priority budget drivers not listed and why they should be considered as part of the 2023-24 budget process. <i>*Responses are presented as submitted without edits*</i>
35	Member of the Public	Student success requires ESL and Special Ed staff, ECE and EA to offer the emotional, educational and small group instruction required for our students to make up gaps in learning from COVID, feel emotionally supported and get a full ELL program for all our newcomers.	A mental health curriculum as part of phys Ed is needed - annoying email links for mental health are not going to meet the incredible stresses of our students. And teachers are expected to be social workers - resources and a proven program should be part of the school system.
36	Member of the Public	Mental Health and Well Being is the most important factor for me. When the teacher is well the productivity of the person is at a 100% A class size of 20 students is manageable for students and teachers. Teacher well being equals student success.	Pandemic recovery can be done with groups of 20 students in each class. Like tutoring is successful with a few students. Small groups allowed teacher to help more students.
37	Member of the Public	We are teaching for the success of all students.	Hiring more teachers. Smaller classes.
38	Member of the Public	Staff Allocation to Support All Students, Equitable Access to Learning Opportunities, and Student Success are all part of Human Rights. Without sufficient staff in the schools, there is no equitable access, students are not being supported, our and our students' Human Rights are being trampled on, and Student Success is not possible for all students. This also relates to Professional Development, because without that, teachers have a difficult time knowing what to teach and how best to teach it, especially with the new curricula (math and science, specifically) having been implemented in recent years (during a pandemic, no less!) and successful implementation includes Professional Development, with time set aside during the school day. Mental Health and Well-Being: one cannot teach/learn at one's best if one is always anxious or depressed (for example). This applies to both staff and students. Early Years supports are also incredibly important, since these are the foundational years that help determine each student's success in subsequent years.	
39	Member of the Public	Without proper support for teachers and students in schools, learning for everyone becomes more challenging.	
40	Member of the Public	Students are still struggling - we need more supports in every school to get kids to the levels they need to be at for grade success	IEP supports in every school and every grade
41	PIAC	Coming out of a pandemic, returning to the "new normal", our students will need an a tremendous amount of resources to support their mental health and well-being.	
42	Member of the Public	Virtual School Students are clearly being left out as compared to their in-person peers. Virtual kids do not get any field trips, or any sort of in-person interaction with their classmates.	NA
43	Member of the Public	<i>(No comments provided - only submitted ranking)</i>	
44	Member of the Public	Partner with Naseeha	Budgeting to fight hate
45	Member of the Public	we need more educators in EVERY classroom. I teach grades 4 - 6 and ther are students in all three grades who CANNOT READ! There are TOO many students in a class to even talk to each student in my 42 FSL classes (min # of students is 26, but i also teach three classes of 35, 35 & 38!	
46	Member of the Public	There is not enough staff to support needs of all students, especially in Spec.Ed and ESL	
47	Member of the Public	Since the return to back to normal, students, parents and staff are feeling a lot of stress and anxiety, ones that were not there prior to Covid. We need resources and more allocation of money to deal with it.	

	Committee / Member of the Public	For areas selected as "most important", explain why they are considered high priority for the 2023-24 school year. <i>*Responses are presented as submitted without edits*</i>	Other high priority budget drivers not listed and why they should be considered as part of the 2023-24 budget process. <i>*Responses are presented as submitted without edits*</i>
48	Environmental Sustainability	Student success is the purpose of education - if we don't get them right we fail. However we need parent and student voice in how we do that and we, most importantly, need professionally educated staff to be allocated with enough time to deliver the education.	Our students will be living through the global climate emergency. Funding needs to be allocated to communicate municipal climate messaging to communities.
49	Member of the Public	Teachers require pd on all new areas of the curriculum, mainly math, along with learning how to support students in their classroom who are experiencing major gaps in skill development. Teachers have had almost no pd for 3 to 4 years. Mental health in our youth is at a critical point. Anxiety, apathy, stress, sadness etc are affecting many if our youth. Since the removal of elementary guidance staff, students have fewer and fewer people to talk to, nobody to provide a caring ear, nobody to teach lessons on mental health and well being. Teachers are pushed to their limits each and every day and do not have the time, energy, and sometimes knowledge on how to recognize or respond to students dealing with mental health issues. Teachers no longer have the time to run positive spaces clubs, lgbtq2plus clubs, boys to men clubs etc. Elementary guidance staff were able to accomplish all these necessary supports. With regards to support staff, we need more spec ed and more esl teachers to support our students. Not sure the last time any SOE or principal was in the classroom, but teachers are burned out and overwhelmed. They are trying to teach in classrooms with 30 plus students, many who have iep, are ell, have mental health issues etc., all while trying to teach every subject from math to language to art and gym. Unfortunately, the students with the greatest needs are being left out and left behind.	How about changing your OT policy so that we actually have supply teachers. We are short teachers almost everyday. The first things to get cancelled are spec ed and ell teachers, so again the students who need the most support get hurt even more.
50	Member of the Public	There are NO supports for students OR staff. You can't have 1 SNA in a school of 650!!! There are NO mental health supports. Choice boards and nice words don't count.	Stop downloading more and more work onto teachers- they now have less time to actually teach! Classes too big. No special education support, etc. inclusion without support is abandonment.
51	Member of the Public	There isn't enough consideration for what teachers have to do every day.	
52	VMPS	I consider it a perfect solution for all problem	Community involvement in school
53	Member of the Public	What matters most is people. MORE STAFF (teachers, assistants, coaches, consultants, admin, caretakers, special ed, youth workers, family mediators..) means students are safer, supported, and learning. There are too many students with too many needs and not enough people to help them. So staff are battered by stress, by accusations that they aren't doing enough, and by knowing they are ill-equipped to create and manage conditions for everyone's success - that of staff and students. All the other categories above can't happen without more people.	Classroom budgets/more money per students: Teachers spend hundreds to thousands of dollars of their own money to equip their classrooms and create successful programs for their students.
54	Member of the Public	Class sizes too big for integration. Student support URGENTLY needed.	Bring ALL coaches back into the classroom!
55	Member of the Public	Staff Allocation to Support All Students is extremely important because without enough staff, none of the other areas can get accomplished.	
56	Member of the Public	mental health and wellbeing. Schools are becoming more dangerous to work at with student wellbeing not being addressed by the Main Administration	

	Committee / Member of the Public	For areas selected as "most important", explain why they are considered high priority for the 2023-24 school year. <i>*Responses are presented as submitted without edits*</i>	Other high priority budget drivers not listed and why they should be considered as part of the 2023-24 budget process. <i>*Responses are presented as submitted without edits*</i>
57	Member of the Public	Pandemic recovery is a very broad point. I think so many students have been adversely affected by virtual learning. It has affected their learning and mastery of numeracy and literacy skills, as well as their level of engagement and focus. I think schools need the budget to focus on training teachers in the science of reading (structured literacy) across all grade levels, math fundamentals (the coding can wait), as well as resources to supplement these two initiatives appropriately. Levelled readers should be replaced with properly decodable texts. Libraries should be stocked with current and relevant titles that interest students and represent BIPOC communities. Math manipulatives should be accessible to all. I also think schools need to have budgets for enrichment opportunities that will engage students and make them want to come to school and learn. For example, properly funded music programs, guest speakers (authors, poets, musicians, etc), field trips, in-school workshops such as Scientist in the School or Let's Talk Science, and novel experiences like drumming workshops or X-Movement. I think not only will it boost engagement and motivation, but it will also improve student mental health and well-being as well. Staffing has also been a significant issue. Triple grade splits should not be permitted. Classes are repeatedly collapsed or cancelled with the shortage of supply teachers as well.	
58	Member of the Public	These options are way to general. Priorities need to be given to teachers on the front line with enough staff, including support staff, resources so we don't pay out of pocket just to do the basic job of teaching the curriculum let alone trying to do all the other add ons and enrichments. Given support in the actual classroom with resources like devices, textbooks, teacher guides for literacy sets, etc. I could go on. All of the above very broad scope areas do nothing to really focus attention on what is needed.	Support teachers with EAs, for students with IEPs. with basic curriculum resources and then maybe we can also address student AND staff mental health, family outreach, diversity, etc.
59	Member of the Public	Mental health of students and staff are of the utmost importance. This pandemic has taken its toll on everyone!	
60	Member of the Public	We need more opportunities for staff professional development. We need more staff to support all student needs	Special Education supports - increased EA and SNA supports in schools and in special education classes (ISPs). We have significant needs in our schools and the current support staff are run ragged. The supply lists for support staff also need to built up as there are always open jobs for LRS and EA/ECE/SNA positions
61	Member of the Public	Mental Health underfunding - chronic problem Spec Ed - chronically underfunded Pandemic recovery - students way to far behind	
62	Member of the Public	Very simply, more staff equals smaller class sizes which means we get to spend more time with each student. When I spend time with students on an individual level I can make underserved students better, and good students great. Individual attention leads to success.	Most TDSB school yards are barren and run down. Investments should be made to install new sports facilities and play structures in TDSB school yards. This will have a multitude of positive effects. School yards will become hubs of positive activity making for a pleasant connection between community and school. In addition more community users will deter crime and anti-social activity from occurring after hours on TDSB property. On a school level, more engaging school yards will lead to less disciplinary problems during recess time and expanded opportunities for physical and outdoor education. Finally, improved athletic facilities on TDSB properties (ex. turf fields) can be permitted as an additional revenue stream for the board.
63	Member of the Public	Staff have forever been complaining there's never enough Special Education Support. It's been like that for 20+ years. Why not eliminate SERT positions and just decrease class size? My two Special Education kids get 30 minutes of support a day. What's that do? Nothing.	Mental Health and Well-being. Where are the supports? What's that look like? What about staff morale and well-being?

	Committee / Member of the Public	For areas selected as "most important", explain why they are considered high priority for the 2023-24 school year. <i>*Responses are presented as submitted without edits*</i>	Other high priority budget drivers not listed and why they should be considered as part of the 2023-24 budget process. <i>*Responses are presented as submitted without edits*</i>
64	Member of the Public	There are far too many violent incidents with no support 'bodies' to help	Technology: I have a 10 yr old desktop, 1 refurbished laptop and 3 iPads 2 are 8 yrs old!
65	Member of the Public	I have a kindergarten class with 26 students, with 2 students with special needs and VERY little support. This is not inclusion and is unfair for the students with Special needs, the other students and educators!	Class sizes in kindergarten and class resources specifically for the upcoming change in the Language Curriculum (Science of Reading research).
66	Member of the Public	<i>(no comments provided - only submitted ranking)</i>	
67	Member of the Public	We have no supply coverage at our school this year. It is brutal. The remaining staff pick up roles of others sick or off and student's and program suffer.	Bias of Principals to be addressed
68	Member of the Public	<i>(no comments provided - only submitted ranking)</i>	
69	Member of the Public	Without proper support for all students and staff the whole system crumbles and mental health deteriorates leaving both staff and students incapable of accomplishing their best.	Staffing and support. We are all covering for each other when a teacher is absent which means we are all missing our preps and we are tired and over worked. This does not give us enough time to properly complete our planning considering we don't have proper resources (text books, manipulatives, equipment etc) and everything is created from scratch. Our special needs students do not have the resources they need (I teach them PhysEd and I have no special equipment in my gym for them).
70	Member of the Public	Many special needs without adequate supports, including in early years. Student and teacher mental health affected by lack of supports and being subject and witness to violence in the classroom. All schools should be including anti discrimination education as part of programming. Teachers need professional development to support students mental health, and the structured literacy concepts that are now deemed best practice.	More SNA and EA allocation
71	Member of the Public	<i>(No comments provided - only submitted ranking)</i>	
72	Member of the Public	Youngest students are arriving with more needs than ever before	
73	Member of the Public	This year I have many students in my class who require ESL and/or dedicated resource teacher to support their learning needs. Currently, my ESL students, who are step one, do not have any ESL support. They started out having 5 hours of ESL support a week; this support was cancelled in October. As well, the resource teacher assigned to my students on modified IEPs only sees these students for 3 hours a week. Both situations are extremely hard on my students and they are struggling. I doing the best I can, however, having dedicated, regular support is most necessary for my students success.	Resources to support the 2021 Mathematics and Science curricula which would include textbooks, teacher training, and itinerants who could come out to classrooms to model teaching strategies. I believe having live instruction is much more beneficial then reviewing recorded webinars as asking questions is imperative for teacher learning
74	Member of the Public	Increase staff to support students with Special Education needs	
75	Gateway PS School advisory council	Student academic achievement: during pandemic years kids performance and education was severely affected. Almost all resources were addressing mental health neglecting how our kids are actually doing academically. Especially Spec-ed. Between sitting funding and directing funding to the same areas every year, is not a wise way of planning the budget.	Special education

	Committee / Member of the Public	For areas selected as "most important", explain why they are considered high priority for the 2023-24 school year. <i>*Responses are presented as submitted without edits*</i>	Other high priority budget drivers not listed and why they should be considered as part of the 2023-24 budget process. <i>*Responses are presented as submitted without edits*</i>
76	Member of the Public	Class sizes are too large. More staffing is needed to support teachers for students who need mental health supports, reducing violence in classrooms, giving adequate learning support. Teachers require an increased budget for release time to be properly trained in new initiatives, self-selected priorities, supporting teachers switching grades with mentorship, etc. Early years is essential foundations for learning in higher grades. It's essential to maintain small class sizes (kindie needs to be smaller!) so that learning gaps don't increase as students age. How is staff mental health and well-being being supported?	
77	Member of the Public	Many of our students are crying out for help with challenging behaviour due to a lack of support in the regular classrooms. that affects their own well-being, mental health and academic success-as well as the other students' and their families. Please listen to educators and administrators as we tell you that we are very worried about our students with special needs. Integration Without support is neglectful!	Increased funding for psychologists, social workers and guidance teachers is desperately needed. If we can support our students' mental health we will help them achieve academic success as well.
78	Member of the Public	More teachers need to be hired to support students, especially in Spec Ed., but also students who are dealing with anxiety and other mental health issues that may have arisen because of the pandemic and that have negatively impacted their learning.	Violence in schools because the situation has gotten worse and no one can learn or teach in fear.
79	Member of the Public	We need more bodies in our buildings. Far too many teachers are losing their preps because we do not have enough occasional teachers. Students are losing the extra support they need because staff are being pulled to cover absences. Limit the class sizes to 25 and hire more teachers!	In regards to French, I have never taught in a school where the French teacher remained present all year. There are too many vacancies/absences/leaves in the French position. Students have very little interest in it and the teachers in these French positions are mistreated daily.
80	Member of the Public	Student success is the point of modernizing facilities, providing professional development to staff, allocating staff adequately, and keeping an eye on mental health. If we are not doing all of these things with a view to student success, what are we doing??	
81	Member of the Public	Staff is necessary to support struggling G students. Both for academics and social/emotional. Any budget planning should be driven to support ALL students. PD sessions should be put on hold as there is not enough staff to release teachers. Quite often Resource and ESL teachers are removed from direct instructions with our most at risk students. This is a shameful situation that TDSB has gotten into. Our equity lens misses the mark on one of our largest isms..... Ableism.	
82	Member of the Public	We need staff allocation to support student success	
83	Member of the Public	This would also address other driver areas such as Student Success & Human Rights	Applying differentiated evaluation techniques in the classroom without modified expectations.
84	ESCAC	Addressing the inequitable impacts of the pandemic and mental health concerns from the pandemic should be a top priority.	Climate action - this should be a budget driver as it is recognized as global crisis and environmental action should be prioritized.

	Committee / Member of the Public	For areas selected as "most important", explain why they are considered high priority for the 2023-24 school year. <i>*Responses are presented as submitted without edits*</i>	Other high priority budget drivers not listed and why they should be considered as part of the 2023-24 budget process. <i>*Responses are presented as submitted without edits*</i>
85	ECO/Environment+ BSACAC	I would say these are non negotiable as we have evolved from post pandemic and now new changes are needed to service the dynamic alterations.	FOOD and NUTRITION- as a measure to retain student population. The snack program/caf foods/catered foods need to be KOSHER. The Jewish population is declining as private schools cater to the needs that the TDSB is not adequately meeting. ALL meals should be Kosher. It is highly inequitable to expect the Jewish population to not participate in meals/snacks as food is a source of health/well-being/community development, social peer bonding/educational. ENERGY USAGE: Solar panels need to be placed on schools and alterations in energy usage. LIGHT BULBS: Need to be changed to be LED bulbs LIGHT SWITCHES: Need to be changed to be sensormatic
86	Environmental Sustainability Community Advisory Committee	The categories of mental health & wellbeing, and human rights are fundamental to the needs of all students, staff and teachers - education cannot function unless supports for these are in place. These categories are at greatest risk in an era of climate crisis, which speaks to the need of adding this crisis to the list of priority budget drivers for the TDSB.	The climate crisis should be added to this list of high priority budget drivers as it impacts all aspects of the TDSB's operations and all groups involved in the board. Being more proactive in regards to the climate crisis has the potential of having a huge impact on mental & physical health, well-being, equity and human (and more-than-human) rights in our schools and our communities.
87	Environmental Sustainability Community Advisory Committee (ESCAC)	These are ones that I see as the greatest need. All are connected to climate justice and require specific sections to address. Mental Health and Well-being - a subsection on addressing climate/eco anxiety is essential to include Human rights - all of these subpoints relate to environmental justice, which should be explicitly mentioned Staff professional learning and Indigenous education should be inclusive of and connected to climate change education	Absent from these strategic drivers is the explicit inclusion of climate justice focus. This needs to be included, either as a specific driver, or as embedded (as per my comment above) in multiple strategic driver sections.
88	Member of the Public	Equity and supporting students who are the most marginalized needs to continue to be a priority.	I would like to see Climate and Climate Action as a budget driver for the TDSB.
89	Member of the Public	Students are still struggling with recovering from the pandemic. There needs to be smaller class sizes or more teachers and professionals supporting student mental health so they can be successful.	Special education. It feels as though the inclusion model is simply putting students back into the regular class with no support other than good teaching. Although on paper, this sounds fantastic; It's not playing out the way it should in the classroom due to lack of resources and teachers to support properly for learning. The virtual model for special education inclusion is absolutely not working. Students who may be 3 grades behind are often left in regular virtual classes, not identified and non-responsive. Social workers are unable to do anything more than just make sure they come to class. Being non-responsive in class is a problem for students who are many years behind . Despite bringing kids to team and requesting in person assessments, parents are sometimes doing all the work and/ or no work is being done at all and nothing is moving forward with a child's education. The only person who is hurting from this whole situation are our students who have high needs.
90	Member of the Public	human rights should be an item you rank in importance. In order to cover any of these areas, we need proper and equitable staffing.	

	Committee / Member of the Public	For areas selected as "most important", explain why they are considered high priority for the 2023-24 school year. <i>*Responses are presented as submitted without edits*</i>	Other high priority budget drivers not listed and why they should be considered as part of the 2023-24 budget process. <i>*Responses are presented as submitted without edits*</i>
91	Member of the Public	See below	Climate change - studies show that children and youth are struggling from climate anxiety which is also why i indicated mental health as a high priority. We need to address the climate crisis in schools and acknowledge the stress this has on our younger generations who will suffer the most.
92	Member of the Public		CLIMATE ACTION !
93	Member of the Public		Climate action. Students are negatively affected by the consequences of climate change and there is an obligation that the TDSB does their part.
94	Member of the Public	I think that having students with a healthy mental health will allow them to be more successful and engaged in their studies and involved in the school.	Climate action and education
95	Member of the Public	Kids need help	
96	Member of the Public	Students are still behind in core subjects like math and French due to missed time during the pandemic. Online schooling was as good as it could be but not good enough. Students need help to recover from this or it will continue to slow them down.	The TDSB needs to continue working on updating school buildings - better water, better HVAC systems, etc
97	Member of the Public	We do not have enough staff to adequately support our students	
98	Member of the Public	Appropriate staff allocation to support all students will enhance all the other drivers, which is why this is most important.	None
99	Member of the Public	Many students are still dealing with many emotions and stresses from the pandemic	
100	Environmental and Sustainability Community Advisory Committee	All of these budget drivers are interconnected, but a focus on equitable access to learning opportunity puts the emphasis on leaving no students behind and making sure that public education truly serves all members of the public in ways that advance the public good. Addressing the needs and interests of Indigenous students is important to the TDSB's work on Reconciliation and addressing great historical wrongs. .	Climate Action. As a school board charged with protecting the interests of young people, it is our responsibility to act on the greatest threat to our childrens' futures. It is also an opportunity to demonstrate leadership - as, indeed, we are already doing - and to show our students that we care. Climate action intersects with the other budget drivers, but it needs to be explicitly included so that it can inform decisions made in other fields, including mental health, professional development to teachers, human rights, and student voice.
101	Member of the Public	Learning builds on a foundation of mental health and wellbeing. It is a lens that should be applied to measure classroom climate. It includes many aspects of the environment including access to nature, access to support/counselling, social emotional learning supports (eg mindfulness) and factors that influence students now and for the future. Knowing that our environment is being damaged, and that the climate crisis is projected to worsen outside of their control by the time they are voting adults, is a huge stress on students. Finding ways for them to have agency on this question should be on the minds - and in the budgets - of educators.	I am concerned that climate crisis is not listed as a priority budget driver when it is so crucial especially in this next seven years leading to the 2030 target of reducing emissions by 65% (or city target through TransformTO). If we are to reach this target it will require our collective efforts at home, school and in the city at large. Bringing a youth voice to bear - for example in deputations, or joint committees - at the City level will help to drive greater action. The TDSB can support this action in both curriculum and operations - and by encouraging youth and parent groups to have access to what they need to be effective advocates at other levels of government.
102	ESCAC	I think that the mental illness and well being issues for both students and teachers would be remedied by a better staff to student ratio including increased special education/mental health supports. Also, this crisis around well being is being caused by a number of converging crises and they must all be addressed simultaneously. Young people, in parcticular, would benefit greatly from knowing schools and staff were actively ramping up their response to the climate crisis, homelessnesss and poverty, to name a few. Truly implementing the TDSB's excellent climate strategy would be fantastic leadership!	The climate crisis is not listed above. This must be a high priority budget driver - making schools more effeicient through retrofits, using more renewable options (such as the solar panels) and professional development for teachers to really address the crisis with the students - with the positive solutions at hand. Implementing the solid plan that already exists! As a school board you are charged with protecting and supporting youth and preparing them for the future. It really is imperative that you address the climate crisis.

	Committee / Member of the Public	For areas selected as "most important", explain why they are considered high priority for the 2023-24 school year. <i>*Responses are presented as submitted without edits*</i>	Other high priority budget drivers not listed and why they should be considered as part of the 2023-24 budget process. <i>*Responses are presented as submitted without edits*</i>
103	Member of the Public	I'm not sure exactly what you include as "student success," but providing students with top-quality education and supporting them with necessary resources in order to reach their full potential is how I define "student success" and I believe that to be the overarching objective of public education.	
104	Member of the Public	Huge class sizes, little lunch time supervision, too many teachers/admin on leave, not enough support for students, too much watching of tv shows during instructional time. My kid is in JK. I went in once during the day to reach to the kids for World Literacy Day. It was chaos. One teacher (a sub) on his phone. All the windows were open (in Jan) so it was freezing. My kid showed me the radiator they call the "hand warming station." It was so loud and so cold. One kid was riding another kid like a horse. Another was repeatedly throwing himself on the carpet. Two kids were screaming and crying to themselves in the corner. This is in a regular stream, east-end TDSB kindergarten class. There was essentially no adult supervision the whole time I was there, and when I left the sub put on a cartoon. It was just awful.	Higher standards for teachers. Also rules around use of screens in schools, e.g. not using videos during lunch. I find it appalling that so many schools have kids watch movies when they're supposed to be eating.
105	Member of the Public	<i>(No comments provided - only submitted ranking)</i>	
106	Member of the Public	Our children are suffering - the pandemic has scarred kids and there is a gap in learning	
107	Ward 7	student success, wellbeing etc are directly and heavily impacted by the availability of sufficient and appropriate staffing levels and resources in schools. The main goal of public education must remain the effective and appropriate education of all students.	
108	Member of the Public	Class sizes and lack of support staff for kids with ILP is of primary importance so students can thrive (and all other priorities can be accessed)	
109	Member of the Public	Students have been left behind by the pandemic by all government programs and I hope that schools will be able to focus on this need.	Communication of expectations to students, support for students in planning for post graduate education and life.
110	Member of the Public	Lack of special education supports for behaviour, LD, autism, ADHD, OT, etc Right to Read, resources for teachers (e.g. spelling, math, writing, reading programming)	SPECIAL EDUCATION, READING, MATHEMATICS PROPER PROGRAMS
111	Member of the Public	There are TDSB students with disabilities whose needs are not currently being met when at school due to lack of ability to appropriately accommodate (possibly due to lack of awareness/appropriate training, possibly due to insufficient staffing), and whose ability to be at school at all is being impacted by insufficient staffing, especially when coverage is needed or when crises arise. The staffing issue in particular seems to have become very problematic since the pandemic lockdowns.	
112	Member of the Public	So much of the rest of the items depends on having the staff to carry out the jobs	before and after school care
113	Member of the Public	None of the above considers my two most important issues, i.e., the desperately urgent need for climate action and mitigation by all sectors, including education. Good outcomes for all 10 questions depend on a liveable environment. The more money we have to pay toward to addressing the climate crisis means the less we have available for education itself. So it's very important to speed up building retrofits and playground remediation without delay in order to reduce emissions on school properties.	Same as my answer in #7. Thank you.
114	ESCAC	It is critical that everyone focus on the success of the student. It really is what the TDSB is about. And to ensure that, we need to make sure we provide students with enough staff to ensure students are more than adequately supported, encouraged and challenged at every step. Saying that, we need to continue to enhance mental health supports. Students are facing a future with more social, economic and political uncertainty than ever. TDSB needs to remember this and add a mental health lens to decision making and programming.	Climate and environmental issues must be included as a budget drivers. It goes hand in hand with many of the other drivers, but must be explicitly listed to demonstrate real commitment to the TDSB Climate Action Plan.

	Committee / Member of the Public	For areas selected as "most important", explain why they are considered high priority for the 2023-24 school year. <i>*Responses are presented as submitted without edits*</i>	Other high priority budget drivers not listed and why they should be considered as part of the 2023-24 budget process. <i>*Responses are presented as submitted without edits*</i>
115	ICCAC co-chair	I am submitting this based on what I heard at the January 2023 ICCAC meeting. We did not talk about the order of the budget drivers but in discussion with Craig Snider, and over the years of meetings, it is most clear that equity is a north star for the committee. The ICCAC is concerned that while the board talks about the importance of equity as a pillar of the multi-year strategic plan and lists it as a #3 budget driver, more needs to be done to actually achieve equity because those students experiencing poverty and other barriers to educational success are particularly suffering now as the affordability crisis in Toronto has made the lives of those most in need even more challenging. Toronto is a rich city but it has concentrations of poverty, and furthermore white supremacy structures the system which racialized people (some of the most likely to be in poverty) must confront each day, and so it is paramount that the board put resources into plans to achieve equity. On the equity budget driver, there are a few concerns:- first, it is strange that Model Schools are not listed under this driver. There is a reference to understanding the impact of poverty (clearly, the LOI and model schools are about that) but whereas specific programs like Indigenous Education, the Centre for Black Student Excellence, programs for English Language Learners and Student Nutrition Programs are mentioned, Model Schools and LOI are not. This seems like a glaring oversight. The LOI and Model Schools should be specifically referenced in this driver. All major budget items related to equity should be detailed in this driver. - despite equity being a budget driver, when the group asked Craig Snider about the board's spending on equity, and if it amounts to, say, the demographic allocation in the provincial LOG, Craig Snider diverted the conversation. If equity is a budget driver, we should know what is being spent towards that driver. - the pillar of equity could be in tension with other TDSB pillars, for example like outsized school fundraising or the ways that the growth and board obligation to provide access to French immersion are used by parents to achieve segregation. A bullet point under this budget driver should be about studying and attempting to unpack these tensions	
116	Member of the Public	After COVID the children need additional support. So many kids have tried to keep up with school work and socialization has not been an important topic. There has been such a disconnect for children and parents have put in a lot of effort to get kids socialized again. As much as the Ford government has tried to pay off all the parents with what I call bribery money. That money could have been better spent supporting teachers/staff in our school systems. The saying of you can pour from an empty glass- is important when I think of our teachers and support staff.	
117	Member of the Public	When students are supported through their EAs, SNAs and spec Ed programs, it allows less disruptions in the classroom and more success for individual students. Their voices and needs are heard/met.	Special Education programs and resources
118	Member of the Public	Mental Health post pandemic has been a major issue. Staff allocation and supports are critical for addressing learning needs in an era of poor spec ed funding.	
119	Member of the Public		Climate action
120	Member of the Public	it is impossible for optimal learning to take place in stressful environments that are not readily staffed with knowledgeable, caring professionals	Resource teachers, SNAs, Education Assistants should all be part of the 2023-24 budget process. Many children are struggling both academically and emotionally, the ripple effect for their classroom often a barrier in and of itself to creating a safe and effective learning environment for all students.

	Committee / Member of the Public	For areas selected as "most important", explain why they are considered high priority for the 2023-24 school year. <i>*Responses are presented as submitted without edits*</i>	Other high priority budget drivers not listed and why they should be considered as part of the 2023-24 budget process. <i>*Responses are presented as submitted without edits*</i>
121	ASCAC	Adequate staff allocations support many of the other items on the list. Caring adults don't just happen - they need to not be overworked and overstressed. Students with more caring adults are more likely to be listened to, and supported, in turn leading to both academic success, and greater mental health and well-being. Staff that are not stretched thin have more capacity to interact with students and parents and respond to concerns. They have more capacity to meet accommodation needs and support human rights. Nothing on this list (as you well know) is unimportant, but without adequate staffing no one will have the capacity to meet other goals in a sustainable way. Boxes will be ticked on paper without steady, real world application.	Ongoing health and safety measures. There is increasing evidence of endothelial, neurological and immunological damage from even mild Covid-19 infections that isn't recorded (and people may be unaware of) unless specific testing is done, or until severe complications arise. Children, families and school staff are all likely to be affected, leading to poorer decision making and learning outcomes, more violence within schools and in the world, poorer mental health outlooks and more. While the Ontario government has abandoned the majority of prevention techniques the TDSB must commit to continued maintenance of HEPA units, improved air quality and when and if practicable the return of other measures to keep staff and students healthy and in a state that supports good educational outcomes. In addition, the effects of Covid-19 are not equitably distributed. Allowing students to become infected and bring infections home will have the most negative effects in households with hourly wage earners who cannot afford to miss work, and who are less likely to have support resources in the event of post-acute illness. Decisions made as though the pandemic is over do not support the TDSB's stated commitment to Equity. (The Government of Ontario must also be made to live up to the commitments made to the TDSB and provide the pandemic funding that was promised in previous years, but that is likely the purview of the TDSB's lawyers, not this Committee.)
122	Member of the Public	Success involves knowledge and skills acquisition and social skills development for all students and is the fundamental mission of the educational system. Knowledge must include a understanding of the climate crisis which is the critical issue facing this country and the planet as a whole.	Climate change and a adaptation must be factored into budget decisions concerning the all aspects of the education infrastructure, staffing, and curricula.
123	Member of the Public	Too many students are in need of resource or EA support and do not receive it.	
124	Member of the Public	Mental health and well-being and student success - we need to focus on students themselves to make up for the effects of the pandemic.	
125	Member of the Public	<i>(no comments provided - only submitted ranking)</i>	
126	ESCAC	The areas that tie into special education are a top concern. While you may not receive overwhelming pressure/response from parents to focus resources for special education, keep in mind these parents are strapped for time/have their hands full and unfortunately, it is not easy to deliver organized/strong messaging from concerned parents. But we owe it to special needs students nonetheless to take the steps to dig deep and uncover gaps/inefficiencies/inequities and make a commitment to actively seek out improvements for this very vulnerable student group.	I'd like to see attention drawn to the Climate Action Report 2022; environmental action and education should be incorporated as a high priority budget driver, tying directly back to student health and well being and student mental health.
127	Member of the Public	I believe that none of the other drivers are achievable without appropriate staffing to support.	
128	ICCAC & BSACAC	In brief, I feel that the allocation of resources and attention towards pandemic recovery has been woefully inadequate to address the unprecedented disruption to student learning. In my opinion, well-reourced and multi-faceted student-focused pandemic recovery should be the most important consideration at this time.	