

Ronald McDonald House Toronto School

2025-2026 Impact Report



Ronald McDonald House Toronto School compassionately provides a unique, student-centred learning environment to facilitate academic, emotional, and social success.



**Ronald
McDonald
House®**
Toronto



A School Without Limits

The Ronald McDonald House Toronto School is the only Ministry-recognized, fully staffed school located within a Ronald McDonald House in Canada - a first-of-its-kind program that demonstrates what becomes possible when an organization refuses to accept the limits of existing systems.

Children from Junior Kindergarten through Grade 12 step into a warm, adaptable learning environment where lessons flex around treatment schedules, energy levels, and the emotional realities of medical crisis. Instruction is delivered by Ontario-certified teachers, a Registered Early Childhood Educator and an Education Program Coordinator. All materials are provided at no cost to families.

Three program streams ensure every eligible child can continue learning:

- **Full-day, in-person learning** (Kindergarten–Grade 8), grounded in the Ontario curriculum with flexible, responsive instruction
- **EASEL (Engaging Academic, Social and Emotional Learning)** one-on-one and small-group tutoring (JK–Grade 12), available in person or virtually up to five times per week
- **A School Readiness Program** for children aged 2.5–4, building early literacy and numeracy foundations and easing transitions into formal schooling

The 2025-2026 school year represented the school's 21st year in operation.

School effectiveness is measured through established Key Performance Indicators (KPI) and achievement of operational/strategic plan initiatives.

This impact report provides an overview of KPI results and initiative achievement for the 2025-2026 school year as well as outlines draft plans for the 2026-2027 school year.

Ronald McDonald House Toronto School Statistics and Enrolment KPI

Enrolment

Ronald McDonald House Toronto School's first KPI relates to enrolment. The goal is to serve 90% of the eligible school-aged (4-17 year old) and preschool-aged (2.5-4 year old) children staying at Ronald McDonald House Toronto. In the 2025-2026 school year, the school **served 100% of eligible children**, exceeding expectations.

Overall, a total of **116 students** were served in the 2025-2026 school year through our three participation options. Please find below relevant statistical information from the past three years.

Full-Day Learning and EASEL

Table 1.1 Students/Length of Stay (Full-Day Learning/EASEL)

School Year	# of Students	Patients	Siblings	Avg. Length of Enrolment
2023-2024	88	31	57	26 days
2024-2025	68	19	49	40 days
2025-2026	91	39	52	38 days

Of the 91 students served in full-day learning and EASEL this year, **23 participated in the EASEL program**. 12 of which were secondary students and earned a remarkable 45 secondary school credits.

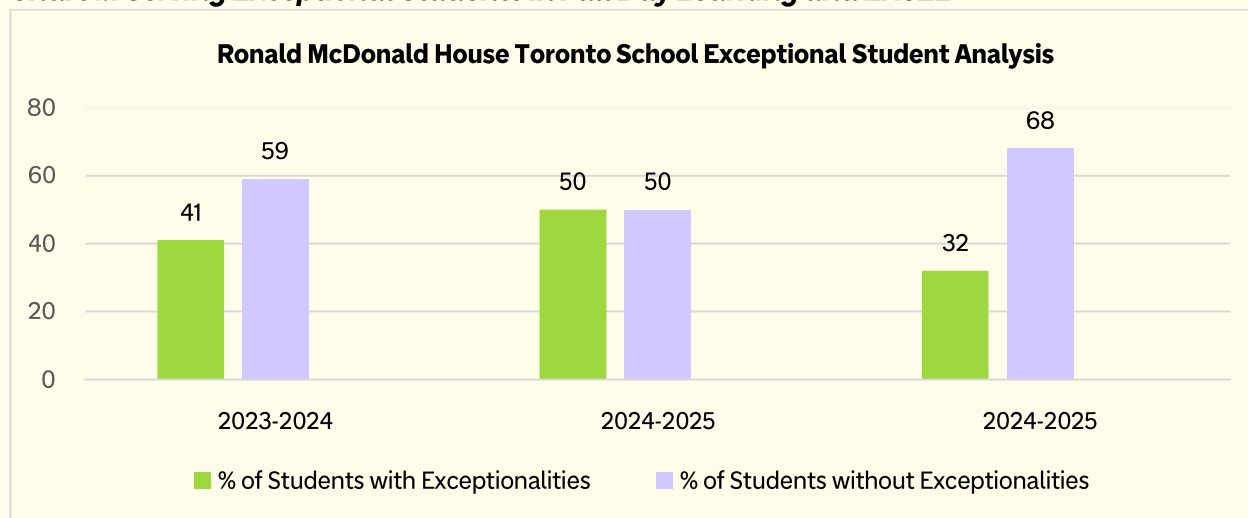
Table 1.2 Weekly Enrolment/Daily Attendance (Full-Day Learning/EASEL)

School Year	Avg. # of Students Enrolled/Month	Avg. Daily Attendance
2023-2024	24 (26 inc. SRP)	13
2024-2025	20 (27 inc. SRP)	9
2025-2026	27 (32 inc. SRP)	13

This school year, we experienced a **19.6% increase** in the number of students served. This growth was largely driven by a rise in families with multiple children participating in the school program. Rather than the more typical one or two children enrolled per family, we welcomed an increasing number of families with three or more children.

Our average daily attendance also increased, reflecting the more than **35% rise** in monthly student enrolment. To respond to this growth, we implemented several operational changes throughout the year. These included adjusting teaching assignments to better support students, as well as developing new partnerships with post-secondary institutions to expand volunteer and placement student support.

Chart 1.1 Serving Exceptional Students in Full Day Learning and EASEL



The overall percentage of students served with identified or suspected exceptionalities (in addition to, or separate from, physical exceptionalities) decreased this year. However, students with exceptionalities consistently presented with multiple and often complex needs, requiring a high level of individualized support.

Notably, **97% of the exceptional students served were neurodiverse**, with diagnoses including ADHD, autism, dyslexia, or a combination of these.

The complexity of students' needs prompted us to develop new approaches to support successful school participation. One such initiative was the use of our EASEL program as a transitional step, providing students with opportunities to strengthen self-regulation skills before progressing to full-day classroom learning.

School Readiness Program

Table 2.1 Monthly Enrolment/Total Participation (School Readiness Program)

School Year	# of Families Who Participated	Avg. # of Families Enrolled/Month
2023-2024	10 (12 children)	3
2024-2025	27 (29 children)	7
2025-2026	30 (25 children 2.5-4, 5 children birth-2.5)	6

Enrolment in our School Readiness Program remained steady this year. Consistent enrolment can be attributed to the continuation of our intentional and proactive recruitment strategy which includes a weekly House audit and frequent family follow-up to ensure awareness.

Note: a total of 5 siblings under 2.5 also participated in the interactive sessions led by our Early Childhood Educator with much success, indicating that we should promote this opportunity to families moving forward.

Family Satisfaction and Remaining KPIs

The remaining four KPIs for the Ronald McDonald House Toronto School (learning environment, academic impact, emotional impact, social impact) are assessed through family satisfaction surveys. Target satisfaction is 4/5. Ronald McDonald House Toronto School continues to perform at a high level with all four areas in the 2025-2026 school year rated at 4.66/5 or higher.

Below are measurement criteria for each KPI, current results and key quotations highlighting impact.

Learning Environment (Term 1 – 5, Term 2 – 4.95, Overall – 4.98)

Measurement Criteria – safe, clean & comfortable space, inclusive environment, overall schooling experience



"The Ronald McDonald House School and teachers were absolutely incredible. They showed amazing kindness, patience, and support to my child, and made learning feel safe and enjoyable during a very difficult time. We are truly grateful for everything they did for our family."

- Parent of Grade 11 Student

My daughter loved the school, she wished she can continue even after we moved from there.

She misses you."

Academic Impact (Term 1 – 4.59, Term 2 – 4.73, Overall – 4.66)

Measurement Criteria - curriculum covered, learning activities, ability to keep up academically.

"We are just so incredibly thankful for the incredible school program and lovely educators, all of whom had an impact on each of our children. For our child in treatment especially, this was his first time ever going to school - something he has missed out on due to his treatment."

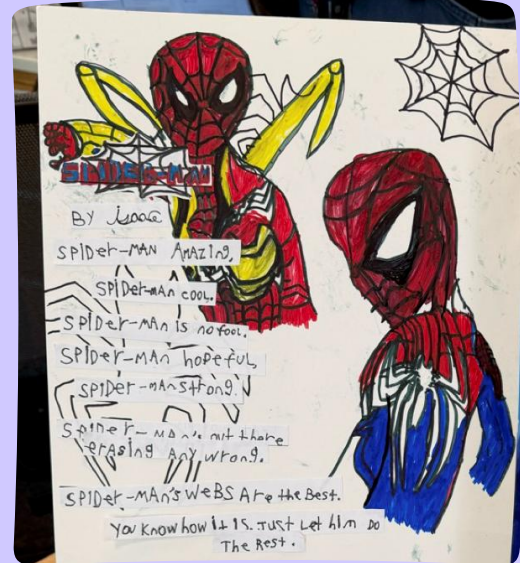


Image 1 - Student Poetry



Image 2 - Classroom in Action

"It is an amazing school, with the friendliest staff, and I have no idea what we would of done without this school during our 550 night stay! Whole school years would have been lost. Thank you all so much for everything you do for families like ours!"

Emotional Impact (Term 1 – 4.87, Term 2 – 4.87, Overall – 4.87)

Measurement Criteria - student enthusiasm for school, supported child emotionally, eased family's stress level

Key Quotations

"We are very grateful for the school. It offers our daughter a sense of normalcy, achievement and support while her brother is having treatment. This is invaluable for her mental health."

- Parent of Grade 6 Student

"I wouldn't have been able to bring the siblings in Toronto if it wasn't [for] the school. It helped us to stay all together through a hard time. Their older brother passed away and it allowed his two younger sisters to be around him for his last weeks. I'll be forever thankful for this school."



Image 3 – Students & their families at a School Fair

Social Impact (Term 1 – 4.69, Term 2 – 4.77, Overall – 4.73)

Measurement Criteria – staff and volunteer interactions, helped child socially, kept family together

"It has helped my child be okay with change. He struggled making or wanting to make new friends after we left his hometown and it showed him it's okay to make new friends."

-Parent of Kindergarten student

"The school was so critical for keeping our family together during some of our most difficult times."
-Parent of Grade 1 student



Image 4 – Friends leading a centre at a School Fair

2025-2026 Ronald McDonald House Toronto School Operational Plan Highlights

Each year, Ronald McDonald House Toronto School develops an operational plan that is responsive to Ontario's Leadership Framework for schools as well as the strategic plan for the House. This year's plan focused on four areas: Serve More Families, Better; Enhance Collaboration; Prioritize People and Drive Engagement.

Serve More Families, Better

Math Instruction and Progress

This year, we strengthened our ability to serve families better by taking a more intentional, data-informed approach to mathematics instruction and student achievement. Through the implementation of consistent monthly math assessments and collaborative analysis of student progress, we gained a clearer understanding of where students were thriving and where additional support was needed.

Across the 2025–2026 school year, students demonstrated meaningful growth in mathematics across multiple strands, with the strongest gains in Number Sense (28%), followed by Patterning and Algebra (20.4%) and Data Management (14%).



These results demonstrate that **our intentional focus on building mathematical confidence, conceptual understanding, and engaging instructional practices improved student learning** despite the challenges associated with interrupted schooling and varying lengths of stay.

Students staying fewer than one month demonstrated 14.25% growth in Number Sense, compared with 27% for students staying one to three months and 34.5% for those staying longer than four months. These findings clearly demonstrate that **sustained participation in the Ronald McDonald House Toronto School leads to greater academic gains** and reinforces the critical role educational continuity plays in supporting children during treatment.

The data also demonstrates that our instructional practices effectively support diverse learners. English Language Learners achieved 38.5% growth in Number Sense, while students with exceptionalities demonstrated the highest gains at 45%, reflecting the impact of differentiated instruction and individualized supports.

At the same time, the data identified an important equity gap, with racialized students demonstrating lower growth than non-racialized peers in both Number Sense (21% vs. 31%) and Patterning and Algebra (11% vs. 27%). These findings provide a clear direction for strengthening equitable outcomes through culturally responsive mathematics instruction.

Student and teacher feedback reinforces these academic outcomes. Students consistently described feeling more confident, enjoying mathematics, and viewing mistakes as opportunities for learning, while teachers reported increased student engagement, greater willingness to ask questions, and growing confidence in mathematics instruction. Together, these findings demonstrate that our approach is strengthening both mathematical achievement and students' identities as capable mathematicians.

Student Feedback	Teacher Feedback
<i>"I feel brave when I make a mistake in Math."</i> ~ Grade 2 student <i>"It is easier to learn here."</i> ~ Grade 6 student <i>"Here we get to use helpful tools."</i> ~ Grade 3 student <i>"I find Math hard, but I can do it."</i> ~ Grade 2 student	<i>"Students are more excited and engaged."</i> <i>"Students want to ask more questions and are comfortable making mistakes."</i>



Image 6- Hands-On Math Activities

Looking ahead, we will continue building on these successes by embedding culturally relevant mathematics that reflects students' identities and lived experiences, explicitly teaching growth mindset strategies to strengthen confidence and perseverance, incorporating chunking and spaced retrieval to deepen conceptual understanding, and continuing to monitor achievement through an equity lens to ensure every student has equitable opportunities to succeed.

Supporting Emotional Development Through the Arts

Recognizing that many students arrive at school carrying the emotional impacts of medical treatment, disrupted routines, separation from home, and changing family dynamics, we intentionally embedded social-emotional learning into our Visual Arts program. Through thoughtfully designed, curriculum-connected art experiences, students explored their emotions, developed mindfulness strategies, expressed hope and resilience, and built confidence in a safe, creative environment.



Image 7- Exploring Self-Expression Through Warm and Cool Colours

In one unit's culminating task, students explored the concept of belonging through the work of Black American artist Reginald Laurent, whose vibrant abstract art celebrates individuality, connection, and the belief that everyone has a place. Each student created unique shapes that were combined into a collaborative artwork, demonstrating that every individual contributes something valuable to the community. The final piece became a powerful visual representation that, regardless of where children come from, their age, culture, or the challenges they are facing, they belong at Ronald McDonald House Toronto.



Image 8 - "Everybody Belongs" by the students of Ronald McDonald House Toronto School.

Expanding Outdoor and Nature-Based Learning Opportunities

Outdoor education plays an important role in supporting children's mental health, emotional regulation, and overall well-being. Time spent in nature fosters calm, joy, and meaningful connections—to self, to others, and to the environment—which is particularly important for children and families navigating the challenges of serious illness.



Image 9 – Enjoying the outdoors

At Ronald McDonald House Toronto School, our approach to outdoor education is rooted in equity and care. We recognize that every student's ability to participate looks different, and we are committed to ensuring that all children have access to the benefits of nature-based learning in ways that are responsive to their medical needs, energy levels, and treatment schedules. This is why we continually adapt activities to be shorter, more flexible, and more accessible, ensuring participation remains meaningful for every student.

Throughout the year, we integrated outdoor learning experiences such as nature hunts, outdoor reading and journaling, science investigations, physical education, and class meetings, while also bringing nature indoors through natural materials, environmental learning, and open-ended instructional approaches.



Image 12 - Nature Hunt at 240 McCaul



Image 11 - Newly Installed Accessible Play Ledge



Image 10 - Playing in our New Mud Kitchen

This commitment to continuous improvement has strengthened our practice and informed future planning, including the development of a new partnership with the Toronto and Region Conservation Authority (TRCA), creating enriching experiences that support student well-being while advancing our vision of responsive education.

Redesigning and Expanding Early Childhood Experiences

Prior to the 2025–2026 school year, intentional programming and dedicated spaces for children from birth to four years of age were limited. Aside from the School Readiness Program and opportunities for free exploration in the Pyramid Space for children under school-age there were few experiences specifically designed to support this stage of development.

Over the past two years, the school has transformed an existing second-floor space into an Exploration Space for Kindergarten students, supporting both literacy instruction and child-led play. As the space became established, staff noticed a steady stream of families with younger children stopping by during school hours, hoping to use the room. This reinforced the identified unmet need for developmentally appropriate programming for infants, toddlers, and their caregivers.



Image 13 - In the TRCA Workshop

In response, the school launched a targeted volunteer recruitment initiative, enabling the Exploration Space to open to families three days per week for one hour. During these sessions, trained volunteers facilitate play-based learning experiences that encourage exploration, language development, early literacy, and meaningful caregiver-child interactions.

The response has exceeded expectations. Since opening, the space has been used daily, demonstrating both its value and the demand for expanded early childhood programming.

Image 15 - Artwork created by Placement Student Cindy for the Exploration Space

The impact was immediate and powerful. As children entered the space, many excitedly pointed to the illustrations, exclaiming, “That’s me!” or identifying friends and family members who looked like them. These moments reinforce the importance of creating environments where every child feels seen, valued, and represented.

This initiative reflects our commitment to responding quickly and intentionally to the evolving needs of families, ensuring that even our youngest children have access to developmentally appropriate learning experiences and parents/caregivers have opportunities for connection.

Enhancing Supports for Neurodiverse Students

This year, Ronald McDonald House Toronto School strengthened its inclusive practices by implementing additional supports for neurodiverse learners. Across the school, visual labels were added to learning materials and supply bins, visual schedules and timers were incorporated into daily routines, and staff expanded their use of differentiated communication/technological tools and approaches to better meet students' individual needs. New fidget toys and noise-cancelling headphones were also available for students. These enhancements increased predictability, promoted independence, and supported student engagement across learning environments.



Image 16 - Student utilizing supportive technology.

We also introduced a new use for our EASEL program as a transitional support for students preparing to enter Full-Day Learning. Many children who attend Ronald McDonald House Toronto School are entering school for the first time or, due to the disruptions caused by serious illness and treatment, are attending school consistently for the first time. For neurodiverse students, establishing school routines, developing self-regulation skills, and navigating a classroom environment can be particularly challenging, especially while managing the physical and emotional impacts of medical treatment.

Through EASEL, students can receive individualized support in a low-stimulation environment where school routines, self-regulation strategies, and learning expectations are explicitly taught and gradually scaffolded. As students build confidence and readiness, they transition into Full-Day Learning at a pace that reflects their individual needs. Throughout this process, educators work closely with parents and caregivers to share successful strategies, monitor progress, and collaboratively determine appropriate transition timelines. This approach has resulted in successful classroom integration for many students while reinforcing Ronald McDonald House Toronto's commitment to supporting the well-being of the entire family.



Image 17 - Principal and student building together.

“This school lifted so much weight off our shoulders while our family was navigating everything we were experiencing. The staff has been nothing short of incredible helping our child understand, express and work through his emotions. It’s been so helpful that they communicate consistently and give suggestions on how to keep things running smoothly.”
~ Parent of Kindergarten student

Enhance Collaboration

Supporting the Ronald McDonald Global Community

Ronald McDonald House Toronto provides the most comprehensive educational opportunities to families facing medical crisis in the system. More than 20 years of innovation and demonstrated success have positioned our school as a leader in this specialized field, allowing us to mentor and support educators across the Ronald McDonald House network. We currently collaborate with Ronald McDonald House Palo Alto, Ronald McDonald House Houston, and Ronald McDonald House

Philadelphia, sharing evidence-informed practices that support children in treatment and siblings experiencing crisis.

Our longest-standing partnership with Ronald McDonald House Palo Alto has contributed to the expansion of their education program, including increased hours of operation, a greater number of students served, and the introduction of a sibling support program.



Image 18- Principal Katie and Teacher Ciana with educators from Palo Alto, Houston & Philadelphia

In April 2026, we joined colleagues from across North America at the Hospital Educator and Academic Liaison Conference in Philadelphia to exchange knowledge, explore the unique needs of children receiving medical treatment and their siblings, and identify leading practices for delivering responsive, high-quality educational programming.

Through these collaborations, Ronald McDonald House Toronto continues to advance specialized education both within our organization and across the broader Ronald McDonald House network.

New Post-Secondary Partnerships

Ronald McDonald House Toronto School has long relied on strong partnerships with post-secondary institutions to ensure we have the staffing and volunteer capacity needed to meet the diverse and evolving needs of our students. We maintain longstanding relationships with the Early Childhood Studies programs at the University of Guelph-Humber and Toronto Metropolitan University, as well as the Department of Educational Studies at York University, collectively welcoming approximately five placement students each year.

This year, increased student enrolment, a growing emphasis on differentiated instruction, and the expansion of programming—including the opening of the Exploration Space and increased summer camp participation—highlighted the need to further strengthen our volunteer model.

In response, School Principal Katie leveraged her role as a part-time instructor at Victoria College, University of Toronto, to establish a new partnership with the Education & Society program. The partnership was a natural fit, as students are required to take Introduction to Teaching, Child and Adolescent Development in Education as well as equity-focused courses such as Education, Disability and Inclusion.



Image 19 - Education & Society Students Anupa & Theo volunteering at Ronald McDonald House Toronto.

This academic foundation equips volunteers with the knowledge and perspectives needed to support our distinct population. During the 2025–2026 school year, seven Education & Society students volunteered with the school, representing 50% of our volunteer team. Together, they contributed **518 hours of service**, providing meaningful support to students while generating an estimated **\$14,089** in value based on Toronto's living wage. Their contributions expanded our capacity to provide individualized support, enhance programming, and create richer learning experiences for children and families, while also strengthening the school's volunteer model.

Extending Learning Beyond the Classroom



Image 20 - Enjoying Ripley's Aquarium.

Each month, Ronald McDonald House Toronto School offers free educational field trips that extend learning beyond the classroom while providing children and families with opportunities for fun, exploration, and connection. By removing financial and accessibility barriers, these experiences ensure that all students can participate, regardless of their family's circumstances. They also increase community awareness of Ronald McDonald House Toronto, as students proudly represent the House while exploring destinations throughout the city.

This year, students visited a variety of locations across Toronto that supported both curriculum and student interests. Favourite destinations included Little Canada, where children enjoyed identifying and sharing stories about their hometowns, and Ripley's Aquarium of Canada, which continued to inspire awe and curiosity about the natural world. We also introduced new experiences, including a visit to a local fire station in response to students' interests and a trip to the Museum of Illusions, which proved particularly engaging for students with sensory needs through its interactive, hands-on exhibits.

Learning also came to the House through visits from community partners. Chef Spencer led interactive cooking lessons where students prepared foods such as fresh pasta, while Amanda's Exotic Animals introduced children to a wide variety of animals, from large reptiles to small arachnids.

Field trips and special guest experiences continue to be among the most valued aspects of Ronald McDonald House Toronto School, consistently ranking as one of the top highlights in family satisfaction surveys. Beyond supporting curriculum expectations, they promote joy, belonging, and positive memories during an otherwise challenging time.



"My child had the opportunity to experience so many new things and explore different places through the monthly field trips—experiences he wouldn't have had if we hadn't enrolled him at Ronald McDonald House Toronto School."

~ Parent of Kindergarten student

Prioritize People

Ronald McDonald House Toronto is the only Ronald McDonald House in Canada with an on-site school and one of only a few worldwide. As the provider of one the country's most comprehensive educational programs for children with serious illnesses and their siblings, we are committed to continually strengthening staff knowledge, fostering collaboration, and refining our model to ensure it remains responsive, sustainable, and evidence-informed.

Key professional development initiatives and outcomes this year included:

Conference Attendance

- Two educators attended the Hospital Educator and Academic Liaison (HEAL) Conference in Philadelphia, PA. Key learning focused on using technology and artificial intelligence to support students experiencing brain injuries or chemotherapy-related cognitive challenges, strengthening post-secondary pathways, integrating STEM with medical experiences, and enhancing transition planning through executive functioning assessments. These learnings informed revisions to our student transition resources, which will be implemented and evaluated next year. Staff will also share conference learnings with the school team through an internal professional development session.

“Being a part of the HEAL conference was like nothing I have experienced before. I had the opportunity to connect with educators who face the same challenges and triumphs.

I didn’t have to explain how bereavement is intertwined into a school day or that student success is measured differently. They just knew.”

~Teacher comment

House Tours and Organizational Learning

- Two educators visited Ronald McDonald House Philadelphia and Ronald McDonald House Calgary to observe family-centred practices, exchange ideas, and strengthen relationships across the Ronald McDonald House network. Visiting the original Ronald McDonald House reinforced the history and mission that continue to guide our work today.
- All full-time school staff also attended a private screening of *Audrey's Children*, hosted by Ronald McDonald House Toronto and Ronald McDonald House Canada. The film deepened staff's understanding of the organization's origins and reinforced the enduring partnership between healthcare, philanthropy, and Ronald McDonald House in supporting the whole family.

Staff Training

- One educator completed the Additional Qualification course *Teaching Children with Communication Needs (Autism Spectrum Disorder)*, building expertise in communication, co-regulation, visual supports, and differentiated instruction. Learning will be shared with the team through a professional development session and practical resource toolkit.
- All new staff and placement students participated in in-House grief and bereavement training to strengthen their knowledge, language, and confidence in supporting families during difficult circumstances while promoting staff well-being.



Image 22 - Educator with students in the school

“During the training, I learned the important distinction between empathy and compassion. While empathy can contribute to exhaustion and burnout, compassionate care emphasizes presence, support, and healthy boundaries. This learning has allowed me to effectively support families while also protecting my own well-being.”

~Staff comment following Grief & Bereavement training

Drive Engagement

Supporting Community Fundraising

Ronald McDonald House Toronto School continued to support fundraising initiatives by creating authentic learning experiences that connected students with the broader Ronald McDonald House community. During McHappy Day, students created thank-you cards for community members who visited participating McDonald's restaurants in support of Ronald McDonald House Toronto. This project provided meaningful opportunities to explore Ontario curriculum expectations in financial literacy and Social Studies while helping students understand philanthropy, community involvement, and the importance of expressing gratitude.



Image 23 - Students on McHappy Day with their Thank You cards

The school also participated in a national Ronald McDonald House Canada initiative in partnership with Disaster Kleanup International (DKI). Students created original artwork that was gifted to families across Canada as part of an initiative encouraging them to learn more about Ronald McDonald House, become involved, and support their local Chapter.

By integrating these projects into classroom programming, students were able to contribute to meaningful fundraising efforts while developing a deeper understanding of citizenship, community responsibility, and the impact of charitable giving.

Meaningfully Engaging Donors

Ronald McDonald House Toronto School continued to support donor engagement by participating in activations that brought donors, volunteers, and families together to experience the school firsthand. These opportunities allowed donors to observe learning in action, interact with students, and gain a deeper appreciation for the role education plays in supporting children and families throughout their healthcare journey. These experiences continue to strengthen donor understanding of the school's impact while fostering meaningful connections with the Ronald McDonald House Toronto community.

This year, the school also played a key role in revising its case for support to better reflect the distinctive population we serve, the learning environment we intentionally create, and the specialized expertise required of our staff and volunteers. The updated materials more accurately communicate the essential role of education within Ronald McDonald House Toronto and provide a stronger foundation for future fundraising, donor engagement, and community awareness efforts.

Looking Ahead to the 2026-2027 School Year

Ronald McDonald House Toronto School will support the organization's four strategic priorities in the following ways:

Serve More Families, Better – Ronald McDonald House Toronto School will continue to deliver its guiding principle, *"to compassionately provide a unique student-centred learning environment to facilitate academic, emotional, and social success,"* through Full-Day Learning (FDL), EASEL, and the School Readiness Program (SRP). We will continue implementing entry and exit benchmark assessments in math and literacy to measure our academic impact. We will enhance our math programming to reflect the same culturally responsive approach established across other subject areas and respond to Ontario curriculum changes by updating Kindergarten and Grades 7–8 History programming. We will also expand the use of the Exploration Space by offering daily facilitated play for preschool-aged children and use findings from our caregiver needs assessment to guide future caregiver programming.

Enhance Collaboration – Ronald McDonald House Toronto remains the only Ronald McDonald House in Canada with an on-site school and one of only a few worldwide. Building on our experience, we will establish a Ronald McDonald House educator community of practice through RADAR to connect educators, share promising practices, and strengthen collaboration across the global network. We will also enhance our partnerships with hometown schools by implementing new transition resources to support students returning to their home communities.

Prioritize People – We will continue to support staff through personalized professional development plans aligned with operational priorities. School-wide learning will include staff-led sessions on supporting neurodiverse learners, key learnings from the HEAL Conference, and math improvement strategies. School leadership will also facilitate professional development focused on team collaboration and communication. To support Ontario's structured literacy initiatives, teachers will complete literacy benchmarking training.

Drive Engagement – We will continue to strengthen Ronald McDonald House Toronto School's position as a leader in community-based education by developing, evaluating, and sharing evidence-informed practices. Next year, we plan to prepare articles for publication on our math improvement strategy and long-term KPI results and submit a proposal to present at the Council for Exceptional Children Conference. We will also continue partnering with the Development and Communications teams to share meaningful family, staff, and volunteer stories, support donor engagement, and develop case for support materials that demonstrate Ronald McDonald House Toronto's essential role in a family's healthcare journey.



"Life is full of uncertainties, but one thing I know for certain is that enrolling my child in Ronald McDonald House Toronto School was the best choice we could have ever made."

~ Parent of Kindergarten student