

INSIGHTS AND ACTION REPORT

2018 DIRECTOR'S TOWN HALL & COMMUNITY ENGAGEMENT

Informing the work of our strategic plan

WHAT WE ARE TRYING TO LEARN?

WHAT DO FAMILIES AND STUDENTS VALUE ABOUT THE RELATIONSHIPS, LEARNING ENVIRONMENT AND TEACHING PRACTICES IN SCHOOLS?

COMMUNITY INSIGHTS

Support the Whole Child...



Families and students value an education that develops students' academic skills but also develops life, social and emotional skills that contribute to their overall mental and physical well-being and an ability to actively participate in the world.

Each Student is Unique...



Families and students value schools where educators and staff believe in, know and understand each and every student as an individual and build on their unique needs, interests, strengths and lived experience.

Relationships & Equity are Foundational...



Families and students value a school where educators build relationships with students, fostering a sense of belonging where students feel safe, included, seen and celebrated. Relationships must be developed with families, community organizations, and employers who are partners in building a more inclusive and relevant learning experience.

BACKGROUND

In spring 2018, WRDSB held a Town Hall event, hosted in person focus groups and launched a Family survey to gather feedback. All of these events were designed to ensure families and students of diverse backgrounds and abilities could participate in activities and engage with the content.

WHY DID WE DO THIS?

We know that our community expects, and deserves, to be an active participant as we implement our strategic plan. This provided a chance to check in with our community and ensure we are on the right track.



WRDSB.CA

[FACEBOOK.COM/WRDSB](https://www.facebook.com/WRDSB)

[TWITTER.COM/WRDSB](https://twitter.com/WRDSB)

[INSTAGRAM.COM/WR_DS_B](https://www.instagram.com/wr_ds_b)

[YOUTUBE.COM/WRDSBVIDEO](https://www.youtube.com/WRDSBVIDEO)

COMMUNITY INSIGHTS

OUR ACTIONS

WHAT THIS WILL LOOK LIKE

Support the Whole Child... Families and students value an education that develops students’ academic skills but also develops life, social and emotional skills that contribute to their overall mental and physical well-being and an ability to actively participate in the world.	Promoting student voice as outlined in Culturally Relevant and Responsive Pedagogy (CRRP).	Asking students to share what makes them want to come to school and what helps them be successful in school.
	Reviewing our data on student social-emotional learning and its connection to student well-being and achievement, and determining next steps.	Looking at the results of student surveys about their well-being and comparing this to student achievement results (like report cards, EQAO).
	Creating ways to share positive student stories to serve as an inspiration to students.	Sharing student success stories online, at events and through recognition programs.
	Identifying strategies to continue to increase access to gender neutral washrooms.	Gender neutral washrooms are going to be in all new schools, additions to schools and added to existing schools.
	Building the capacity of educators in Kindergarten classrooms to support the development of students’ self-regulation skills.	Staff in Kindergarten classrooms attending workshops to learn more about different ways they can support students as they learn to manage difficult situations.
Each Student is Unique... Families and students value schools where educators and staff believe in, know and understand each and every student as an individual and build on their unique needs, interests, strengths and lived experience.	Developing universal accommodations within all learning environments to meet the needs of all students.	Providing workshops for school staff to better understand how they can help students who are experiencing anxiety.
	Providing professional learning opportunities to Principals on effective strategies for tracking students’ progress toward graduation and developing appropriate interventions to address student needs starting in Kindergarten.	Helping Principals and Vice-Principals use data to track and support students who are more likely to drop out of school.
	Building staff capacity to develop a deeper understanding of themselves and their practices that promote culturally relevant and responsive schools and classrooms.	Teachers, Principals and staff who work at the education centre attending multiple training sessions so that they can better understand how to meet students’ needs.
	Supporting physical resources in classrooms to ensure a productive learning environment for staff and students.	New furniture that promotes collaboration being placed in math classrooms in every secondary school.
Relationships & Equity are Foundational... Families and students value a school where educators build relationships with students, fostering a sense of belonging where students feel safe, included, seen and celebrated. Relationships must be developed with families, community organizations, and employers who are partners in building a more inclusive and relevant learning experience.	Building staff capacity on equity, inclusion and human rights through mandatory professional development sessions.	A series of workshops being offered for all Principals and other senior staff on Human Rights.
	Expanding fair and equitable recruitment , hiring and promotion through enhanced diversity hiring of staff.	With the help of an expert who doesn’t work at the school board, reviewing how staff are hired and promoted to make sure it is done in a fair and equitable way.
	Developing a consistent approach to the collection and use of voluntarily provided staff identity data.	Developing a staff survey to understand who our staff represent and learning from the best practices of other school boards in Ontario.
	Re-designing the WRDSB website to improve communication with our stakeholders and further develop safe and supportive communities.	Creating a new website and making sure it has the information that students, families and staff want and need.
	Changing our process for indicating student absences from school due to religious holy days.	Changing the way schools record when students are absent for a religious holiday so that these days no longer count as an “absent” on a student’s report card.
	Establishing a framework that creates a responsive , balanced, and sustainable approach to community partnerships and relationships.	Creating and keeping partnerships with community organizations that meet the needs of students, staff and families.