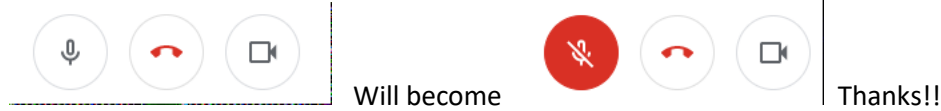




WELCOME!! Please note – your “video picture” will become everyone’s Main Screen when you speak!!
If you want to reduce the background noise (like the kids yelling or your partner doing the dishes), you can MUTE your microphone for this GOOGLE MEET session.

To select “mute” on the microphone at the bottom of your screen (using the “mic” button pictured here):



1. Acknowledgement of Traditional Lands, Indigenous Rights, and Human Rights Statement

Acknowledgement of Traditional Lands

The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

Indigenous Rights:

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

Human Rights and Equity Statement:

The Durham District School Board is committed to learning and working environments that centre human rights and equity, and are **safe**, welcoming, respectful, equitable, **accessible**, inclusive, and free from discrimination

2. Welcome and introductions – name, pronouns, position (parent/guardian)

Sarah Khattab; Jeff White; Philip Arkoh-Forson; James Klodnicki; Shlok Panchal; Susanne Villeneuve; Judith Nichols; Melissa Lunn; Trecia Browne; Michelle Noble; Vanessa Dulny; Tamara Sutton; Muhammad Ali; Jennifer Parrington; Lauren Bliss; Kerri-Leigh Weir
Regrets: Jill Lang

3. Google Meet Procedures & Norms of Meeting

- **ENTERING:** When you enter the teleconference, please Introduce yourself by typing “Hello” in the chat box (The chat box is in the Upper Right part of your screen, in between

the people box and your initial, and looks like this:



- **QUESTIONS:** To ask a question, please write it into the Chat Box. We will review the questions in the order in which they appear and will ask people to speak to their questions (and follow-up questions) as we address them.
- **NORMS:** We would ask, during this meeting, that you participate, pause/listen, revisit/reflect on new ideas, and strive to question ideas (not people) as we share successes and challenges without judgment about the sharer

4. Procedures

- a) Review of Agenda
- b) Review of Minutes of Last Meeting

c) Treasurer's Report (\$500 allocated via DDSB)

5. School Updates

- Guest Speaker: Trecia Browne – Graduation Coach for Black Students

Role – working with students Gr 9-12 – supporting students who are Afro Canadian, Afro Caribbean in regards to Pathways; Goal setting; Post-secondary applications and transitions; Opportunities for experiential learning; etc.

Various opportunities for Black Students

Support the increase in wellbeing for our Black students

Increase the circle of supportive adults caring for our students with customized supports

Identifying specific needs for parents and addressing barriers

At DAWSS on Mondays and Tuesday

We'll open this time if you have any questions:

Judith Nichols – are the students coming to you voluntarily? Or do they come to your attention through a list of names through Guidance?

Trecia – both

By building the relationship with them, I can encourage them to come with a friend

Grade 9-12

Goal is to increase graduation rates for Black students

Grade 9s – pathway exploration

Grade 11 and 12 - Tours to Universities and Colleges

Checking out programs in which they may be interested and show them their options

JN - How do you work with Guidance?

TB – my space is connected to Guidance; Guidance may bring them to me – I will make sure they are getting the right information as per DAWSS transitions and navigation

JN – do you work with the parents? At what point?

TB – once I meet with the students, then I connect with the parents

I have had parents reach out in advance – usually, because I am in the school, I connect with the child first and then the parent

All part of building the circle of caring adults

Location – Wilson Room across from Room 107 – Mondays & Tuesdays at DAWSS

Guidance is doing a review of all students and their success on Thursday (Gr 9, 10, 11 and 12) – this information will be shared with Trecia

Trecia Browne - trecia.browne@ddsb.ca

- Staff Representative – Jill Lang – sent an email
Staff updates

Guidance

Honour Roll letters will be delivered by the end of November to last year's Grade 9, 10, and 11 students.

College and university applications are now open. We encourage students to start their applications now.

Grad photos are taking place this week and next. Students need to sign up using the code found in the Grade 12 Guidance Google Classroom.

Business

Students participating in DECA are in the final preparation stages for the official in-person regional competition on Sunday, November 27 at Sinclair.

Arts

The Winter Showcase is December 15th @ 7pm and the Talent Show is December 22nd.

Modern Languages

DELFL examinations start next week at the Board Office. This event is for Grade 12 students currently enrolled in French. Those participating have received specific details regarding examination times from their teachers.

Canadian and World Studies

Hosted an amazing Remembrance Day ceremony in conjunction with the Arts Department on Friday past. It was nice to see the school returning to this Remembrance Day tradition.

- Student Council Rep - Shlok Panchal (Prime Minister) and Evan Miller (Deputy Prime Minister)
Has not been that long since the last SCC
We had a dance scheduled but due to lack of ticket sales we had to cancel – unable to make our break even point, hopefully we can coordinate another dance soon and have more tickets purchased.
Boo Grams – huge success
Costume contest on Halloween was a success
Some of the things we are working on:
 - December Toy Drive
 - December Food Drive
 - Looking at a Holiday Spirit Week
 - Culture Day – Successful Black Student Association (SBSA) – coordination and having a representative sit on the Student Council team
 - Hot Chocolate Day
 - Winter Picture Contest

Having executive meeting tomorrow to plan events

- Administrator's Update - James Klodnicki (Principal)
Grade 9 Gendered HPE – presentation to secondary administrators – DAWSS pioneered this concept this year and is being applied to all secondary schools in the DDSB next Fall 2023
Advantages of inclusion and student choice/voice – co-teaching with 2 HPE educators (1 identifies as male; 1 identifies as female) in both FI and non-FI; based on TGFU (Team Games for Understanding) where foundational skills are taught instead of “sports based” - sports foundations for invasion games, net/wall games, striking/fielding games, target games
Great reception so far – students have recorded that they are actively participating this year instead of “just walking around” and, with the TGFU focus, it is nice “to be passed to” as all are learning the skills

Looking to schedule a **Town Hall for Student and Parent/Guardian Voice** regarding the experience of Black and racialized students at DA Wilson SS – focus on safety and keeping students free from harm (as per Indigenous Rights and Human Rights statements) – looking for further student and parent/guardian voice – date TBA

We had an incident, as per community communication, about students using and posting racist and homophobic slurs online; our Black students used their voices to indicate their feelings of fear and lack of safety in the school and in the community

School has been meeting with students, parents/guardians, and community members to access further voice; changes to procedures in terms of supporting Black students, including the creation of the Successful Black Students Association, to support voice and reduce silence

Increasing opportunities for students to get engaged

Assessment and Evaluation Policy Review – after discussion with parents/guardians and colleagues, DAWSS staff have revised the wording of our DAWSS Assessment and Evaluation Policy, as listed in our Student Handbook and Course Outlines.

The requirement for medical documentation for missed assessments and assignments has been changed, given the burden of COVID/RSV on the healthcare system and with a lens to the expense (both money and time) of procuring medical documentation by parents/guardians/caregivers.

To support our students and families while also supporting our staff, we have modified the wording of the Assessment and Evaluation Policy on pages 22 and 23 of the Student Handbook to read as listed below.

This information has been shared with Department members, the Student Agenda has been updated on our website, as well as our Course Outlines for Semester 1 and 2, and we will be sending a confirmation communication to families in the next few days.

The original document can be found at: https://drive.google.com/file/d/1ZFxOMINfZkQIsP-BOyiHLxEQV8I_0zgS/view

ASSESSMENT AND EVALUATION POLICY

Assessments give students and teachers feedback about student progress and learning. Assessments may include, among other activities: observation, class discussions, homework, self/ assessment, rubrics, tests, assignments, or performances. Formative Assessments provide informal assessment opportunities to determine a student's level of comprehension and are not included in a course mark. Formative assessments give feedback (written/verbal comments, marks/levels) on how and where learning can be improved.

*As per the [“Welcome to the DDSB: Parent/Guardian Resources”](#) document of 2021 if students or parents/guardians need help or have any questions or concerns, **begin by contacting your child's teacher**. If you wish to meet with another staff member, contact the school office to book a meeting. Please remember to sign in at the school office when you arrive.*

Statement of Purpose

*The primary purpose of assessment, evaluation and reporting is to provide feedback to students, parents/guardians, and teachers that directs instruction in the classroom towards **improving student learning**.*

Guiding Principles

Successful assessment and evaluation policies and practices are contingent on a partnership among and the shared responsibility of the school, the students, and the parents/guardians.

Donald A. Wilson parents/guardians will receive feedback regarding school, board wide, and provincial student achievement, and the methods of assessment, evaluation and reporting, when appropriate.

In May 2010, the Ministry of Education released the document entitled "Growing Success". The "Growing Success" document sets policy and recommends practice regarding assessing student work to inform teaching practice, evaluating student work and reporting on student progress. The "Growing Success" document can be downloaded from the Ministry website at <http://edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>.

Communication is key – students and parents/guardians should contact teaching staff IN ADVANCE of the assignment or test due date if the ability to submit assignments/tests by the due date has been impacted by mitigating circumstances (e.g., illness). School based trips cannot be used as reasons for not completing an assignment/test on time; the assignment/test must be completed prior to departure.

NOTE: Students with Individualized Education Plans (IEP) will have this policy applied as per the accommodations and language within their IEPs.

Tests

If a student is aware, prior to a test date, that they will be legitimately absent that period (i.e. field trip, appointment, co/extra-curricular activity, date of significance), the student must communicate this to the teacher **before the test date** so that discussion and alternate arrangements can be made with the teacher.

If a student is absent without prior notice to the teacher for a test date, the following steps must be completed:

1. A parent's/guardian's note addressed to the subject teacher, confirming the parent's/guardian's **understanding that the test has been missed** and the **defined reason for the absence** (examples are, but not limited to: family crisis, medical circumstance, etc.), must be brought to class the first day the student is back to school. **(If no note is received, tests will be assigned a zero).**
2. Once a parent's/guardian's note is received:
 - A. If the completed tests have not been returned to the class, then the absent student will write the test immediately in class.
 - B. If the completed tests have been returned to the class, then the teacher may (at their discretion, using professional judgment) provide an alternative assessment for the student to complete and/or assign the missed test a "No Mark".

NOTE: All missed Summative Assessments (i.e., exams; performance tasks; etc.) require a note or a mark of zero will be assigned.

Assignments

If a student is aware, prior to an assignment due date, that they will be legitimately absent that period (i.e. field trip, appointment, co/extra-curricular; date of significance), the student must communicate this to the teacher **before the due date** so that discussion and alternate arrangements can be made with the teacher.

If a student is absent without prior notice to the teacher for an assignment due date, the following steps must be completed:

1. A parent's/guardian's note addressed to the subject teacher, confirming the parent's/guardian's understanding that the assignment has been missed and the defined reason for the absence, must be brought to class the first day the student is back to school.
2. If no note is received, the assignment will receive a "No Mark" and its assessment value will only be counted towards the final mark if the student's credit attainment is in jeopardy.
3. Once a parent's/guardian's note is received:
 - A. If the completed assignments have not been returned to the class, then the absent student will submit the assignment immediately.
 - B. If the completed assignments have been returned to the class, then the teacher may (at their discretion, using professional judgment) accept the assignment **OR** provide an alternative assignment for the student to complete **OR** assign a "No Mark" to the assignment and its assessment value will only be counted towards the final mark if the student's credit attainment is in jeopardy.

If **no** assignment is submitted, then the teacher may (at their discretion, using professional judgment) assign a mark of zero as a placeholder until the assignment is submitted.

NOTE: All missed Summative Assessments (i.e., exams; performance tasks; etc.) in a course will require a note or a mark of zero will be assigned.

Family of Schools Cross Panel Transition Teams to meet to discuss the transition of **Grade 8 students to Secondary School.**

Planning for January 2023 to initiate the conversations

Remembrance Day Ceremony – Thanks to CWS Flora Fung and Sarah Fletcher and Steven Retsinas for a thought-provoking presentation – Faces of War. An opportunity to examine those not typically represented during Remembrance Day ceremonies, specifically our Black, Sikh, Indigenous, Asian, South Asian, 2SLGBTQAI+ and female soldiers and service people, as well as the families of DAWSS staff and students who were in the Canadian Armed Forces

STEP – Sex Trafficking Education and Prevention Program (November 2022)

The Positive School Climates Department (PSCD) of the Durham District School Board (DDSB) is committed to the safety and well-being of all students. As part of this commitment, we have developed a long-standing relationship with Victim Services of Durham Region (VSDR), who has been providing staff and student education on the topic of Youth Sex Trafficking. The PSCD is pleased to share with you this opportunity hosted by VSDR, for parents/guardians to participate in an educational opportunity Sex Trafficking Education and Prevention Program (November 2022) on Thursday, November 24th, from 6 to 8 pm – Online via Zoom Please see attached flyers and/or register at <https://www.eventbrite.ca/e/sex-traffickingeducation-and-prevention-program-november-2022-tickets-452927587607>

Sarah Khattab (Vice-Principal) Mark Reporting; Mid Term Report Cards out on November 17; encouraging conversations and checking in with teachers

Equity Team – mentorship program for Grade 11s and 12s for Grade 9 students – community service hours

Jeff White (Vice-Principal) – OSSLT – congrats to our students and staff who ran the practice test today – what is not seen is the hours of correlating data

Alternate schedule for Nov 31/Dec 1 – to be emailed to parents/guardians the week before the test – Session 1 and 2 – accommodating students who have unlimited time to finish this piece of assessment

Positive School Climate – Wilson Identity

Philip Arkoh-Forson (Vice-Principal) – Medium length

Accident Awareness and Prevention Presentation for Grade 11 and 12s – originally about vehicular accidents BUT also focused on pedestrian accidents – very useful

Goal – Semester 2 – Grade 9 and 10

16 November – Lockdown Drill

22 November – Hold and Secure

Exams – Mr Arkoh-Forson and Mr. White – please make sure your family events are not occurring at the same time as exams – there are mitigating individual circumstances (e.g., illness) for which we can adjust, but we advise against planned vacation absences during the exam period

26, 27, 30, 31 of January – we will send reminders to families via School Messenger

Question – city cleaned the sidewalk on the All Saints side but not close to our school
Students getting stuck on our side
Awareness of the school – do not walk on the road
Mr Ali will address with the region if still not getting cleared. Mr Ali had great success with lengthening the traffic light/advanced green!!

6. Future Topics for this year –
Presentation – Trecia Browne – Graduation Coach for Black Students

Update – Traffic Light

Additional connecting for presentations (Black Excellence Made Evident); UnLearn;
Parent/Guardians sharing experiences; Parent Engagement Series (formerly Regional SCC);
Durham Partners Conference (formerly Parents as Partners Conference); Parent Involvement
Committee (PIC Newsletter); PRO Grants

Help for Parents/Guardians of Kids who are going to University – Workshop in December or January?

There is information on the DAWSS Website under Guidance
ALSO – do reach out to Guidance – Kelly Stewart and Niki Chinnick can assist

7. Questions/Open Discussion
- Communication – are there some announcements that we as parents are missing? Getting the emails – also recommended to sign up for Instagram and review of announcements and screens in schools – just concerned about “are we missing something?” – reach out to teachers and the school
 - SCC attendance – parents/guardians are disappointed that there are only 20 people on this call – concern if there is a connection between fewer parents/guardians involved in SCC and fewer families knowing what is going on at the school
 - **RECOMMENDING SEPARATE SCC EMAIL** from the Newsletter to pinpoint parents/guardians – 3-4 times per year to pinpoint certain Grade levels – explain **why** it is important. **SCC meetings are Mandatory**
 - **Trecia Browne – how do parents interact with the school?** Parents calling into the school is good – how do you get information to them? What are you offering to them to get them engaged? What kind of things do they want to see at the school or be engaged in? Parent workshops @ DDSB
 - **Town Hall** – reminder from earlier in the agenda
 - **Each Group – Grade 9 Focus Group with Guidance and Administration – Mid Year check in – same with Grade 10, 11 and 12** Mr Klodnicki to email guidance
 - DELF question – should we sign our kids out of school? Yes, the school will not sign them out
 - Virtual Workshops on the OUAC Website - <https://www.ontariouniversitiesfair.ca/>
Virtual workshops available for families applying to universities
 - Exams – Jan 26-Feb 1 – formal exams – what is the difference between in-class exams or formal exams? In-class exams, like performances, presentations, oral proficiency interviews, lab exams, technological studies practical work, etc., tend to be done during in-class time
Formal Exams – written exams done during the 1.5 or 2 hour exam schedule
 - What is the correlation of exam dates, University/College application due dates, and University/College Mark uploads? OUAC for Mid=Term mark upload was November 16; exams will be completed and marked prior to the University/College upload dates in February
8. Motion to Adjourn: Tamarah Hutton; Kerri-Leigh Weir

Next Meeting: Tuesday, 7 February 2023 - 6:00 pm

Important Dates

- November 15 – SCC Meeting–6 PM Hybrid: Online & In-Person (Library)
- November 18 – Professional Activity Day
- November 14-25 – Graduation Photos (TBC)
- November 30/December 1 - OSSLT
- December 5-9 – Successful Black Student Association Spirit Week
- December 15 – Credit Endangered Notices
- December 23 – 6 January – Winter Holiday
- January 17-18 – EQAO Grade 9 Mathematics Test
- January 24-25 – In Class Exams
- January 26 to 1 February – Formal Exams
- February 2 – Credit Completion/Final Day of Semester 1
- February 3 – First Day of Semester 2

SCC Dates (7 meetings)

- September 27
- October 18 25
- November 15
- February 7
- March 21
- April 18
- May 16



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DRAFT

SERVING STUDENTS and the SYSTEM across the DDSB

- KEY OUTCOME: STUDENT LEARNING AND WELL-BEING**
Student voice and identities are honoured in innovative environments that are focused on equity, well-being and global citizenship. School cultures engage students to thrive academically, socially, physically and emotionally.
- KEY OUTCOME: EQUITY OF OUTCOMES**
Equity-based leadership, grounded in human rights and anti-oppression principles, ensures students experience well-being and achieve academic success.
- KEY OUTCOME: PEOPLE AND CULTURE**
Staff are empowered to contribute to an organizational culture through respectful relationships and processes that are inclusive, responsive, fair and equitable.



STRATEGIC PRIORITIES AND OPERATIONAL GOALS	
	Set high expectations and provide support to ensure all students meet or exceed their full potential every year. <i>Success</i>
	Create safe, welcoming, inclusive learning spaces for students and staff. <i>well-being</i>
	Identify, train, actively develop and monitor student leaders to support current leaders. <i>leadership</i>
	Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement. <i>equity</i>



2022-2023 Secondary School Guiding Principles:

- We will ensure human rights, equity, and Indigenous education are considered in all aspects of learning;
- We will prioritize relationships and connections with students to support their well-being;
- We will use flexible approaches to engage students in learning;

We will use differentiated, accessible and flexible learning tasks that are based on the curriculum to support learning and growth and will adjust learning expectations based on the current circumstances; and We will adjust assessment and evaluation approaches to support student success.

Focus Indicators: Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and student engagement.

Focus on -

- * Equity, Inclusion and Accessibility;
- * the Student, then the Curriculum;
- * a Trauma-Informed Teaching Approach
- * Well-Being
- * Routines and Hygiene
- * Physical Distancing
- * Foundations of Teaching, Learning and Assessment
- * General School Operations

SEF INDICATORS:

- 1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria.
- 1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.
- 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students, and reflects individual student strengths, needs, learning preferences and cultural perspectives.
- 4.1 Staff foster a culture of high expectations that supports the belief that all students can learn, progress, and achieve.
- 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- 4.2 Teaching and learning in the 21st Century is collaborative, innovative, and creative within a global context.
- 3.3 Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs, and interests of the student population.
- 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.

Walking to Learn - Five Questions for Students:

What are you learning? How are you doing? How do you know? How can you improve? Where do you go for help? (SSA review data)