



Donald A Wilson Secondary School
School Community Council Meeting
Tuesday, 11 November 2025 at 6:00 pm
Online Only AGENDA



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
2. Welcome and introductions
3. Procedures
 - a) Review of Agenda - Motion to Accept:
 - b) Review of Minutes of Last Meeting (from April) – Motion to Accept:
 - c) Treasurer’s Report
4. School Updates
 - Staff Representative – Jill Lang
 - Student Council Rep – Olivia Zheng (Prime Minister), Sedney Lee (Co-Deputy Prime Minister) and Rebecca Pan (Co-Deputy Prime Minister)
 - Administrator’s Update - James Klodnicki (Principal); Sarah Khattab (Vice-Principal A-L); Jonathan Demaray (Vice-Principal M-Z)
5. SCC By-Laws
6. Future Topics for this year – PRO Grant – Applications
7. Questions/Open Discussion
8. Motion to Adjourn:

Next Meeting: Tuesday, 10 February 2026 - 6:00 pm

Important Dates

November 11 – Remembrance Day – Assemblies (Times TBA)
November 11 – SCC Meeting – Online – 6-7 pm
November 12 – Mid Term Report Cards available on Parent Portal
November 14 - Professional Development Day (Agenda TBC)
November 20 – Full Disclosure
November 24 - Curriculum Leads Meeting – 2:15 pm – Library/Seminar A
December 1 - Staff Meeting – 2:20 pm - Library
December 1-12 – Graduation Pictures – Room 245
December 11 – Credit Update Notices go home
December 22-January 2 – Winter Break
January 12 - Staff Meeting – 2:20 pm – Library (not Jan 5!!)
January 14-16 – EQAO Grade 9 Assessment of Mathematics
January 20 – Sem 1 Term 2 ends
January 21-27 – Semester 1 Final Exams
January 28 – Credit Completion
January 29 – First Day of Semester 2

SCC Dates (4 meetings)

September 30
November 11
February 10
April 21
May 26

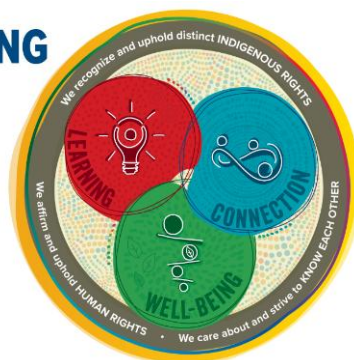


DURHAM DISTRICT SCHOOL BOARD

Ignite LEARNING

Multi-Year Strategic Plan
2024-2028

The Ignite Learning Multi-Year Strategic Plan sets the direction for the work of the DDSB and guides our collective actions for ongoing student-centered improvement and success.



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2025-2026 Multi-Year Strategic Plan and Secondary School Guiding Principles:

POLICY into PRACTICE into IMPACT into HABITS OF MIND

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 -

- * Human Rights & Duty Bearer Responsibilities
- * 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.
- 4.3 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)