



Donald A Wilson Secondary School
School Community Council Meeting
Tuesday, 21 April 2026 at 6:00 pm
Online Only MINUTES



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.

Le conseil scolaire du district de Durham tient à souligner que de nombreuses nations autochtones ont des relations à long terme, qui sont historiques et modernes, avec les territoires sur lesquels se situent notre conseil scolaire et nos écoles. Aujourd'hui, cette région abrite de nombreux peuples autochtones de l'île de la Tortue. Nous tenons à souligner que la région de Durham se situe sur des territoires traditionnels qui comprennent ceux des Premières Nations des Mississaugas de Scugog Island, du peuple Mississauga et le territoire visé par les traités avec la Première Nation des Chippewas de l'île Georgina. C'est sur ces terres ancestrales et visées par les traités que nous enseignons, apprenons et vivons.

Indigenous Rights Statement / Déclaration sur les droits des Autochtones:

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.

Le conseil scolaire du district de Durham reconnaît que les droits des Autochtones sont distincts. Dans l'exercice de ces droits, les membres du personnel et les élèves autochtones ne doivent pas être soumis à des actions ayant pour but ou pour effet de les priver de ces droits distincts.

Human Rights and Equity Statement / Déclaration des droits de la personne

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.

Le conseil scolaire de Durham s'engage à offrir un milieu d'apprentissage et un milieu de travail centrés sur les droits de la personne et l'équité, qui sont sécuritaires, accueillants, respectueux, équitables, accessibles, inclusifs et sans discrimination, sans oppression et ni préjudice.

2. Welcome and introductions

James Klodnicki

Jonathan Demaray

Rownak Chowdhury

Cathy Myles

Andrew Logan

Jen Brubacher

Jill Lang

Olivia Zheng – Student Council Prime Minister

JN – Judith Nicholls

Lydia Martin –

Rupinder Parmar

Ken Gillies – Karla Gillies

Shazia Ahmed -

Kerri-Leigh Weir

Kimberley Outar – Ollie

Melissa Lunn

Pat Martorelli

Rebecca Pan – Gr 12 – Co Vice Ps

Vaishali T – son in Gr 10 – Sami Prasad

3. Procedures

a) Review of Agenda - Motion to Accept: Jen, Judith – motion has passed

b) Review of Minutes of Last Meeting (from February) – Motion to Accept: Kerri-Leigh; Vaishali – motion passed

c) Treasurer's Report - \$500.00 – Kerri-Leigh Weir – Guidance has been looking at students for graduation – believe that is the plan, self nomination and Google – 2 \$250

4. School Updates

- Staff Representative – Jill Lang

- 3 items

- Grad 2026 Durham College - Campus Recreation and Wellness Centre - June 26, 2026 at 9:30am. We ask that grads arrive no later than 8:45.

- Relay for Life = Friday, 29 May - \$30 – need to complete 3 setps – asking for fundraise above \$30 registration fee; money goes to Canadian Cancer Society; welcoming cancer survivors and fighters to join us from school and community the day of event – please connect with Ms. Kok – no expectation to fundraise, just to be there and be part of event

- Reminder – Mme Hook and Mme Giguere – two grants – mural in downtown Whitby by French students – FI and senior students – interested in painting mural next week – missing part – emails in the chat is interested

- Judith – senior? Just Grade 11 and 12?

- Jill Lang – French Immersion students and Senior Core students – artist is Francophone, total communication in French

- Student Council Rep – Olivia Zheng (Prime Minister), Sedney Lee (Co-Deputy Prime Minister) and Rebecca Pan (Co-Deputy Prime Minister)

- I did want to share a few updates from Student Council: we are launching our new school merch, planning a large mental wellness event for May in partnership with the TAMI team, and organizing a project to repaint the breakfast door.

- MR Demaray – 2026-2027 elections are getting underway – looking for electons from Executive if they want to run

- Administrator's Update –
 - Rownak Chowdhury
 - 2.5 months
 - Second OSSLT – 49 students wrote (THANKS to Judy Hung, Canidce Kok, and the ISS team)
 - School Wide Health and Safety Inspection
 - Lockdown drill – structured time; also one at lunch time (staff and students being prepared) plus fire drills coming up
 - School Census – please encourage your students to participate – we did a blitz day earlier; board numbers have been low; yesterday we gave time in classes again; email was resent – DAWSS in the Top 5 of all secondary schools – we were
 - Girls Group under the banner of Positive School Climate – from VP Chowdhury – TDSB and Student Success – Behaviour team, working with underserved or At Risk or Students of Wonder – group with Gr 9 and 10 students; thanks to Ms Toma, Ms Van Dyk – 15 invitees with 9-12 regularly attending – getting to know the students and connecting; hoping to start a Boys group and talk about the things our young men are facing (Pasquale Martorelli is supporting!) – running to the end of May – 5 sessions occurring
 - Jonathan Demaray
 - Highlighting – tomorrow, for Earth Day – environmental team is doing a school-wide clean-up around the school
 - Mark Reporting – today, should have received email with access to report cards
 - Grade 12 students – Grades go out on April 23 for mid term; 29 April is full disclosure date (dropping class and dropping from class)
 - May 14 – Credit Update letters for those at 59% or below – those needing an extra push
 - Gr 12 exams – June 15-18; Grade 9-11 – Exams – June 17-22
 - Final Report Cards on 3 July
 - IPRC meetings – April 29-end of first week of May
 - Grade 9 EQAO Mathematics – running for anyone taking math in Grade 9 Semester 2 – June 10/11
 - Currently running after school numeracy program – 40+ students participating
- James Klodnicki (Principal);

Semi-Formal Dance – cancelled due to lack of interest, indicated by low ticket sales

Question – Judith Nichols – change of times

Other highschoools? DAWSS runs a few – had Tamil Students Association cultural celebration and dance, had a number of schools and students participate – 75 kids (cheaper! Dancing was kind of there – group flash mob was great; more of a social night – everyone was invited) – DJ charged \$100 for the evening, and there were finger foods which students purchased

First dance we held at DAWSS after COVID, was a lot of standing around

Traffic routes – thanks to all parents/guardians/caregivers for following the safe pathways of travel, **ESPECIALLY during winter weather – further emails will be sent regarding Safe Routes around the school.** Note: DRPS has been out to stop drivers from doing U Turns and stopping

mid-street to drop students. I appreciate the nods and waves as we redirect new folx in our safe navigation of the building and premises!

PD Day on last Friday, 17 April – staff will be working on Trauma informed learning and Erin's Law (child abuse) with additional work on our School Achievement Plan

5. PRO Grant "I wish I knew..." update – Pat Martorelli; Rupinder Parmer; Melissa Lunn
Update on Event - Feedback



200+ families participated

Judith- presenter and participant – liked the event, well run, guest speaker good, liked the questions in the parents/guardians/caregivers room – there is always a wondering; think the insights were helpful; perhaps event stream younger to Grade 7 to prepare for Gr 9 – the gap from elementary to high school is huge; this helps to fill the gap – get Gr 7 parents involved

ALSO – ensure the Gr 10 parents understand Gr 11 marks are pivotal year – think about it in Gr 10 – Gr 11 marks are strong

James – also invited the Trades folx to discuss their pathway

Jen B – went to both presentations – was very important – Gr 11 parents and students encouraged to start the process, not enough time

Kerri-Leigh – helpful having questions ahead of time for presenters to get the discussions going – lots of questions in our

6. Regional SCC Community (Rupinder Parmar)

Regional SCC meeting - Thursday April 16, 2026 at Sinclair Secondary School.

Topics discussed:

30 Credits My Way This program supports the transition from elementary to high school by helping students explore pathways aligned with their interests and future goals. Students can

access specialized opportunities such as SHSM, RELC, flexible learning options including Co-op placements, night school, summer school, and eLearning. The initiative empowers students to take ownership of their goals and navigate their high school journey with confidence. More information is available at: <https://www.ddsb.ca/en/programs-and-learning/30-credits-my-way.aspx>

Inclusivity Strategy SCC Chairs and Co-Chairs participated in a collaborative discussion on strategies used in their schools to promote inclusivity during events and activities. Topics included engaging Intermediate students in school events, increasing parent participation in meetings and activities, and overcoming language and cultural barriers to strengthen SCC involvement.

Pro-Grants SCC members received an overview of the Pro-Grant program, including eligibility and the application process. Chairs shared examples of successful initiatives funded through the grant. A key reminder is that Pro-Grant activities must focus on parent engagement, not student-only events. Examples shared included STEM Nights and the “I Wish I Knew” parent information night

7. Future Topics for this year – DRPS Rick Stewart Version 2.0 (support for it – send out to all parents) – promotion

8. Questions/Open Discussion

- Kerri-Leigh Weir – member of Parent Involvement Committee – family and engagement series – had Jennifer Cassa-Todd in March (Digital Leadership) – next date, graphic is coming – Quami Osay (Amazing Race) – Leadership, resilience and mental health – will send the details
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9. Motion to Adjourn: Motion passed Kerri-Leigh; Rupinder – Motion Passed

Next Meeting: Tuesday, 26 May 2026 - 6:00 pm

Important Dates

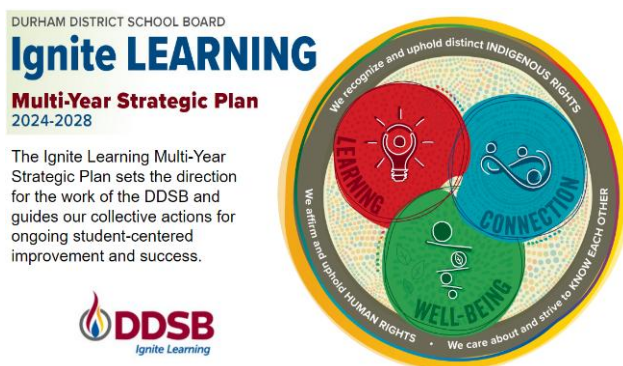
April 21 - SCC Meeting – online – 6-7 pm
April 21 – Semester 2 Mid Term Report Cards Available via Parent Portal
April 23 – Non-Instructional Lockdown (lunch)
April 27 - Department Heads Meeting – 2:20 pm – Library/254
April 29 – Full Disclosure for Semester 2 Mid Term Marks
April 29th – Last Day of Rídván X
April 30-May 2 – PHE Canada Conference - BC
May 4 - Staff Meeting – 2:20 pm - Library
May 5 – Student Recognition Night – J Clarke Richardson – 6 pm
May 14 – Credit Update Notice
May 18 – Victoria Day Holiday
May 20 – Living Compendium Showcase – 4:00-8:00 pm
May 21 – HPE OASPHE Conference 4-9 pm
May 22 - Music/Arts Showcase – 6:00-8:30 pm

SCC Dates (4 meetings)

September 30
November 11
February 10
April 21
May 26



May 25 - Department Heads Meeting – 2:20 pm – Library/254
 May 25 – SBSA Soul Food Monday – Atrium at Lunch
 May 26 – SCC Meeting – online – 6-7 pm
 May 29 – DAWSS Relay for Life – 11:00 am – 9:00 pm
 June 1 - Staff Meeting – 2:20 pm - Library
 June 15 – Grade 12 Section 50 Period 1 Exams (Special Schedule)
 June 16 – Grade 12 Section 60 Period 2 Exams (Special Schedule)
 June 17 – Grade 9-12 Section 70 Period 3 Exams
 June 18 – Grade 9-12 Section 80 Period 4 Exams
 June 19 – Grade 9-11 Section 50 Period 3 Exams
 June 22 – Grade 9-11 Section 60 Period 3 Exams
 June 24 – Credit Completion Day
 June 25 – PD Day
 June 26 – Graduation at Durham College (9 am start)
 June 26 – PM – PD Afternoon



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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)