

**AY Jackson Secondary School Council**

Monday, April 25, 2016

6:30 p.m. in the Library

**Present:** Lillian Neitzel, Susan Wehrmann, Sandra Blakely, Jasmine Larocque, Diane d'Entremont, Nicolas d'Entremont, Diane McFaul, Kayvon Mihan.

Meeting called to order at 6:35 p.m.

**Student Council Report** – Nicolas d'Entremont

Toonie Tuesday raised over \$400 for the Education Foundation.

Comfy week was the week before March Break – students wore pjs, slippers, brought blankets. The new pit game went over well.

The Grade Wars final week will be in 2 weeks. We are still working on ideas. At the end of the week we will calculate points and the winning grade will get their prize the last week of May.

May 5 is Grad Oscars from 7-9 p.m. There are 24 categories and grade 12's nominate their classmates for the awards. There will be food and lots of fun.

Kayvon Mihan was re-elected as Student Trustee for the 2016-2017 school year. Our school council elections will be May 26. The following positions will be elected:

2 - Co-Presidents

Administrative Officer

2 - Spirit and Dance Co-ordinators

2 - Athletic Reps

Student Senate Position

Communication Officer.

**Teacher Report** – Jasmine Larocque

Alter Reality's "Syrian Newcomers Project" went really well. We sponsored a family by providing them with 2 van loads of household items for their new apartment. Thank you to all the parents for their donations!

AY students will be in Nova Scotia third week of May. The student from Northumberland, N.S. had a great visit here despite snowstorm!

The Outers club had another sold out trip going to Coyote Rock climbing gym on April 22.

Track and Field has been training for a month, presently about 25 students are training up to 4 times a week preparing for upcoming meets.

Several Students were interviewed for the Focus on Youth Summer Job Program, helping youth at risk with securing first employment and a high school credit.

Tuesday April 19th was the Health and Wellness day for all grade nine students. They took part in activities and three seminars on health topics. It was a great way to have community partners share their expertise to the students.

Also Senior students hosted a Mental Health workshop on April 20th for both Junior and Senior students who were identified by staff or students as good mental health ambassadors.

15 students are heading to Algonquin College for Algonquin Connections on May 5th. They are going to participate in hands on experiences at the college in the trades, technology, business, culinary, Police, fire and Paramedic, computer studies and Esthetician.

The history and art departments are taking a group of students to Montreal to the Pompei exhibit (followed by walking around old Montreal and going for dinner). We still have spots left (open to any history or art students this year). It will be on Friday, May 13.

For Students' Council:

- Grad Oscars is coming up May 5th, tickets will be \$3 and are on sale starting Monday
- Grade Wars Finale Week is May 9-13 with Spirit Days and Pit Games every day
- Students' Council Elections coming up the third week of May - executive positions are open to this year's grade 10 and 11 students

### **Principal's Report – Sandra Blakely**

We are currently working on the schedule for next year. All courses have been allocated. We have no surplus teachers this year and will be hiring (English, Drama, Music head position will be posted). Cheryl Hyndman will be leaving AY for a position at the board. She will be taking on a position that oversees all athletics in the board. I will have a better idea of staffing for the May meeting.

Ms. Bendell and Ms. Abra will be retiring at the end of the school year.

Relay for life: In late December the organizing committee met with Ms. Collins. Poor weather, resulting in snow days, caused delays in the organization. Only 57 students

signed up, need a minimum of 100 so needed to cancel. Earl of March invited our students to join them.

The committee for next year will be created this school year. We will plan fundraising activities throughout the year to raise money. We hope to organize events every month that will culminate in the event. We are committed to reenergizing this event for next year. Date has been set for April 28<sup>th</sup>, 2017.

Prom will be on May 20<sup>th</sup>. There are 185 students attending which is more than last year. Cost is \$100. It will be held at the Shaw Center.

The students raised \$3000 with all their fundraising events. Next years prom committee has already been chosen.

There will be an after prom party – boat cruise for \$65. This was NOT organized by the school. It was organized by some students through the company that did last year's prom.

### **Secondary Review Presentation**

For the power point presentation please see attachment to the email the minutes were sent in. Following is the extra notes on the slides:

#### **Slide 1**

The idea of a secondary school review emerged from discussions by senior staff as well as from discussions at committees of the Board throughout the 2009-2010 school year, and envisioned a process that would determine parameters for secondary schools in the OCDSB including, but not limited to, school configurations, boundaries, program pathways, and supports and services. The Secondary School Review was developed as one of the 2010/2011 OCDSB District Goals.

#### **Slide 2**

Throughout this presentation, we are going to walk through the stages of this journey and learn how we got to the summary report. The summary report is a draft report, with recommendations for consultation. After consultation, the Board will make decisions about the recommendations. This graphic traces the journey of the Secondary School Review, from initial thinking to the summary report. The consultation timeframe is from the beginning of April to mid-May, with a final report scheduled for Board in early June with the intent of Board approval by the end of June.

#### **Slide 3**

The Secondary School Review was launched in 2011 to review the way programs and services are delivered in our secondary schools. The two framing questions that guided the review were:

a) How will the OCDSB ensure equity of access to core programs and services for all secondary students? (equity of access to core programs and services refers to what should be present in every community secondary school)

b) How will the OCDSB offer a full breadth of programs to all secondary students? Seven expert Working Groups were established representing different areas of interest. They each conducted their research and development of recommendations over the course of the last four and a half years. We are now at the culmination of the review process.

#### **Slide 4**

Goals of the Secondary School Review:

- to create a better understanding of secondary school programming in order to align future District decision-making
- to address whether there were barriers to student success found in the programs, and if so, to identify solutions
- to look at secondary schools and their programs as a collective to inform future planning

#### **Slide 5**

The Secondary School Review was led by the Ad Hoc Committee, a team comprising half of board staff and half representing a wide range of community stakeholders, from students to advisory committee representatives to post-secondary institutions. It served as the “reality check” for everything developed by the seven Working Groups.

One of the Ad Hoc Committee’s first steps was a visioning exercise about our hopes for all our graduates. This evolved into our OCDSB Exit Outcomes.

#### **Slide 6**

Extensive community consultation resulted in the identification of 5 characteristics and 5 skills that form the OCDSB Exit Outcomes for every graduating student. The final draft of the Exit Outcomes was finalized in November 2013. The 2015-2019 OCDSB Strategic Plan is founded on, and rooted in its commitment to, the Exit Outcomes.

The five Characteristics are:

- Resilient
- Globally Aware
- Collaborative
- Innovative/Creative
- Goal-Oriented

The five Skills are:

- Critical Thinkers
- Effective Communicators
- Academically Diverse
- Digitally Fluent
- Ethical Decision-makers

### **Slide 7**

Based on the areas of review approved by the Board in 2011, there were seven Working Groups:

- School Configurations
- Specialist High Skills Major
- French as a Second Language
- International Baccalaureate/Advanced Placement
- Digital Learning
- Community Hubs
- Canterbury Arts

Over the past couple of years, each of the seven Working Groups has brought forward recommendations through a series of reports to the Board for discussion and ultimately action. Those recommendations focused on the two framing questions of the Secondary School Review – addressing issues of equity of access and opportunity, and seeking a breadth of programming for all students.

### **Slide 8**

The OCDSB has a Secondary School Program Framework which outlines the structural model for secondary school programs. The framework provides guiding principles for the District's secondary program offerings and establishes guidelines for the different types of program delivery models. In short, it is the organizational template for how secondary school programs should be offered in the District. Updating it sets the policy groundwork to implement the recommendations of the seven Working Groups.

### **Slide 9**

The Secondary School Program Framework serves two purposes, to provide guiding principles and to provide the structure for program delivery. Specifically,

- Community Schools
- Inter-school Programs
- District Programs

### **Slide 10**

The guiding principles of the Secondary School Program Framework are expressions of our commitment to what community schools should be at the secondary level.

### **Slide 11**

The community school is the cornerstone of secondary school program delivery, intended to meet the needs of most students within the designated geographical boundary that the school serves. Key recommendations from the Review are highlighted (\*).

Three pathways: Revising the Secondary School Program Framework to mandate three programming pathways (grade 9 & 10 Locally Developed/grade 11 & 12 Essentials, grade 9 & 10 Applied/grade 11 & 12 College, grade 9 & 10 Academic/grade 11 & 12 University) for students expands the learning opportunities for students in their community school.

**Slide 12**

French Immersion: Most of our community secondary schools offer programming leading to the 10-credit French Immersion Certificate. Some of our schools offer only the 7-credit Extended French Certificate.

The recommendation would result in all schools offering both certificates, thus eliminating the need for French Immersion boundaries. As an example, Canterbury and Lisgar currently offer only the 7-credit Extended French Certificate; they would phase in the offering of the full 10-credit certificate, and the other community schools would phase in the offering of the 7-credit Extended French Certificate.

**Slide 13**

Currently, amongst the schools in our district, there are eleven different grade configurations: K-3, K-4, K-5, K-6, K-8, 4-8, 5-8, 6-8, 7-8, 7-12, 9-12. For some students, this means switching schools 2 or 3 times. The recommendation means that our optimal configurations would be K-6/7-12 and K-8/9-12.

Obviously, it would take significant time to move towards these models. Any re-alignment of grade configurations would occur in the longer term during pupil accommodation reviews, and only where feasible.

The minimizing transitions recommendation came from the School Configurations Working Group. As supported by research, fewer transitions have a positive influence on student achievement.

**Slide 14**

The Diplôme d'études en langue française (DELF) is an internationally recognized test of French proficiency for candidates whose first language is not French. It is based on the Common European Framework of Reference (CEFR), which defines language proficiency along six global levels: A1, A2, B1, B2, C1 and C2. Four competencies are measured on all DELF levels: listening, speaking, reading, and writing. The French Ministry of National Education awards a diploma to successful candidates. The DELF has been offered for the past few years as a pilot project. Due to its overwhelming success both in terms of student interest and achievement, the DELF will be offered to all secondary school students enrolled in grade 12 French, be it core or immersion.

Digital Fluency: The Exit Outcomes emphasized the importance of digital fluency. We have to ensure that we have an infrastructure and program delivery model that supports this through blended learning, e-learning, and the promotion of digital citizenship.

**Slide 15**

Inter-School Programs are programs that allow students to move to another school to address specific programming needs. Some examples are English as a Second Language (ESL) programming, ELD programming, Special Education classes, Alternate schools and Specialist High Skills Majors (SHSM).

**Slide 16**

Key recommendations from the Review are highlighted (\*) in the slide. To support the Secondary School Review's overarching guiding principle of "breadth of program" and "equity of access", the district will investigate the introduction of new SHSM offerings in a geographically strategic manner.

Access to SHSM at other school: This recommendation from the SHSM Working Group ensures that students from other schools would have equal access to register in the SHSM. Transportation to a SHSM at another school would be provided. Remaining at SHSM school: The School Configurations Working Group research on minimizing transitions is the foundation for this recommendation. Students attending another school in grade 11 for SHSM will have the option to remain at that school for grade 12 rather than make another transition back to their original school.

### **Slide 17**

We have four types of District Programs: Adaptive, Arts (Canterbury), International Baccalaureate (Colonel By), High Performance Athlete (John McCrae). Adaptive and HPA programming were not reviewed as part of the Secondary School Review, but will be reviewed in future years.

### **Slide 18**

IB West: In 2015-2016, 66% of all eligible grade 9 IB applicants were declined, due in large part, to the lack of available spaces, this signals a very real issue concerning access to the program.

Adding a IB West site would provide more students with the opportunity to pursue an IB diploma, and also provide a geographical location that supports the concept of "equity of access" for students in the western part of the district.

Criteria for Co-location: Co-located refers to the placement of a District Program in a school that also has a regular community school component (students attending the school because they live in the boundary area).

Stand-alone refers to a school serving only students attending for purposes of the District Program.

The proposed revisions to the Secondary School Program Framework include a recommendation that a District Program be co-located with a community school program when a student requires courses from both the specialized program and the regular composite program to fulfill graduation requirements. There is no need for co-location where a student is able to attain all graduate requirements within the District Program's course offerings. This is an important point to be included in the Secondary School Program Framework, to guide future area reviews in which there is or could be a District Program.

### **Slide 19**

Program reviews to optimize availability and flexibility for students Pupil accommodation reviews by zone over a period of several years.

### **Slide 20**

Consultation and decision-making on the recommendations of the Secondary School Review will run from the beginning of April until June.

**Slide 21**

The goals of the consultation plan are:

- to engage stakeholders in building their understanding about the Secondary School Review process and why it came about;
- to have a collaborative dialogue about how the revised Secondary School Program Framework would improve student learning opportunities;
- to discuss how the proposed recommendations support the vision of secondary schools of the future (how do the recommendations support planning for change and implementing future accommodation reviews);
- to seek input on the Secondary School Review recommendations;
- to build relationships with our secondary school communities.

**Slide 22**

Self explanatory

**Slide 23**

Widespread, multi-faceted consultation:

All principals

Staff meetings

Student Senate & Student Council Presidents Association

School Council meetings

Advisory Committee meetings

OCASC (Ottawa-Carleton Assembly of School Councils)

E-mail input

Secondary School Review link on OCDSB Website

Four Discussion Forums have been scheduled in various areas of the district to meet with interested stakeholders.

**OCASC**

No report.

**OCDSB Update - Lillian Neitzel**

**Important dates**

April 25: interim report cards are sent home

June 16: Last day of classes

June 20-24: Year-end exams

June 27: Extended exam date – no school

June 28-30: PA Days – no school

July 6-28: Summer School

## OCDSB Approved 2016-2017 School Year Calendars

### Approved 2016-2017 School Year Calendar

<b>Approved Elementary Calendar - 2016-2017</b>	
Start of School Year for Students	06 September 2016
PA Day – Provincial Priorities	07 October 2016
PA Day – Parent/Teacher Interview	18 November 2016
Winter Holiday Vacation Break	26 December 2016 to 06 January 2017, inclusive
PA Day – Report Card Development	30 January 2017
PA Day – District Priorities	17 February 2017
March Break	13 March 2017 to 17 March 2017
PA Day – Provincial Priorities	19 May 2017
PA Day – Report Card Development	09 June 2017
Last Day of School	29 June 2017
PA Day – District Priorities	30 June 2017

<b>Approved Secondary Calendar - 2016 -2017</b>	
Start of the School Year for Students	06 September 2016
PA Day - Provincial Priorities	7 October 2016
PA Day - Provincial Priorities	18 November 2016
Winter Holiday Vacation Break	26 December 2016 to 06 January 2016, inclusive
Final Examinations for Semester One	24 January 2017 to 27 January 2017
PA Day – District Priorities	30 January 2017
Start of Semester Two	31 January 2017
PA Day - District Priorities	17 February 2017
March Break	13 March 2017 to 17 March 2017
Final Examinations for Semester Two	20 June 2017 to 27 June 2017
Last Day of School for students	27 June 2017
PA Day - District Priorities	28 June 2017 to 30 June 2017

#### **Speaker Events:**

*Inspire and Motivate Learners to develop Resiliency and Advocacy Skills through Technology* - DJ Cunningham, Learnstyle

April 7 - 7:00 p.m. 9:00 p.m - Longfields-Davidson Heights Secondary School,  
Auditorium, 149 Berrigan Drive

DJ's presentation is centered on his personal life story and the lifelong impacts that his learning disability has had on him, also the vital role that educators, technology and differentiated learning have played. DJ's high level of acumen with SEA training and numerous products, the full suite of Google products and his own company's LEARN style technology/education products ensure a full picture presentation of the role of education and technology currently and in the future.

*Speaking up for the Quiet One: Shy and Anxious Children at School* with Robert Coplan, Carleton University

May 5 - 7:00 p.m. 9:00 p.m - Sir Robert Borden High School, Auditorium 131  
Greenbank Road

Some children are outgoing, talkative, and excited at school, while some are... not. If your child is shy or anxious at school, the OCDSB invites you to the Speaker Series presentation: *Speaking up for the Quiet One: Shy and Anxious Children at School*. Rob will discuss the implications of shyness and anxiety in childhood. This presentation will also have a practical element by providing parents with "best practices" for you to use to assist and support your shy child at school.

### **Secondary School Program Review Consultation**

The Ottawa-Carleton District School Board is consulting with the community on some changes to Secondary School programming. These changes may be of interest to both elementary and secondary parents, staff, students and the public.

In 2011, the school district began a Secondary School Program Review. The purpose was to review the way programs and services are delivered in secondary schools, using the lens of equity of access and breadth of programming.

The Secondary School Review had seven major areas of study, including:

[School Configurations](#): equity of access to programs, pathways, and services for all students  
[Specialist High Skills Major programs](#): A Specialist High Skills Major (SHSM) is a Ministry-approved specialized program that gives students in grades 11 and 12 the opportunity to take a concentration of courses in one of 19 sector-related subject areas.  
[French as a Second Language](#) number and location of secondary French Immersion and/or Extended programs in the District.  
[International Baccalaureate /Advanced Placement](#) a review of gifted programming  
[Digital Learning](#) optimal factors in the learning environment to attain the OCDSB goal of digitally fluent graduates.  
[Canterbury Arts Program](#) reviewing whether the Canterbury Arts program could stand on its own as a high school site  
[Community Hubs](#) Partnering with community organizations and service providers to enhance student learning and well-being, and introduce students to more opportunities which support their development as engaged citizens

### **Gender Identity and Gender Expression:**

[Guide](#) to support our students: This document sets out the OCDSB's guidelines related to accommodation based on gender identity and gender expression. It has been designed to raise awareness and help protect against discrimination and harassment. It is intended that this document will support staff, students and families in the OCDSB community in ensuring that the rights of those whose gender identity and gender expression do not conform to traditional social norms are protected, understood and accepted. It is important that we recognize that all members of our school communities are entitled to particular supports and protections. This includes students who are transitioning, identify as androgynous, gender creative, gender independent, gender fluid, gender variant,

gender diverse, gender non-conforming, intersex, two-spirit, transgender, transsexual or trans\*.

### **Community Recognition Awards 2016:**

OCDSB wants to thank all our volunteers, including school council members, parent and community volunteers, who have coached teams, led clubs or activity groups, been members of advisory committees to the Board and more! This is our chance to show our appreciation for the contributions of our amazing volunteers!

Now is your chance to [nominate](#) someone today! Nominations must be submitted by 4:00 p.m. Wednesday May 4, 2016.

### **Round Table**

The yearbook is done and it is awesome!

A Date with Diversity – like the Human Library idea. People talk about “their story” for about 20 mins. It was very enjoyable, encourage everyone to attend next year.

The temperature in the school varies in each room. Some rooms are cold, other too warm.

There are motion detectors in each room. Students moving around activates the heat/cooling. Unfortunately, the school does not control the temperature – it is controlled centrally.

School has solar panels – do we use the energy at AY?  
Power is not used by us, it is sold.

The applications for the trees are very complicated and will take some time to complete. Also, we are getting a new chief, Acting Chief is doing his best to provide necessary grounds maps.

May 3 is Music Monday.

AY play was awesome! The cappie nominations are May 4.

Website – Ms. Kirby and Ms. Verner will be the staff members taking care of it. They will be at next meeting to give us a preview. We will not roll it out until September.

Meet was adjourned at 8:17 p.m.

### **Next Meeting**

Monday, May 30th 2016 at 6:30 p.m. in the library. This will be our last meeting of this school year. All are welcome!