



Alexander Mackenzie High School

School Council

Monday, November 18 , 2019

7:30 – 8:30 pm in Room 122

MINUTES

Attendees

Present: Loren Thorburn, Xun Wang, Karl Brumund, Sabira Pradhan, Kelly Levson, Christine LaForge, David Mountain, Ruby Thind, Teresa Ho, Otilia Olteanu, George Ellinas, Cathy Clarke

Regrets: Angela Flesariu, Lin Zhu, Yula Nouragas, Sarit Abramovich

Absent: Ion Gosman

Guests: Will Husnut, Lana Fisher, Jason Pritchett

Student Report - *Will Husnut*

- Student council events
 - semi-formal next week - moved to Wednesday, November 27
 - still some tickets on School Cash Online
 - theme is "City Lights"
- Wizard of Oz musical
 - Mackenzie Music
 - December 12 & 13

2019/2020 School Council

1. Treasurer Report - *Xun Wang*

- full report attached at the end
- no change since September 2019
- school council general account: \$2,211.97 as of October 31, 2019
 - was \$3,011.97 in May 2019
 - 4 * \$200 student graduation gifts in June 2019
- board account: \$0
 - funding provided annually

- funds made available in November, normally \$1,000 per school year
- PRO (Parents Reaching Out) Grant account: \$0
 - dependent upon provincial funding for PRO Grants
 - this school year an amount is allocated to each board
 - school councils can apply to their board for funding of parent engagement projects

2. Principal's Profile

- voted via email
- 11-1 in support

3. Email voting to approve minutes

- using email to approve minutes to allow them to be posted sooner on the AMHS website
- we will continue using this method

4. Feb/March Meeting needed

- do we need one?
- bad timing due to course selection, term 2 start, March break
- will not have an in person meeting, but if needed, will have a virtual meeting
 - email and video conference
 - details will be announced if this occurs

5. School Council night

- handouts from presentations scanned and attached
- Teresa Ho represented AMHS
- vaping workshop
 - YRDSB has website on vaping
 - Otilia: glad parents are more aware of vaping and its concerns
- discussions about how other school councils operate
- workshop on suicide
 - Lana: guidance and staff regularly discuss mental health for students

6. January workshop - Xun Wang

- ASYR (Addiction Services York Region) resource available to present at workshop
 - <https://www.asyr.ca/resources/presentations-and-workshops/>
 - are there specific topics that we wish to have covered?
 - ASYR can tailor a workshop to topics of interest to AMHS parents
 - Nov 15 ebulletin had info on Cannabis 101 and vaping
 - <http://www.yrdsb.ca/schools/alexandermackenzie.hs/NewsEvents/Documents/AMHS%20Parent%20Bulletin%20Nov.%2015,%202019.pdf>
- subcommittee to coordinate
 - Ruby, Sabira and Xun
- we do not expect to receive PRO Grant funding for this workshop

7. Survey results

- survey report attached
- Lin compiled results, Loren presented the results as Lin is away
- some parents expressed an interest in sponsoring an event
 - School Council will reach out to them
- Karl to request to have survey results on dropdown menu on SC webpage

8. An hour of code

- Dec 12, 10-11am in cafeteria
- for grade 11 computer science classes (~75 students)
- participation limited by mobile technology in school

Teacher's Report - *Cathy Clarke and Lana Fisher*

- full report attached at the end
- Arts Mackenzie deadline for next school year is November 29 at 4pm
 - for current Grade 8 students wishing to apply to Arts Mackenzie
- Dec 2-6 AMac Gives Back drive support the Richmond Hill Food Bank and Central Cares
 - donations requested
 - student leaders organizing this drive
 - goal = 1300 items to donate
- Guidance Pop Up
 - once a week during lunch hour Guidance sets-up a desk in a different part of the school to connect with students
- Guidance Google Classrooms
- Grade 12 OUAC and OCAS deadlines approaching
- much more details in the report

Admin Report - *Otilia Olteanu, George Ellinas*

- enrollment increased
 - 1355 as of October 31
 - RT (regular track): 799
 - Arts: 267
 - IB: 289
 - school capacity: 1333
 - 102% utilization
 - physical space challenges
 - former dance studio converted to classroom
 - teacher workroom converted to classroom
 - school is completely full
 - YRDSB visited and analyzed enrollment trends
 - 1600 students forecasted by 2027
 - multiple lunches (across all 5 periods) next year

- AMHS used to have this in the past
- also common in many other YRDSB high schools
- initially will try to segregate lunches by grade
- younger grades to get better times

Student activity fee

- supports activities that build and strengthen the sense of community in our schools
- subsidizes school spirit events, team transportation, dances and guest speakers
- benefits the student community as all funds support student activities

In order to conserve paper, hard copies of the minutes and agenda will not be provided at the meeting.

2019-2020 Council Members

Chair: Loren Thorburn

Secretary: Karl Brumund

Treasurer: Xun Wang

Parent Reps: Angela Flesariu, Christine LaForge,
David Mountain, Ian Gosman, Kelly Levson, Lin
Zha, Ruby Thind, Sabira Pradhan, Teresa Ho

2019-2020 Meeting Dates

Meetings in Room 122 of AMHS

Monday, September 16, 2019 @
7:00pm

~~Monday, October 7, 2019 @ 7:00pm~~

Monday November 18, 2019 @ 7:30pm

Monday January 20, 2020 @ 7:30pm

Monday, April 21, 2020 @ 7:30pm

Tuesday May 19, 2020 @ 7:00pm



Alexandar MacKenzie High School
 School Council Treasurer's Report
 May 1, 2019 to October 31, 2019

School Council General Account

Beginning Balance as of May 1, 2019		\$	3,011.97
Add Source of Income:			
Income	\$	-	
Total Revenue			-
Less Expenditures:			
Graduation gifts in June 2019 (4x\$200)	\$	800.00	
Other Expenditures	\$	-	
Total Expenditures			800.00
Current School Council Account balance as of October 31, 2019		\$	<u><u>2,211.97</u></u>

Board Account

Beginning Balance as of September 1, 2019		\$	-
Add Source of Income:			
Funds Expected in November \$1000 per school year	\$	-	
Total Revenue			-
Less Expenditures:			
Total Expenditures			-
Current Board Account balance as of October 31, 2019		\$	<u><u>-</u></u>

PRO Grant Account

Beginning Balance as of September 1, 2019		\$	-
Add Source of Income:			
School Council to apply for PRO Grant	\$	-	
Total Revenue			-
Less Expenditures:			
Total Expenditures			-
Current PRO Grant Account balance as of October 31, 2019		\$	<u><u>-</u></u>

Coping & Stress Management



SCHOOL MENTAL HEALTH-ASSIST
ÉQUIPE D'APPUI POUR LA SANTÉ
MENTALE DANS LES ÉCOLES

TENSE AND RELAX

Purpose	To have students understand how different their body feels when relaxed versus when tense, to develop the skills to notice how their body feels in both instances and to learn how to relieve tensions and to self-regulate.	
Division	All	
Time Required	5-10 minutes	
Materials	Educator will help students notice how they feel when they tense their muscles, and when they relax them.	
Instructions	Neck/Turtle	<ul style="list-style-type: none"> - Push your shoulders up to your ears (as if you were hiding inside a turtle shell). - Hold this for the count of 1-2-3. - Now relax your shoulders slowly for the count of 1-2-3.
	Hands/Lemons	<ul style="list-style-type: none"> - Squeeze your hands together into fists (as if you were squeezing lemons). - Hold this for the count of 1-2-3. - Now relax your hands slowly for the count of 1-2-3.
	Stomach/Fence	<ul style="list-style-type: none"> - Squeeze your stomach in as if you were trying to squeeze through a fence. - Hold this for the count of 1-2-3. - Now relax your stomach slowly for the count of 1-2-3.
	Feet/Mud	<ul style="list-style-type: none"> - Push your feet down into the floor (as if you were squishing mud). - Hold this for the count of 1-2-3. - Now relax your feet slowly for the count of 1-2-3.

Coping & Stress Management

Adaptations	<p>Once this is an established practice in your classroom, you may choose to have students lead the activity. Can add more body parts as students learn to isolate different areas.</p> <p>Quick Option: "push, pull, drop" - Students are seated in chairs & hold the edges of their seat; push into the seat, then pull up against the seat, then drop hands down to sides.</p>
Evidence	<p>Understanding the difference in how the body feels under tension and in a relaxation state is a helpful tool to identify and regulate emotions. When students have the opportunity to simulate what it feels like to relieve tension, they can become more mindful of their emotions, and learn to effectively self-regulate (Blair & Diamond, 2008; Klingbeil et al., 2017).</p>
References	<p>Blair, C., & Diamond, A. (2008). Biological processes in prevention and intervention: The promotion of self-regulation as a means of preventing school failure. <i>Development and Psychopathology</i>, 20(3), 899-911. doi:10.1017/S0954579408000436</p> <p>Klingbeil, D. A., Renshaw, T. L., Willenbrink, J. B., Copek, R. A., Chan, K. T., Haddock, A., . . . Clifton, J. (2017). Mindfulness-based interventions with youth: A comprehensive meta-analysis of group-design studies. <i>Journal of School Psychology</i>, 63(Complete), 77-103. doi:10.1016/j.jsp.2017.03.006</p>

Emotion Identification Skills

RE-FOCUSING

Purpose	Students can benefit from techniques that help them notice energy and emotion levels, as this will allow them to regulate and to re-focus. When the educator notices that the energy in the room is moving away from the optimal zone for learning, they can cue students to tune into their emotions and energy levels. These quick and efficient techniques can be helpful to get students back on track with minimal interruption to learning.
Division	All
Time Required	1-2 minutes
Materials	Drum may be useful for drum beats activity, but this is not essential
Instructions	<p>For Re-Focusing use techniques such as:</p> <ul style="list-style-type: none"> - Patterned clapping (educator leads a clap sequence and students need to repeat it - could increase in complexity). Reflect as a class on the reason for clapping, make the link to students' emotional state. - Orchestra leader (educator mimics being a conductor and students pretend they are playing an instrument. Students must follow the tempo created by the educator). - Count to 10 (educator raises hands in the air and counts slowly to 10 and then back to 1, while students follow, until class settles). <p>Drum beats (educator beats a drum or taps desk slowly. Students need to stand, and walk slowly through the room. As tempo increases, walking speeds up - can also be done with decreasing tempo - as fast drum/slow walk).</p>

Emotion Identification Skills

Supplementary Resources	Tominey & McClelland (2011). "Red Light, Purple Light: Findings from a Randomized Trial Using Circle Time Games to Improve Behavioral Self-Regulation in Preschool." <i>Early Education and Development</i> , 22(3)
Adaptations	Consider using materials that will support the cultural identity of your students. Take a moment to discuss the significance of the instrument (e.g., indigenous drum and association with heart beat).
Evidence	Behavioural self-regulation involves focusing attention, engaging working memory, and controlling sudden responses that can disrupt the emotional climate of the classroom, and inhibit learning (McClelland et al., 2007). Students who participate in these types of group-based refocusing activities demonstrate improvements in behavioural self-regulation, and academic outcomes (Diamond, Barnett, Thomas, & Munro, 2007; Tominey & McClelland, 2011).
References	<p>Diamond, A., Barnett, W. S., Thomas, J., & Munro, S. (2007). Preschool Program Improves Cognitive Control. <i>Science</i>, 318(5855), 1387-1388.</p> <p>McClelland, M. M., Cameron, C. E., Connor, C. M., Farris, C. L., Jewkes, A. M., & Morrison, F. J. (2007). Links Between Behavioral Regulation and Preschoolers' Literacy, Vocabulary, and Math Skills. <i>Developmental Psychology</i>, 43(4), 947-959. doi:10.1037/0012-1649.43.4.947</p> <p>Tominey, S. L., & McClelland, M. M. (2011). Red Light, Purple Light: Findings From a Randomized Trial Using Circle Time Games to Improve Behavioral Self-Regulation in Preschool. <i>Early Education & Development</i>, 22(3) 489-519. doi:10.1080/10409289.2011.574258</p>

Positive Motivation Skills

THE POWER OF YET

Purpose	When challenged, rather than giving up or using negative self-talk, students can learn the power of "yet". Adopting a growth mindset, they can say to themselves, "I can't do that...yet" or "I don't understand...yet".
Division	All
Time Required	5-10 minutes
Materials	N/A
Instructions	Whenever students encounter challenges, remind them of the power of yet! Reframe any negative self-talk that you hear, and replace the student's statements with a more optimistic, growth perspective. Watch for students using "yet" language and reinforce them for taking this learning stance.
Supplementary Resources	Video: Carol Dweck - Power of Yet
Adaptations	Consider using 'the power of yet' posters or other visuals around the classroom. Could be used to encourage collaboration and empathy for individual differences. This practice may be helpful when introducing new skills and concepts. <ul style="list-style-type: none"> Teaching the concept of Growth Mindset in the classroom before introducing this activity may be helpful.

Positive Motivation Skills

Evidence	Taking a growth mindset appears to be a helpful tool for facing challenges. It provides a space for learning through difficulties, and for thriving in spite of hurdles (Dweck 2006; Dweck, 2008). Though the evidence base is young in this area, encouraging a growth mindset seems to hold promise for reframing negative life events and inspiring positive action.
References	Dweck, C. S. (2006). <i>Mindset: The new psychology of success</i> . Random House Incorporated. Dweck, C. S. (2008). Mindsets and Math. <i>Science Achievement</i> , 2, 1-1.

Relationship Skills



SCHOOL MENTAL HEALTH-ASSIST
ÉQUIPE D'APPUI POUR LA SANTÉ
MENTALE DANS LES ÉCOLES

KINDNESS JAR

Purpose	Encouraging kindness and respect in the classroom.
Division	All
Time Required	Less than 5 minutes
Materials	Jar, beans/marbles/jelly beans
Instructions	<p>Beans are added to the jar for each kind act that the teacher observes.</p> <p>Students can nominate others for "Bean Awards" when they notice or experience an act of kindness.</p> <p>When the jar reaches a certain level there is an acknowledgement associated with that level.</p> <p>NOTE: Kindness beans CANNOT be removed.</p>
Supplementary Resources	Darling, R. (March 12, 2012). Peaceful parenting: Make a kindness jar. Retrieved from http://kidsactivitiesblog.com/10849/peaceful-parenting-kindness-jar .
Adaptations	<p>Could be done as a "Filling Buckets" activity, but this is not essential.</p> <p>In this variation, students make 'buckets' and notes are dropped into these.</p>

Relationship Skills

Evidence	Encouraging students to notice kind actions and appreciate their peers contributes to an emotionally positive and safe climate in the classroom, which allows students to stay connected to school (Blum & Libbey, 2004), regulate emotions, and effectively focus on academics (Eisenberg, Fabes, Guthrie, & Reiser, 2000).
References	<p>Blum, R. W., & Libbey, H. P. (2004). School connectedness - strengthening health and education outcomes for teenagers. <i>Journal of School Health, 74</i>(7), 231-232. doi:10.1111/j.1746-1561.2004.tb08278.x</p> <p>Eisenberg, N., Fabes, R. A., Guthrie, I. K., & Reiser, M. (2000). Dispositional Emotionality and Regulation: Their Role in Predicting Quality of Social Functioning. <i>Journal of Personality and Social Psychology, 78</i>(1), 136-157. doi:10.1037/0022-3514.78.1.136</p>

Self-Confidence and Identity Skills



SCHOOL MENTAL HEALTH-ASSIST
ÉQUIPE D'APPUI POUR LA SANTÉ
MENTALE DANS LES ÉCOLES

WHAT'S NEW?

Purpose	To celebrate and acknowledge things going on in each of our lives.
Division	All
Time Required	Ongoing
Materials	Cue cards
Instructions	<p>Introduce the bulletin board (alternative: binder)</p> <p>Students can share things from their lives that they would like to contribute and celebrate (e.g., Sarah has a hockey tournament on the weekend, Mohitt passed a piano exam, Ari's family got a dog, Caleb finally finished the "Harry Potter" series, etc.).</p>
Adaptations	<p>The bulletin board can include school news, holidays, etc.</p> <p>Instead of creating a bulletin board, a class journal of "Exciting News" could be used, where students can write in whenever they have exciting or new news to share. The students have access to the journal to write in or to read.</p>

Self-Confidence and Identity Skills

Evidence	<p>Early in their education children form their own perceptions of themselves as individuals, learners, and classmates. They develop a perspective of values and success for themselves and others. It is beneficial to allow students an opportunity to socially share experiences of value to them and their successes, supporting a chance to receive positive feedback on them, thus supporting positive self-perception. (Määttä, et al., 2016) This opportunity is also aimed at allowing students to find new common ground with other peers, therefore encouraging the development of peer relationships based on shared interest (Wentzel, 2003)</p>
References	<p>Määttä, E., Mykkänen, A., & Järvelä, S. (2016). Elementary Schoolchildren's Self-and Social Perceptions of Success. <i>Journal of Research in Childhood Education</i>, 30(2), 170-184.</p> <p>Wentzel, K. R. (2003). Motivating students to behave in socially competent ways. <i>Theory Into Practice</i>, 42(4), 319-326.</p>

Executive Functioning Skills



SCHOOL MENTAL HEALTH-ASSIST
ÉQUIPE D'APPUI POUR LA SANTÉ
MENTALE DANS LES ÉCOLES

KEEPING TRACK OF THINGS

Purpose	When students develop organizational skills, they are better able to keep track of information and materials, especially the things they need every day (homework, notebooks, keys, phone, sports equipment, etc.) - and put everything in its place, so when they look for it, they know where to find it.
Division	JUNIOR & INTERMEDIATE
Time Required	5-10 minutes and ongoing as appropriate
Materials	Keeping Track of Things Tip Card
Instructions	<p>Instructions</p> <ul style="list-style-type: none"> • Ask students to read the Keeping Track of Things Tip Card. • Ask students to identify if this is an area of strength or a challenge for them. • Instruct students to highlight or circle tips and examples they think might be helpful. They can also add any of their own ideas. • Students add Tips and Self-Talk to their own Tip Cards.
Evidence	<p>Students of all ages should constantly be furthering their organization and self-management skills as the demands for these change based on developmental level and environment. This becomes particularly evident as students reach higher grades when they are required to manage their own time. Educators at every grade level can do their students a great service by adding these skills into their planning. Students with strong skills will be able to do things like get homework in on time, take the opportunity for extra help when needed, and be able to perform to their best at school and elsewhere (Boller, 2008). These skills all further support ongoing mental health!</p> <p>"Efficient organization and time management is the first step to becoming an independent learner; however, students must also develop and use effective self-management skills, including self-monitoring, self-evaluating, and self-reinforcing, as needed." Paulsen & Sayeski (2013)</p>

Executive Functioning Skills

Supplementary Resources	<p>Keeping Track of Things Tip Card Have a system for keeping track of information and materials, especially the things I need every day (homework, notebooks, keys, phone, sports equipment, etc.), so when I look for it, I know where to find it.</p> <table border="1"> <thead> <tr> <th>Tips</th> <th>Self-Talk</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Spend five minutes every day staying organized. • Use a daily agenda. • Use laptop or iPad for managing information/assignments/class notes. • Use a note organizer app such as OneNote or Evernote. • Other strategies: </td> <td> <ul style="list-style-type: none"> • "A place for everything and everything in its place" • "Do I have it together?" • "Do I have what I need to do my work?" • "Did I think about where I was putting my items and how I would find them?" • My own ideas: </td> </tr> </tbody> </table> <p>Adapted from Peg Dawson & Richard Guare, <i>Coaching Students with Executive Skills Deficits</i>, 2012</p>	Tips	Self-Talk	<ul style="list-style-type: none"> • Spend five minutes every day staying organized. • Use a daily agenda. • Use laptop or iPad for managing information/assignments/class notes. • Use a note organizer app such as OneNote or Evernote. • Other strategies: 	<ul style="list-style-type: none"> • "A place for everything and everything in its place" • "Do I have it together?" • "Do I have what I need to do my work?" • "Did I think about where I was putting my items and how I would find them?" • My own ideas:
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References	<p>Dawson, P & Guare, R. (2012) <i>Coaching Students with Executive Skills Deficits</i> Boller, B. (2008). Teaching organizational skills in middle school: Moving toward independence. <i>The Clearing House: A Journal of Educational Strategies, Issues and Ideas</i>, 81(4), 169-171. Paulsen, K., & Sayeski, K. L. (2013). Using study skills to become independent learners in secondary content classes. <i>Intervention in School and Clinic</i>, 49(1), 39-45.</p>				

AMHS School Council Departmental Report

November 18, 2019

7:30 p.m.

Arts Mackenzie

It is application season at Arts Mackenzie. We are inviting all interested applicants to the Richmond Hill Centre for the Performing Arts on Wednesday, October 16th at 7 p.m. for Arts Information Night. Applications for Arts Mackenzie **will open on October 16th and close on November 29th at 4 p.m.** Students who submit an application within this window will be guaranteed an audition in January.

Arts Mackenzie is visiting our feeder school partners to advertise the benefits of an arts based education at Alexander Mackenzie High School.

Please follow our Instagram, @artsmackenzie, for department updates.

Dance/Theatre

Dance Arts Mackenzie is proud to be opening this year's YRDSB Quest Conference with two original pieces.

Students in Dance Arts and Theatre Arts Mackenzie have started to work towards their January 15th Future Is Now/Graduate Showcase show.

Theatre Arts Mackenzie will also be participating in this year's National Theatre School of Canada Festival with two original pieces.

The Theatre Arts IB course continues to merge global learning, critical thinking and theatrical traditions. Students in the IB course are finalizing their first External Assessment Task, the Research Presentation, where they gain an in depth understanding of world theatre traditions and share their learning in presentational form. Students will be showcasing their learning in all IB tasks at the end of semester showcase on January 15th.

Drama Council is organizing our annual AMac Gives Back in collaboration with Presidents' Council and Student Council. Our AMac Gives Back drive runs from December 2nd to December 6th and will support the Richmond Hill Food Bank and Central Cares. Our community is asked to give back by donating:

- non-perishable food items
- New or gently used toys
- toiletry items
- gift cards (Walmart, No Frills)
- new or gently used coats/winter gear

Music

Arts

- Arts students had their first round of private lessons with professional musicians over the past few weeks.
- Planned workshops and guest artists for the next few months are:
 - Introduction to bagpiping
 - Vocal trio performance and masterclass
 - Composing computer and popular music

IB

- Our first grade 11 IB class is going well. Students are expanding their performance skills to get ready for the IB performance exam. They are also learning how to analyse music from around the world and how to compare and contrast it with western art music.

Concerts and Performances

- Showcase 2019 is next week - November 25. All large music ensembles will perform and so far about 400 tickets have been sold.
- Our string quartet performed at the Induction Ceremony for the Richmond Hill Sports Hall of Fame
- Members of the string orchestra will be performing at the Quest Conference this week
- Combined choirs performed at the Remembrance Day ceremony last week

Annual Mackenzie Music Musical

- Mackenzie Music is proud to present *The Wizard of Oz* on December 12th and 13th at the Richmond Hill Centre for the Performing Arts. Join the cast of 65, accompanied by a live AMHS orchestra as they follow the yellow brick road in this classic musical tale. Tickets are on sale now at rhcentre.ca

Music Council

- Last month held a successful Halloween Movie Night
- Planning for Holiday Party on December 5 in the evening. Tickets are \$10 for music students and \$12 for their guests.

York Region Children's Chorus Partnership

- Members of the vocal Arts program are acting as coaches and tutors on Tuesday night running sectional rehearsals.

Extended Trip

- The trip to Vancouver has been approved and we have 55 deposits in hand (49 confirmed and 6 on a waiting list). If we receive 70 or more deposits, we will open up the trip to all on the waiting list.

Visual Arts

- students are working on the set for the musical
- ACC is holding an art contest - to be announced this week
- new murals have gone up / are going up around the school

Eco Team:

Have you seen the school's Eco Station located next to the main office? Staff and students can drop off used batteries, printer cartridges, eye glasses, milk bags, writing instruments, and cell phones.

The community classes use the milk bags to create sleeping mats for vulnerable individuals of the community. Mats are delivered to Newmarket's The LOFT for distribution. Eyeglasses are also put to great use. They are repaired and donated to the Doctors Without Borders organization who redistribute them to needy individuals.

Equity:

Some members of our Equity Team will attend the board's annual Equity Symposium. The Symposium is aimed at developing a critical understanding of the ongoing impact of colonialism. The focus of this year's Symposium is Decolonizing: Disrupting and Revisioning. The workshops will support developing knowledge of how oppression is structured in society, how it impacts our schools and workplaces, and provide opportunities to explore ways in which oppression can be, and is currently, being disrupted.

Guidance

We had two very successful events on November 6th:

- Gr. 8 students came to High School while Gr. 9 students visited the world of work
- All Gr. 12 students traveled to various college and universities:
(University of Waterloo, Wilfrid Laurier University, Fanshawe College, Western University, Centennial College, UofT, Seneca College, York University, Ryerson University)

Two lunch-n-learns coming up for Gr. 12 students:

- Tuesday, Nov. 19 - Applying to Colleges and Universities
- Monday, Dec. 9 - Supplementary application

Visits to feeder elementary schools throughout the month of December.

Started a new initiative: Guidance Pop Up (once a week during lunch hour Guidance sets-up a desk in a different part of the school to connect with students).

Equal Consideration Deadline for OUAC applicants: January 15, 2020

Equal Consideration Deadline for OCAS applicants: February 1, 2020

Next Guidance Parent Series: Monday, January 20, 2020

- Course Selection for all Gr. 9 - Gr. 11 Parents

Course Selection Opens Monday, February 10 - closes Monday, February 24

IB Updates

The IB admissions tests will be written on the following dates:

- Thursday, November 21st (6:00 pm-8:30 pm)
- Saturday, November 23rd (9:00 am-11:30 am)

This year, 369 students have registered to write the IB admissions test, the highest number we have had so far. They will be competing for 116 spots.

The whole intake assessment has been revamped. There will be a group activity followed by a written reflection. Both activities will take place 45 minutes. Only the written reflection will be marked.

Library Learning Commons:

The Library Learning Commons has recently acquired a 55-inch touchscreen with screen-mirroring technology. This new digital tool allows students and staff to experience an interactive and exciting approach to collaboration through the use of educational apps and websites.

Literacy:

All Grade 10 teachers will deliver literacy lessons that target specific skills in reading and writing in order to prepare students to write the OSSLT test. Grade 11 and 12 students writing the test will also receive support.

The school is offering an after school literacy program. This will take place for two consecutive weeks starting December 2 from 3.10 pm to 4.40 pm. Registrations forms are available in the main office. If you feel that your child would benefit from the extra help, please forward a completed and signed registration form to the office by November 22, 2019.

Details are shared with families in the weekly Parent Bulletin and by email. You are welcome to follow us on Instagram @AMHSliteracy and to check out our website rebrand.ly/osslt. You will need to access the site using your child's YRDSB login credentials.

Math

- 1) EQAO Grade 9 Assessment of Mathematics

All students working towards to Grade 9 Academic and Applied Mathematics credits are required to participate in the EQAO Grade 9 Assessment of Mathematics. The EQAO assessments will take place on January 15 and 16, 2020. Parents will be informed about the preparation and accommodation of the EQAO assessment.

2) Math Hotspot (Extra Help for IB Math)

Math Department will provide Math extra help for all IB and IB preparatory Math in room 187 from 3:00pm to 4:00pm every Tuesday. All IB and Grade 9 and 10 preparatory Math students are welcome.

3) Math Contests

American Math Contests AMC-10B and AMC12-B (for Grade 11 & 12) and Waterloo Math Contests (for Grade 9 to Grade 11) will take place on February 5, 2020 and February 25, 2020 respectively. Registration will be from December 2 to 17, 2019 through School Cash Online.

Semi-Formal:

This year's semi formal is on November 28th from 6 p.m. to 10:30 p.m. at Hazelton Manor. Currently there are 327 students attending Student Council's City Lights. Questions about semi-formal? Please contact catherine.clarke@yrdsb.ca

Special Education

We are proud to have hosted 2 diversity workshops from FSWC. Students in our Community & Learning Strategies classes learned about Digital Hate and what Ingredients make a Hero. Thank you Canadian Friends of Simon Wiesenthal Centre for Holocaust Studies for making us aware of how we can affect change in our society.

Post-Secondary Accessibility Services Field Trip On Friday, November 29

Grade 12 graduating students with IEPs will be visiting Sheridan College and University of Toronto (UTM) – Mississauga Campus. They will attend seminars organized by the Financial Aid and Accessibility Services offices. They will be provided with crucial information regarding how to access services at ANY post-secondary institutions such as various accommodations, OSAP, scholarships and other services. They will also learn how to apply for funding to obtain a new psychological assessment required for post-secondary. The cost for the trip is \$5.00, payable through SchoolCashOnline beginning on November 12. Registration will be on a first-come, first-served basis, and space is limited.

AMHS School Council

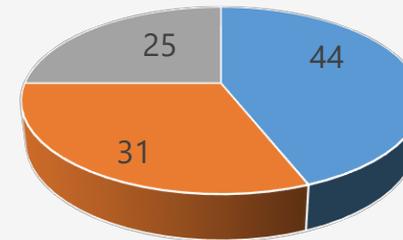
Survey Report 2019/2020



Survey Summary

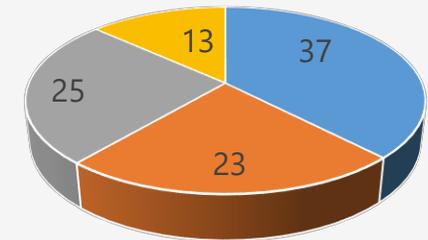
- **Designed by School Council 2018-2019**
- **Surveyed from Sept 18, 2019 to Oct 9, 2019**
- **293 responses collected**
 - ❖ 44% from General program
 - ❖ 31% from Arts programs
 - ❖ 25% from IB, Pre-IB programs
 - 37% from Grade 9
 - 23% from Grade 10
 - 25% from Grade 11
 - 13% from Grade 12
- **Average response time: 5 min**
- **Link:** <https://www.surveymonkey.com/results/SM-RCXMBG7Q7/>

Response by Programs



■ General ■ Arts ■ IB

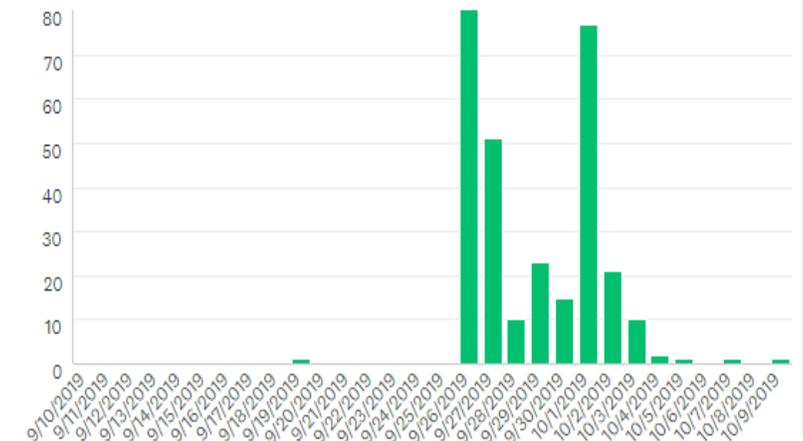
Response by Grades



■ Gr. 9 ■ Gr. 10 ■ Gr. 11 ■ Gr. 12

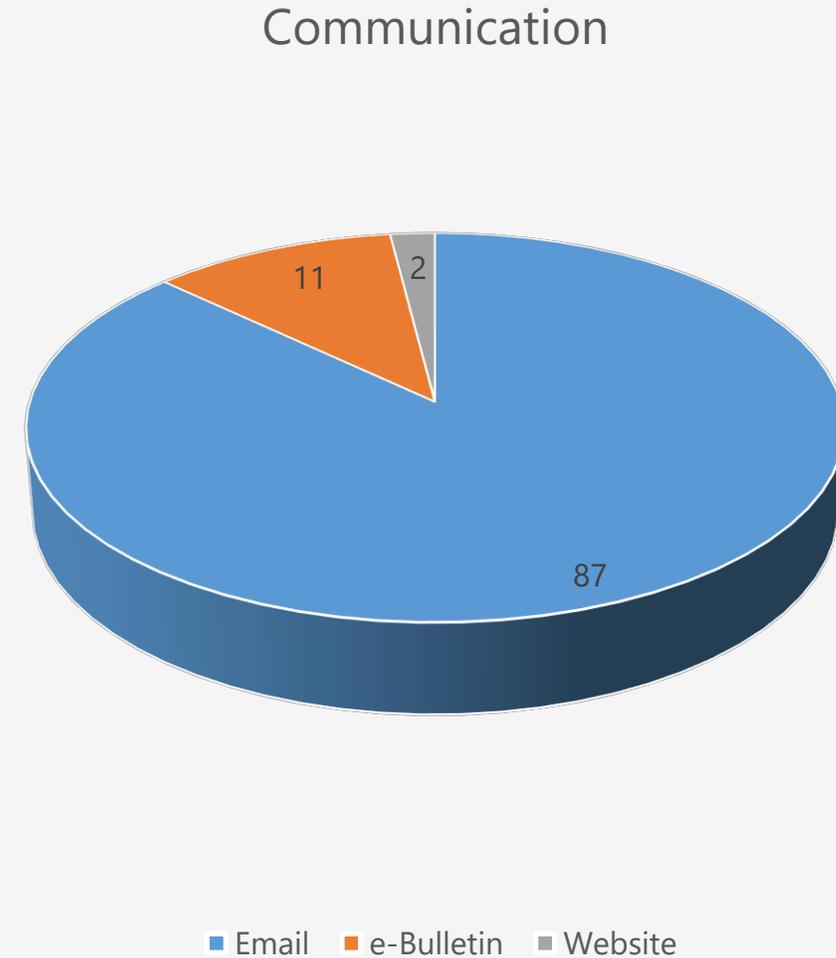
Responses (by day)

First: 9/19/2019 Zoom: 9/10/2019 to 10/9/2019



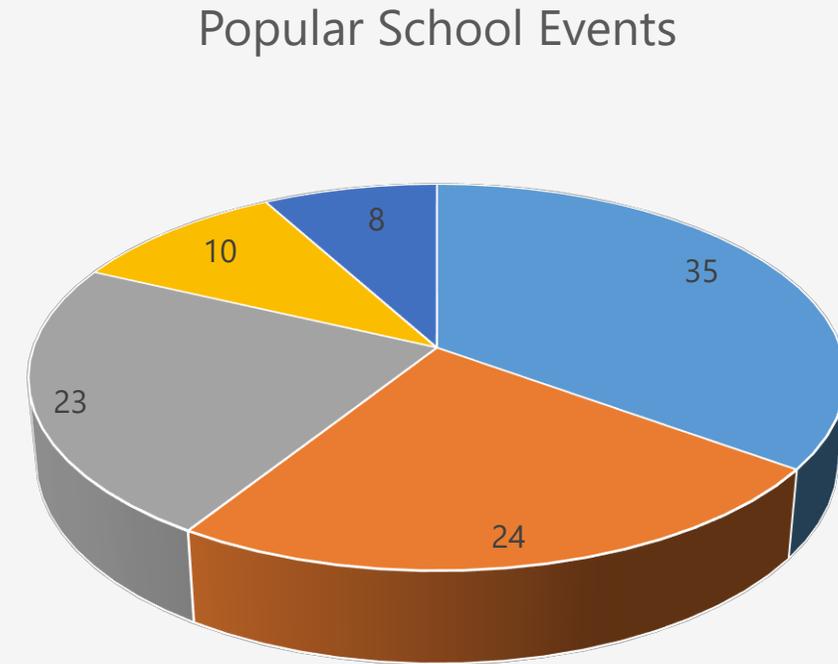
Best Way To Communicate With Parents

- **By Email: 87%**
- **Weekly School e-Bulletin: 11%**
- **On School Website: 2%**



Popular School Events (for Students & Parents)

- **Parent-Teacher night: 35%**
- **Student Performance (Arts/Music): 24%**
- **Guidance Presentation: 23%**
- **Student Sports Event: 10%**
- **School Council Event: 8%**

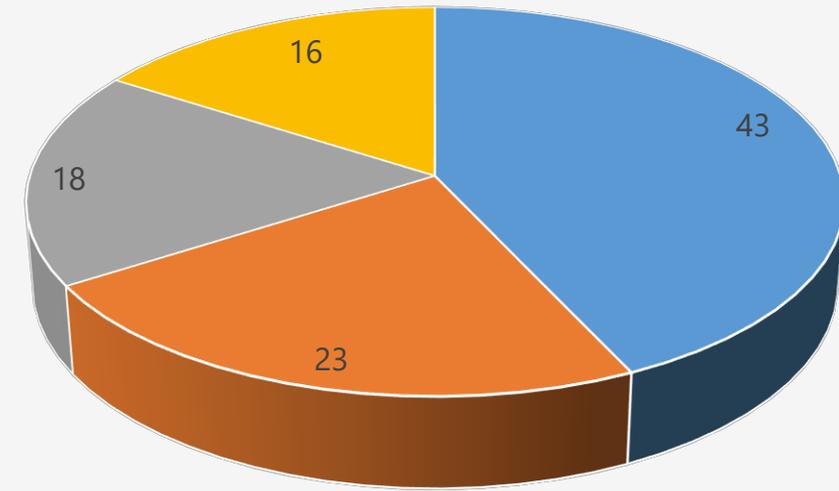


- Parent-Teacher Night
- Student Performance
- Guidance Presentation
- Student Sports
- School Council Event

Popular School Council Events (for Parents)

- **Educational speaker or workshops: 43%**
- **Health and wellness participation: 23%**
- **Social and community building: 18%**
- **Fundraiser: 16%**

Popular School Council Events

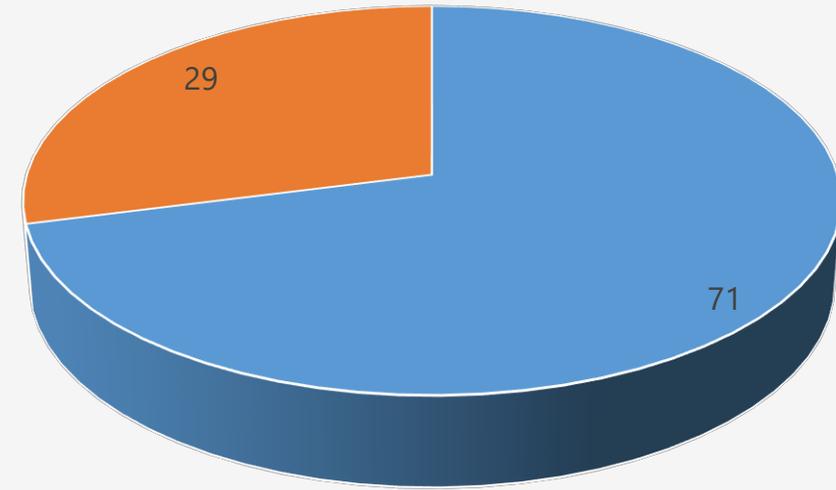


■ Educational ■ Health ■ Community ■ Fundraiser

School Council Event Timing

- **Combined with school event: 71%**
- **Standalone: 29%**

School Council Event Timing

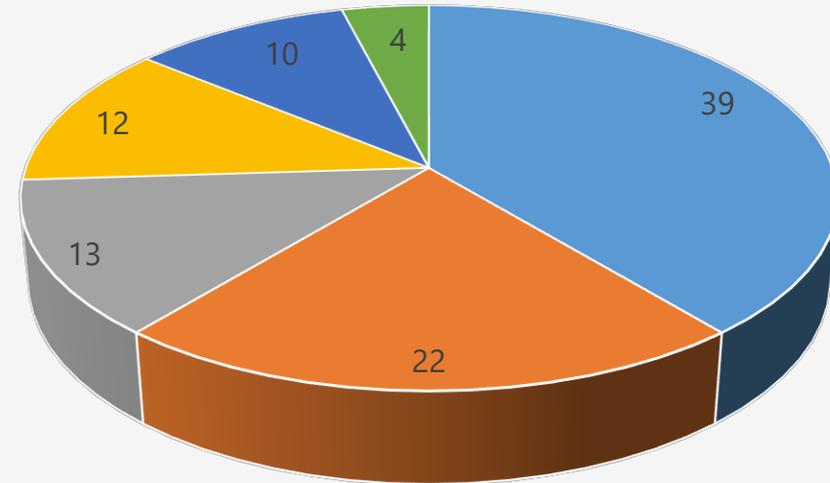


■ Combine with School Event ■ Standalone

Reason For Not Attending School Council Events

- **Too busy: 39%**
- **Not aware of time: 22%**
- **Will attend: 13%**
- **Not interested: 12%**
- **Forgot: 10%**
- **Feel unwelcome/nervous: 4%**

Reason not attending School Council Events

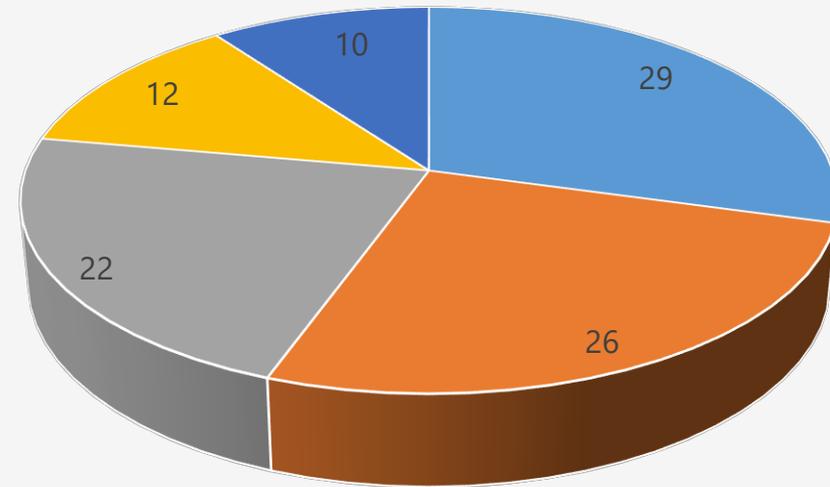


■ Too busy ■ Not aware ■ Will attend
■ Not interested ■ Forgot ■ Awkward

Popular Fundraising Causes By School Council

- **Technology enhancements: 29%**
- **School/library modernization: 26%**
- **Arts/Music activities: 22%**
- **Sports activities: 12%**
- **Parent education: 10%**

Popular Fundraising Causes

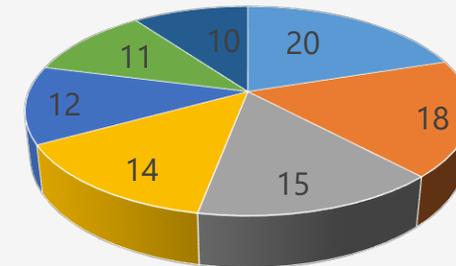


- Technology
- Modernization
- Arts/Music activities
- Sports activities
- Parent education

Popular Fundraising Channels By School Council

- **School Cash Online Donation: 20%**
- **Parent-Teacher nights food truck: 18%**
- **Community events (BBQ etc): 15%**
- **Individual Sales (plants, GiftCards etc): 14%**
- **Silent Auction: 12%**
- **Parents night out: 11%**
- **Health and Wellness events (Yoga, Taichi etc): 10%**

Popular Fundraising Channels



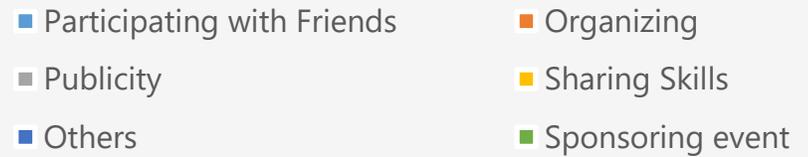
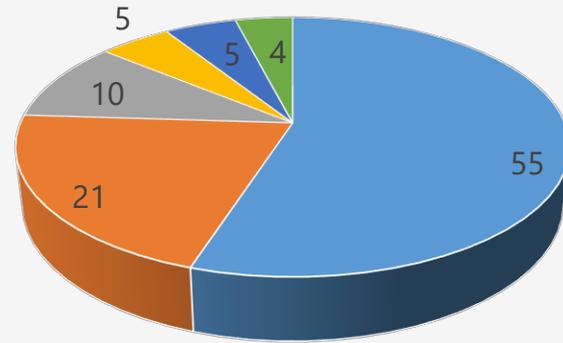
- School Cash Online
- Parent-Teacher nights food truck
- Community BBQ
- Sales
- Silent auction
- Parents night out
- Health events

- Hot lunch options for our kids just like the elementary school, especially given the bleak offerings in the school cafeteria and nearby buildings
- School to partner with Tim Horton for example and get discounted gift card for \$8 and resale at \$10 face value making a profit of \$2 each card
- Create cookbook/meal plan with pictures of families or students and pages of paid local advertising or acknowledge donations? could be sold door to door or online
- Sports events
- Collecting clothes drive (Bags to Dollars) where the school collects used clothing and is paid \$ for the weight of collection
- More music and art show activities so that more parents can be involved for the fundraising
- Weekly Bake/treat sale - created by students to sell to other students/staff
- Art sale - framed art created by students to sell at school events. Selling school jackets, hat, sweaters, etc, Movie nights on Fridays and popcorn for a small fee
- Electronics recycling typically gives good payoff for amount of effort
- invite professional people to give some presentations about their field, how they do it, what is it about, etc, and have people pay for tickets
- suggest to buy a few more microwaves for the students dining hall for both the teacher and students convenience.
- A walk, run, bike event in Richmond Hill
- car wash. traditional lemonade stand
- Student extracurricular trainings sponsored by resources provided by parents. Free to donate, or not by participants.

Volunteering To School Council

- **Participating with friends: 55%**
- **Organizing: 21%**
- **Publicity/Promoting: 10%**
- **Sharing a particular skill (Yoga, Taichi, etc): 5%**
- **Others: 5%**
- **Sponsoring event: 4%**

Volunteering to School Council



Allison Cruickshank : I was chair of school council for a few years at Red Maple and Fundraising Chair as well
Kwsampson: I do a lot of volunteer work for the Canadian Red Cross