

Unionville High School – School Council Meeting

Date: Jan 23, 2023, 7:00 pm to 8:30 pm

Council Members: Anoosh, Felix, Wenjie, William, Neely
UHS Staff

- Mr. Patrick Belmonte
- Mr. Amol Gheewala
- Ms. Susie Nunes
- Ms. Effie Kyriopoulos

Agenda:

1. Welcome
2. Subject Department Presentations
 - Co-op - Ms. Minos
 - Guidance – Ms. Riolo
3. The Gift of Learning – Helping Our Kids Succeed with Dr. Merry C. Lin

Minutes:

Welcome

- Ms. Nunes welcomes all parents that were joining In person and online.
- Ms. Nunes read the land acknowledgement

Subject Department Presentations

- **Co-op - Ms. Minos (Dept head of co-op)**
 - Will be talking to grade 10 on co-op next few days.
 - All grade 11/12 students are eligible. Work with community partners to provide placement.
 - Students can take 2 credits (half day) or 4 credits (full day). For half day, it is either period 1-2 or 4-5 (2 consecutive periods)
 - UHS works with the community for placement.
 - Allows students to get “real life” experience and hands-on learning. Helps show career opportunities, and gives experience in working in a particular industry.
 - Students can get a reference and sometimes part-time offers.
 - The Co-op teacher will visit students regularly during placement
 - Note that for some placements, COVID protocol or requirements may apply
 - Virtual placement may exist in some cases
 - Students interested should select the co-op option (in Feb) in My Pathway Planner – for grade 10 or 11 students. Students will need to complete a google form (will need 2 teacher references), and students will be interviewed.
 - The co-op program is tied to the Specialist High Skills Major (SHSM)M program at UHS (there are 3: Arts and Culture, Business, Health & Wellness. SHSM requires coop).
- Contact Ms. Minos for coop

- **Guidance – Ms. Riolo**

- Course selection for the next year is coming up soon in Feb.
- Students and parents are encouraged to visit the School Council Presentation area <http://www.yrdsb.ca/schools/unionville.hs/SchoolCouncil/Pages/School-Council-Presentation.aspx> to get more details from Ms. Riolo's presentation.
 - There will be links to several videos on various topics
 - Information on graduation requirements,
 - General University/College admission requirements.
 - Dual credit program (HS and college credit – tuition and transportation is free – see guidance)
- For Ontario Secondary School Diploma OSSD, students are required to have 18 compulsory courses, 12 elective courses, 40 hours of community service, and the completion of a literacy test (usually in grade 10 accommodation available)
- There is a 34 credits threshold (ie, students cannot return to UHS for a fifth year if they wish to if they have accumulated 34 credits) – this does not apply to students with IEP.
- Note that various grade 9 courses (English etc) have been de-streamed
- Students are required to carry a full load of 4 courses per semester, for grade 12, students are entitled to a spare if they are on target to fulfill the graduation requirements
- For grades 9-10 – only successfully completed courses will be disclosed, for grades 11-12, all attempted and completed. Night school credit also disclosed
- For the 40 hours of community service – students can contact UHS google classroom for opportunities. All hours are to be submitted by June 2.
- Students should check their graduation indicator in My Pathway Planner. Ensure it is accurate or speak to school guidance counsellors.
- Understanding the course code (for example: NBE3UI)
 - The first 3 letter is subject
 - The next number is the grade (1 is grade 9, 2 is grade 10, etc)
 - The next digit is the course type (U, M, L, etc)
 - The last digit is for in-school use
- UHS is a 1:1 school – students bring their own technology. Students with needs can contact the office for assistance.
- SHSM-related topics:
 - Waiting for ICT (Information, Communication, Technology) SHSM approval
 - Students should sign up for SHSM in My Pathway Planner.
- Students interested in the co-op program should not select it as an alternative.
- Other My Pathway Planner items:
 - To be completed online, Students log into it the same way as with teach assist).
 - Alternate course selections are important – be careful and mindful when selecting this.
 - Students thinking of summer school should complete an online google form from My Pathway Planner. Students should not select the same course for UHS and summer school.
 - Students moving and graduating should select “Not Returning” in My Pathway Planner.
 - Students should check and fix any alerts. Course selections can be submitted even though there might be a flag.

- Students will send an approval email to parents/guardians (will need to approve). Parents/guardians can reject it – in which case students will need to work with guidance will unlock for re-work. email address can be re-submitted (if entered wrong).
- Course selection is NOT First-Come-First-Serve – so should be reviewed carefully before submitting.
- Students have from Feb 16 – Feb 24 for submitting the Planner.
- Students should reach out to their Alpha counsellor for any questions.

Presentation from Dr. Merry C. Lin on “The Gift of Learning – Helping our kids succeed”

- The topic is about how to reframe what learning looks like.
- Key points:
 - Children have different learning styles – some thrive more naturally, others less so in the school learning system, where children are expected to do well across a broad set of subjects, dealing with different leaders (teachers), learning modes, social situations and dynamics. This is not easy to achieve.
 - Parents inadvertently apply tremendous pressure on their children to be good at everything.
 - The focus is often on what they do poorly instead of what they do well
 - We are designed to WANT to succeed, and Kids are anxious to please parents, teachers, and themselves, under a lot of pressure.
 - Children’s strengths, aspirations, and accomplishments can be very different from parents’ expectations.
- Reframe what are the goals for our children
 - To prepare them for realities in life.
 - For them to learn social skills, interact with others, handle conflicts, handle success/failure, and work in different styles, develop critical thinking skills – these are in fact very important skills to prepare them for life.
 - Children need to feel accepted
 - Note that different minds = different gifts
 - Children (like adults) – avoid things that they are weak at - school is asking them to do a lot of things, and parents need to help children to develop skills to learn.
 - Too many kids today equate education with humiliation and failure.
 - There is much that parents and teachers can do to redeem their kids to help them to utilize and grow their remarkable strengths.
 - Strength-based learning (they learn the most, grow the most, and develop the most in their area of strengths). We need to identify these areas for our children.
 - What do they love doing?
 - What are they good at?
 - What do they do to find fulfillment and satisfaction?
 - What do they want to do more of?
 - Each child’s brain is like a toolbox full of learning tools – our brain has a lot of these learning tools.
 - Children need to be encouraged to believe in themselves
 - Identify the different types of learners and find creative ways to help them learn
 - Visual learners

- Use visual tools, pictures, presentations, diagrams
- Auditory learner
 - Reading is actually a form of “auditory” learning
 - Others have to repeat it to themselves, listen, or talk it through
 - Class discussion is great – speeches and presentations, use recording, use mnemonics, jingles, or story.
- Tactile/Kinesthetic learner
 - Learn by experiencing it – need to “do it”.
- Learning Dysfunction – there are breakdowns and weaknesses like any complex instruments (out of step with current culture) – sometimes learning dysfunction may not be noticeable.
- When learning breaks down
 - Learning disabilities – or just a difference – the learning style employed by a school/class may not fit in with the learning style of a child.
 - Why academics can drop as a child matures (learning style may be changing with age)
 - Identification of learning issues is important
 - Medication/accommodation may be required
 - Employ different learning strategies
- Remember the acronym **LEARN**
 - **L**earn about your child’s unique mind
 - **E**ncourage through disappointments
 - **A**ffirms strengths and gifts
 - **R**espond to what they do well
 - **N**urture your child’s strengths.
- Dr. Lin (and associate Julie) shared 2 types of services they provide at their clinic:
 - ADHD diagnostic session (1)
 - Psychoeducational sessions (3, ADHD, memory, academic, learning styles, etc).