

The background features a light beige sky with white, fluffy clouds. Various autumn leaves are scattered throughout: a large red oak leaf in the top left, a cluster of orange leaves at the top center, a large orange tree on the right, a brown leafy branch on the left, and several smaller orange and brown leaves at the bottom. The ground is a solid light orange color.

# **School Council Meeting #3**

**Monday, November 20, 2023**



# Land Of Acknowledgement

We affirm that we are all treaty people and acknowledge that the York Region District School Board is located on the lands of two treaties. These treaties are signed with the Mississaugas of the Credit First Nation and the First Nations of the Williams Treaties who are: the Mississaugas of Alderville, Curve Lake, Hiawatha, Scugog Island; and the Chippewas of Beausoleil, Rama, and Georgina Island our closest neighbour and partner in education.

To honour this agreement we will take up our responsibility to be respectful of their traditions, knowledges and inherent rights as sovereign nations. We will respect their relationship with these lands and recognize that our connection to this land is through the continued relationship with these First Nations, and we acknowledge our shared responsibility to respect and care for the land and waters for future generations.



# Agenda



1. Welcome – 5 min
2. School Council Forum Report – 10 min
3. Subject Department Presentations:
  - \* Music - Mr. Wrigglesworth – 10 min
  - \* History - Ms. Faulkner – 10 min
4. ADMIN Updates – 5 min
5. Treasurer Report – 2 min
6. Grade 8 Open House Nov. 15 - 1 min
7. Student Activity Fee Participation – 2 min
8. Shadows of Racism: Voices Unheard THE TABLE - 2 min
9. Hong Fook MHA: Introduction & Mental Health Workshops (Family Communication) – 40 min





# School Council Forum Report



# East School Council Forum Agenda Thursday Oct 19, 2023

5:00	Registration
5:30 - 6:00	Dinner and Networking (cafeteria 3rd floor) Student musical entertainment
6:00 - 6:20	Opening Remarks and Greetings Host: Amanda Brown Vice-Principal, Nokiidaa and Victoria Square PS Chair: Ron Lynn Director: Bill Cober Associate Director: Tod Dungey Parent Engagement Advisory Council Member: Hirosh Abeywardane
6:20 - 6:50	Plenary: Reena Mistry Active School Transit
7:00 - 7:30	Workshops A- E
7:40 - 8:10	Workshops F-J
7:00 - 8:00	Workshops K-M
8:10 - 8:30	Trustee meet and greet

# East School Council Forum Workshops

(2) 30 minute workshops (Session A and B) OR one (1) 60 minute workshop (Session C).

- ▶ Supporting Mathematics Learning at Home (60 mins - Session C)
- ▶ Reciprocal Communication Opportunities Between Families and Educators (30 minutes repeated - Session A and B)
- ▶ Tips and Strategies for How Schools and Families Together Can Support Children Who May Have Challenges with Attendance (30 minutes - Session A)
- ▶ Supporting Literacy Learning at Home (30 minutes repeated - Session A and B)
- ▶ Transitioning to Secondary School (30 minutes - Session A)
- ▶ Creating Authentic Parent and Family Engagement in YRDSB Schools (60 minutes - Session C)
- ▶ Fundraising Policy and Procedure (30 minutes - Session B)
- ▶ Managing Stress and Supporting Well-being (30 minutes - Session B)
- ▶ The Revised School Council Handbook (30 minutes - Session B)



# Benefits of Human-Powered Travel to School

**Active School Travel**

**What is it?**  
 Any form of human-powered travel to get to and from school. It includes walking or wheeling (including cycling, rollerblading, skateboarding, and scootering). We encourage riding the bus as a sustainable form of transportation.

**Why is it important?**

- Improves school zone safety
- Improves air quality
- Benefits students well-being
- Improves academic performance
- Builds lifelong habits of active and independent mobility

**Active School Travel**

[vaughan.ca/ActiveSchoolTravel](http://vaughan.ca/ActiveSchoolTravel)

VAUGHAN MOVE SMART

in partnership with York Region

physical activity at school is a win-win for students and teachers

GRADES: 20% more likely to earn an A in math or English

STANDARDIZED TEST SCORES: increased 6% over 3 years

JUST ONE PHYSICALLY ACTIVE LESSON CREATES:

- 13% increase in students' physical activity for the week
- 21% decrease in teachers' time managing behavior

physically active kids have more active brains

BRAIN SCANS OF STUDENTS TAKING A TEST:

Red areas are very active; blue areas are least active

MORE RESULTS:

- after 20 minutes of physical activity: students tested better in reading, spelling & math and were more likely to read above their grade level
- after being in a physically active afterschool program for 9 months: memory tasks improved 16%

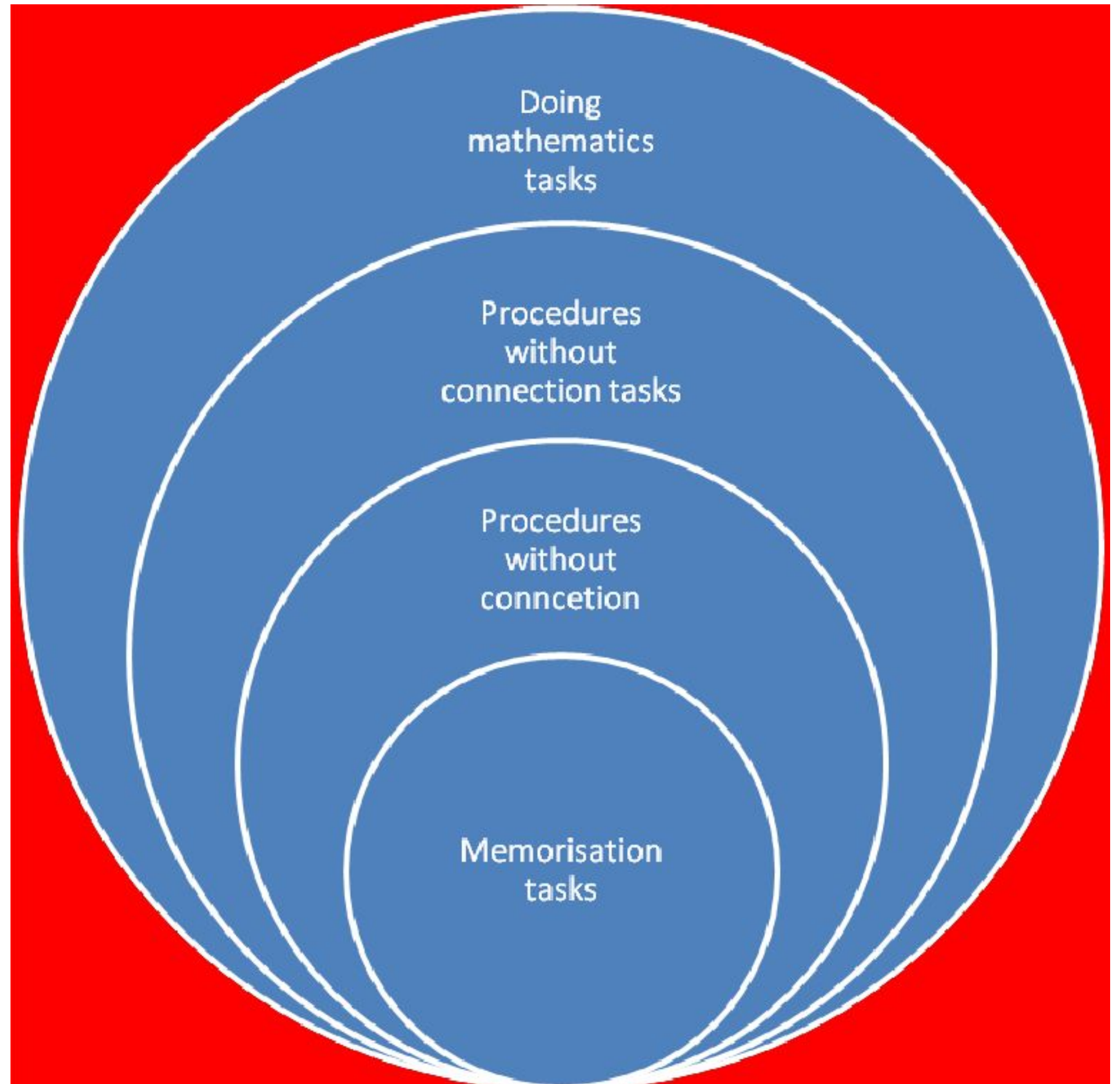
SOURCES: Donnelly J.E. and Lambourne K. (2011). Classroom-based physical activity, cognition, and academic achievement. *Prev Med*. 52(Suppl 1):S36-642. Hillman CK, et al. (2009). The effect of acute treadmill





# Supporting Math Learning at Home

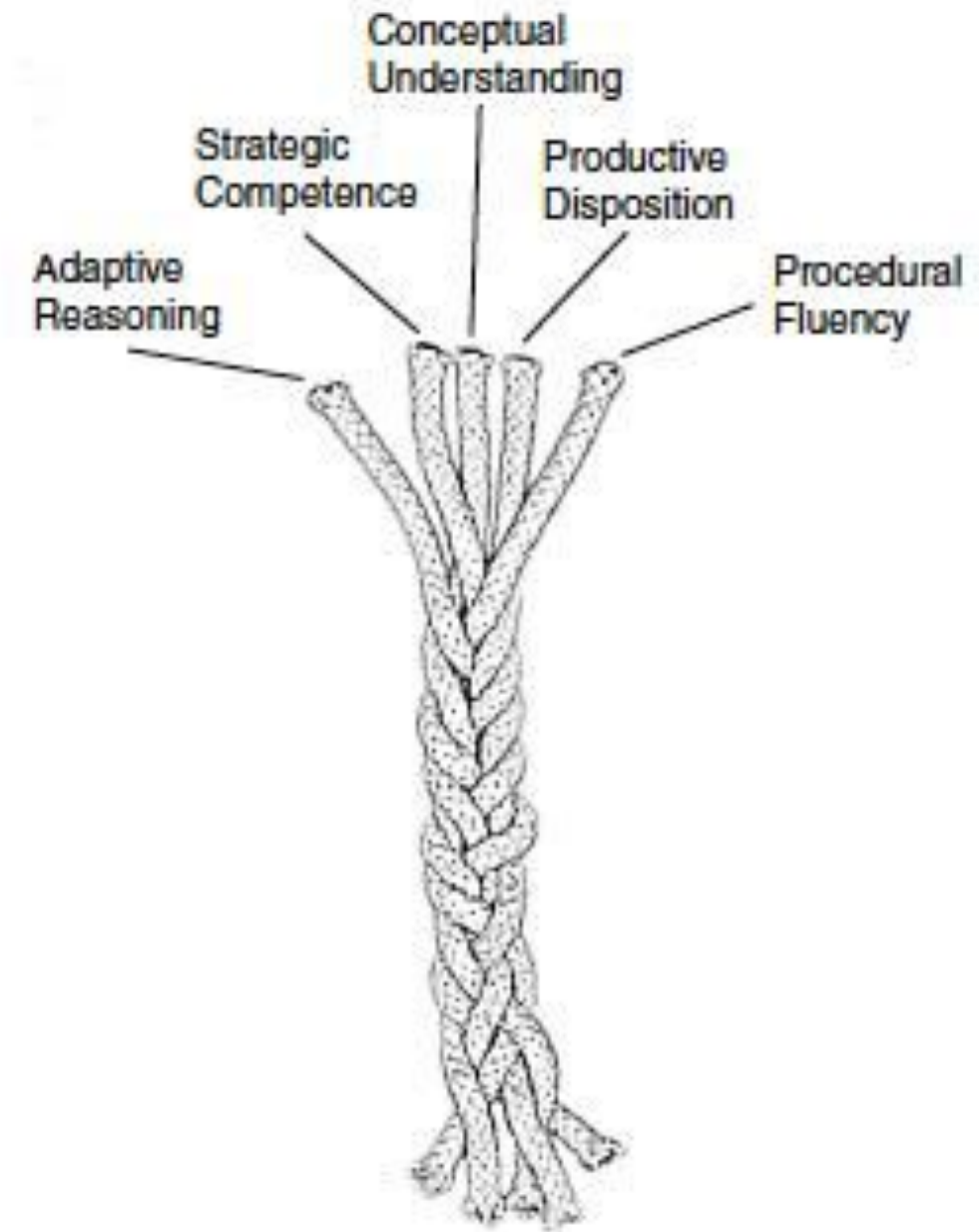
# Five Strands of Mathematical Proficiency





# Five Strands of Mathematical Proficiency

## *Intertwined Strands of Proficiency*





# Math in everyday life





# Secondary Math Learning Overview

## Ontario Mathematics Curriculum

Curriculum documents identify what students must know and be able to do at the end of every Mathematics course in Ontario publicly-funded schools.

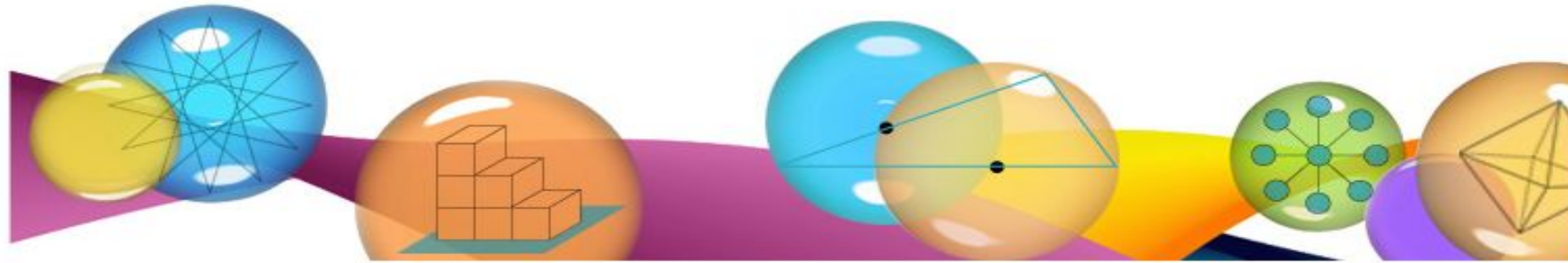
[View the Ontario Secondary Mathematics Curriculum](#)

<https://www2.yrdsb.ca/schools-programs/school-programs-nav/school-programs/mathematics/secondary-math-learning-overview>

## The CENTRE for EDUCATION in MATHEMATICS and COMPUTING

[CEMC Home](#)
[About Us](#)
[Contests](#)
[Courseware](#)
[CEMC Digital](#)
[Problem of the Week](#)
[Problem of the Month](#)
[CEMC at Home](#)
[Computer Science and Learning to Program](#)
[Real-World Math](#)
[Resources for Grades 3 to 8](#)
[Summer Courses](#)
[CEMC in Person](#)
[Books](#)
[Master of Mathematics for Teachers](#)
[Educator Development](#)
[Make a Difference](#)

### Problem of the Week



The Problem of the Week is designed to provide students with an ongoing opportunity to solve mathematical problems. Each week, problems from various areas of mathematics will be posted here and e-mailed to teachers for use with their students from grades 3 and up.

#### Current Problems

Problem A  
(Grade 3/4)  
[Week 05](#)  
[Dog Walking](#)

Problem B  
(Grade 5/6)  
[Week 05](#)  
[Line Up These Letters!](#)

Problem C  
(Grade 7/8)  
[Week 05](#)  
[Stargazing](#)

Problem D  
(Grade 9/10)  
[Week 05](#)  
[Boxes of Doughnuts](#)

Problem E  
(Grade 11/12)  
[Week 05](#)  
[Number Crunching](#)

#### Subscribe Now!

Action	<input checked="" type="radio"/> Subscribe <input type="radio"/> Unsubscribe					
Grade	<input type="checkbox"/> All	<input type="checkbox"/> Problem A (Grade 3/4)	<input type="checkbox"/> Problem B (Grade 5/6)	<input type="checkbox"/> Problem C (Grade 7/8)	<input type="checkbox"/> Problem D (Grade 9/10)	<input type="checkbox"/> Problem E (Grade 11/12)
E-mail	<input type="text"/>					

<https://www.cemc.uwaterloo.ca/resources/potw.php>



● Tutors are online now until 9PM!

Help your child build math skills with FREE 1:1 Grade 4-12 math tutoring with Ontario Certified Teachers!

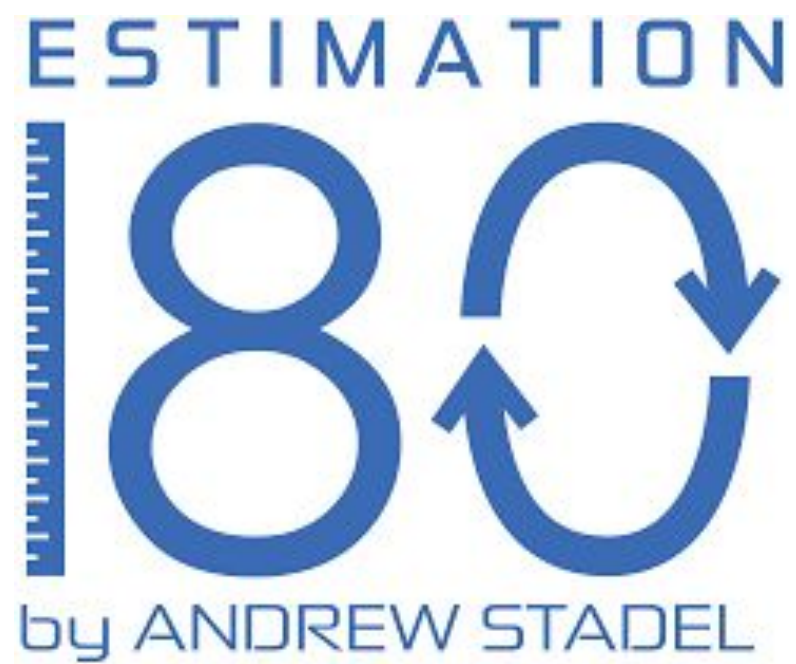
Get started



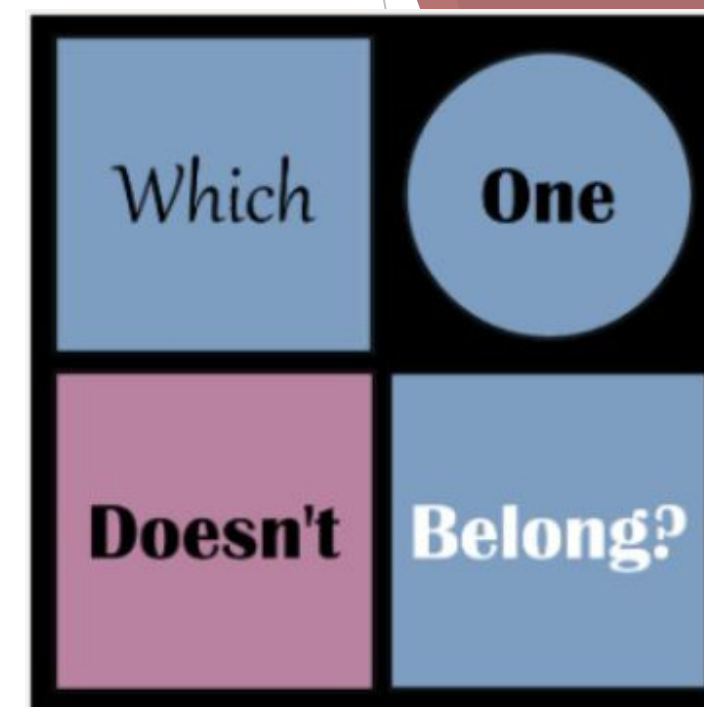




<https://mathbeforebed.com/>



<https://estimation180.com/>



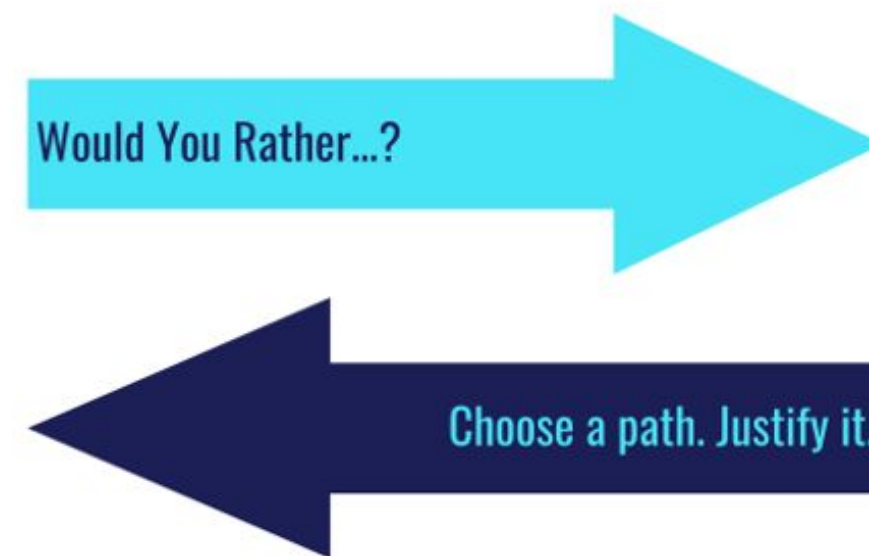
<https://wodb.ca/>

**BETWEEN  
2 NUMBERS**

<https://www.between2numbers.com/>



<https://www.visualpatterns.org/>



<https://www.wouldyourathermath.com/>



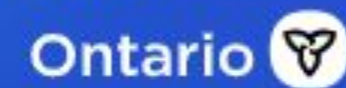
Tutors will be back online at 9:00AM.

# Free 1:1 online math tutoring with Ontario Certified Teachers

Get started



TVO Learn Mathify is brought to you by TVO Media Education Group, with funding by





# Subject Department Presentations

- Music - Mr. Wrigglesworth – 10 min
- History - Ms. Faulkner – 10 min



# Music

## Unionville·High·School

*The Unionville High School Music department is committed to the pursuit of excellence in the delivery of a performance/experiential based program that continues to play an important role in the school and community.*







# Guest artists...

---



**Piano** - Su Jeon Higuera, Anya Alexeyev, Dmitri Levkovich

**Voice/Choir** - Elaine Choi, Tracy Michailidis, Elizabeth McDonald

**Strings** - Ryan Davis, Tesla String Quartet, Mark Fewer

**Winds/Percussion** - Peter Stoll & friends

**Composers** - Evan Hammell, Susan Griesdale

## *Fieldtrip*

Visits to TSO open rehearsal

Women's Musical Club of Toronto,

Massey Hall Share the Music: Jeremy Dutcher









# Performances

- **Fall Celebration** - October 17
- **Markham Theatre Gala** - October 28
- **Arts Unionville Information Session** - November 1
- **Remembrance Day Ceremony** - November 10
- **Arts Unionville Music Recital** - November 29
- **Winter Fantasia** - December 12 and 13
- **Collaborative performance** with AU Dance- December 13
- **Holiday Concert** - December 20
- **Showtime** - Pippin - January 11, 12 & 13, 2024





# Enrollment

- **Arts Unionville Music** - 120 students
- **Core Music** - 515 students
  - Growing guitar, jazz, music theatre

## Ongoing discussions:

- Growth in our Core programming, especially for **vocal** and **strings** classes
- Increased access/representation in AU disciplines
- Wellness & CRRP (atmosphere and opportunity)





# Humanities and Social Sciences

*Relevant, Reflective and  
Responsible* 

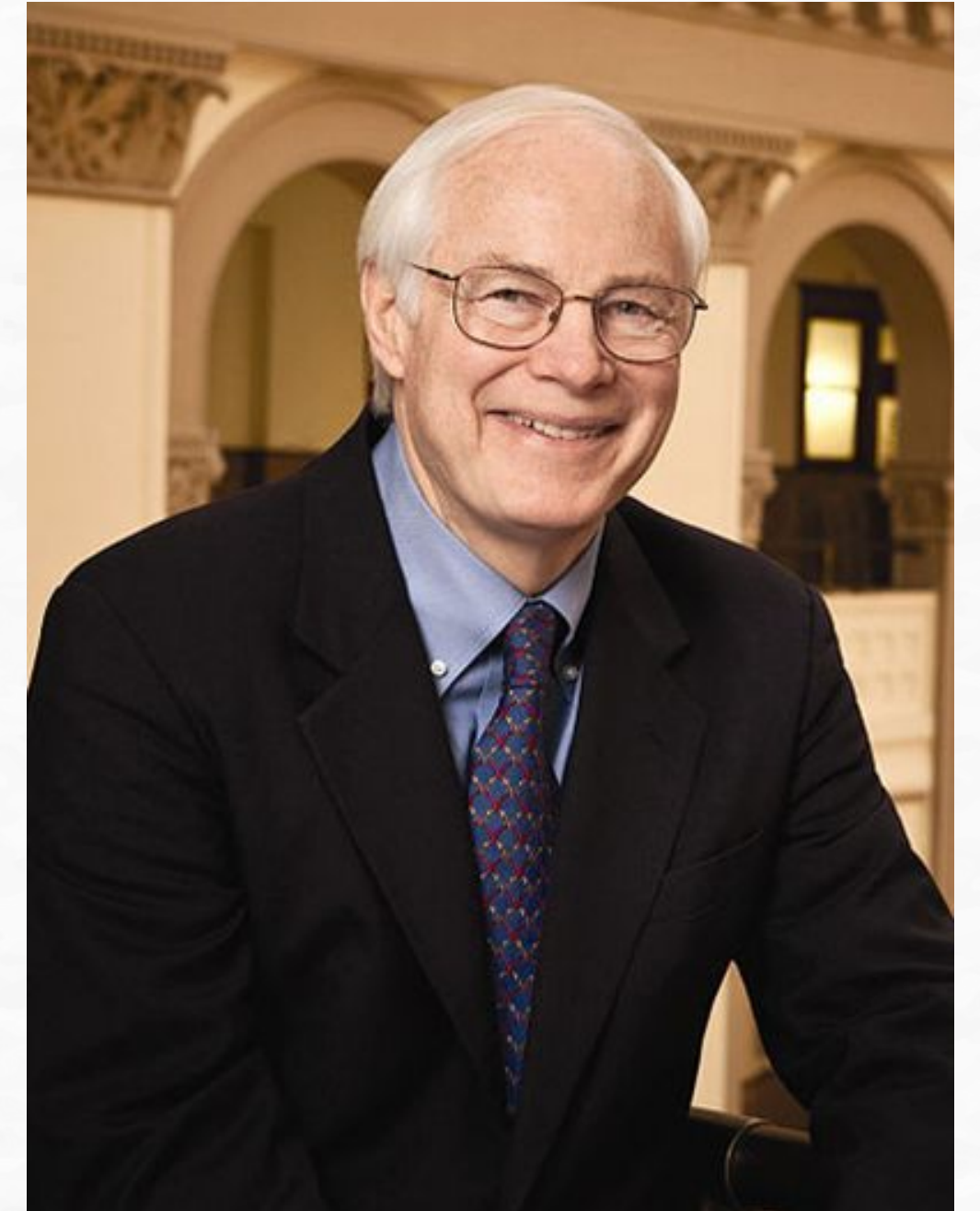






★ “the arts and humanities are vastly more important in troubled times.”

Jim Leach  
Academic and Politician



# Our Courses

## GRADE 10

**Canadian History**  
**CHC2D1**

**Civics**  
**CHV2O1**



## GRADE 11

Understanding Canadian Law,  
CLU3M

Introduction to Anthropology,  
Psychology, and Sociology  
HSP3U & HSP3C

World History to the 14th Century  
CHW3M

## GRADE 12

World History from the 15th  
Century  
CHY4U/C

Philosophy: Questions and  
Theories  
HZT4U

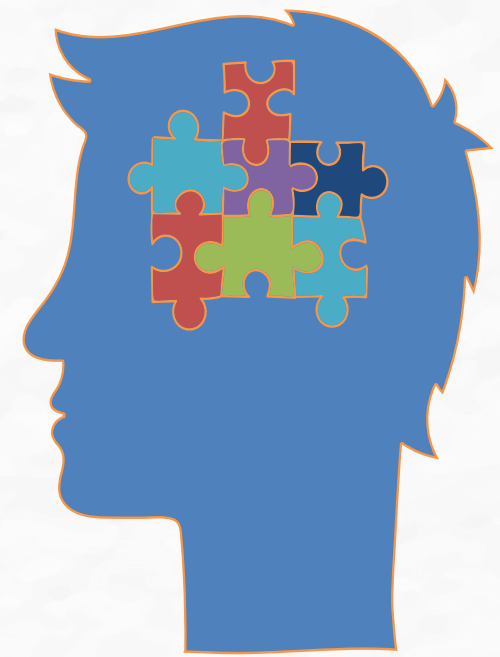
Canadian and International Law  
CLN4U

Challenge and Change in Society  
HSB4U





# Why are these subjects important?



1

## Relevant

[Data](#) on rates of employment, clearly competitive pay levels, and job satisfaction all make it clear that the varied careers of history majors rival those of science and business majors.

2

## Reflective

For an increasingly diverse student body, history offers the opportunity to explore different races, regions, religions, and genders, as part of a fuller understanding of the past.

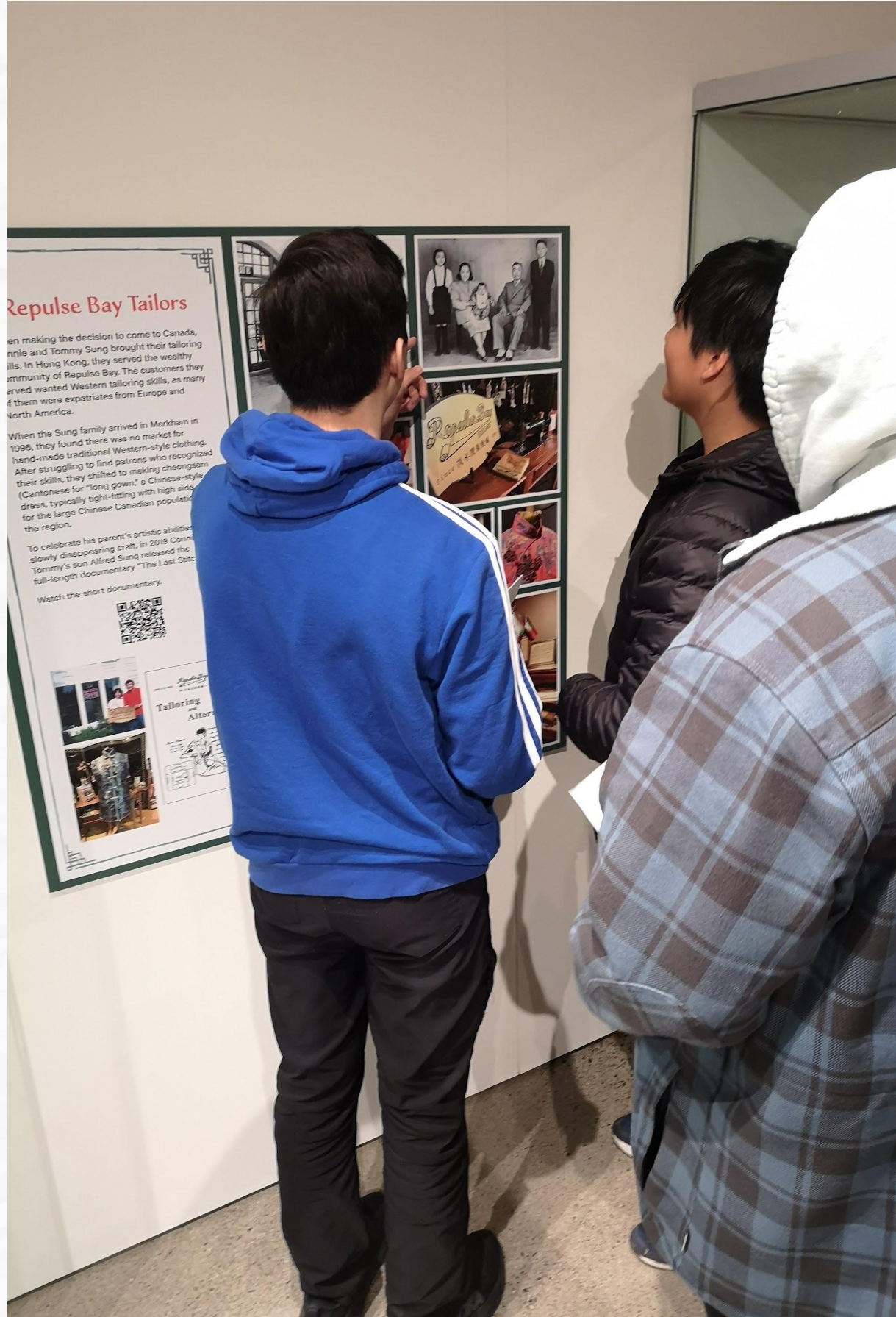
3

## Responsible

Students are increasingly exposed to misinformation and historical inaccuracies. History & Social Sciences help them to unpack the complex events occurring in the world with nuanced, academically grounded research and expertise, while providing tools to sift through the unprecedented volume of information.







# Departmen

- Designing courses that are relevant, responsive and engaging for students.
- Ensuring that our assessment practices are inclusive of students' diverse social identities, honour student choice and voice, and properly support Multiple Language Learners.
- Taking students out of the classroom, exploring our disciplines in practice, in the real world.

**This involves a new approach to planning and assessing with a focus on students daily work, conversations & observations made by teachers**

Students doing fieldwork research at the Markham Museum



# Experiential Learning



Guest Speakers



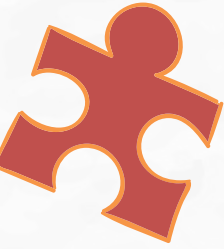
Curatorial workshop at the Markham Museum



Primate lab at the Toronto Zoo for Physical Anthropology



# More News!



## Spain 2024

**History, Family Studies, Visual Arts and Physical Education**



**Experiential Learning Grant!**

**We received \$5,000 to support our fieldwork partnership with the Markham Museum.**



## Holocaust Education

- **Holocaust Education Week Display by Gr. 12 World History students**
- **Tour for Humanity April 2024**
- **Holocaust survivor Nate Leipcigar May 2024**



## Upcoming Experiential Learning

- **Visit to provincial courts**
- **Philosophy to AGO for a study in Aesthetics**



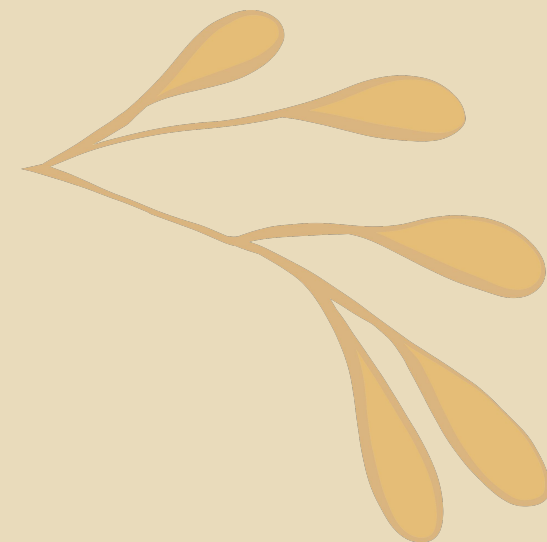




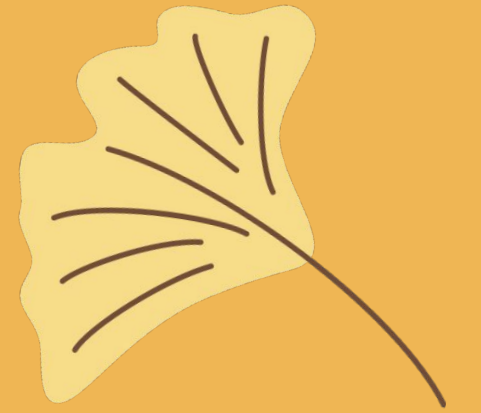
# ADMIN Updates



- Network Outage Update
- November 20-29: OSSLT (Literacy Test), Eligible Grade 10-12 students
- November 27-December 15: Graduation Photos
- November 29: Full Disclosure
- Awaiting revised dates for report card distribution







# Treasurer Report





# Welcome to UHS Grade 8 Open House Nov 15



**Fall Fest  
Semi Formal  
Mayfair  
Spirit Weeks  
Gr. 9 Camp Day**

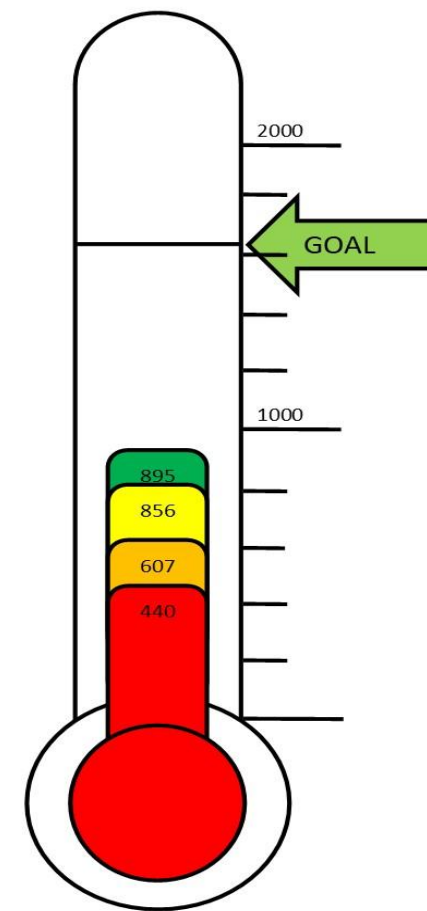


Your Student Activity Fee supports...



# Student Activity Fee Participation

Student Activity Fee Paid





Shadows of Racism: Voices Unheard

# THE TABLE

*Hear the resonating voices of **our UHS youth** as they share their immigrant experiences of journeying to and adapting to life in Canada. These recordings help ignite the flame of change, advocating fairness and inclusivity, seeking the warm embrace of equity.*

”a wonderful collaboration between various UHS departments of music, art and stories to be shared and enjoyed”



Shadows of Racism: Voices Unheard

# THE TABLE

Ana Wong

Anastasia Wong

Anna Zhou

Ava Peng

Bianca Chan

Brandon Chan

Carolyn Wang

Cathy Zhang

Cindy Feng

Cynthia Liu

Isabella Liu

Isabelle Cai

Jacky Chen



Joanna Keng

Joanna Liu

Joshua Camara

Kaitlyn Lee

Maggie Ng

Maggie Yuan

Mia Paunovic

Ryan Liu

Shekinah Chishom

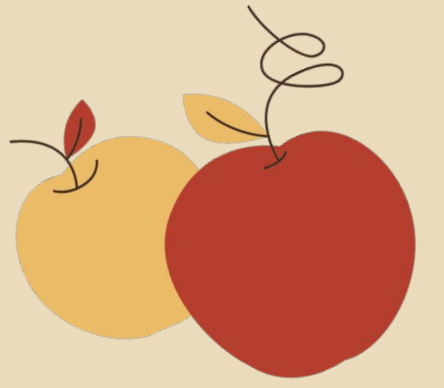
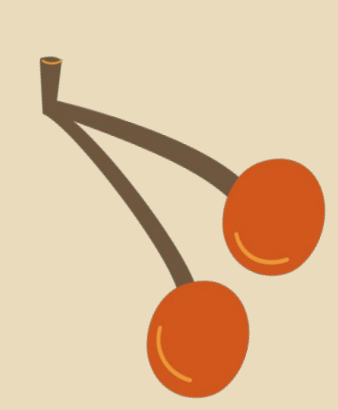
Sky Yang

Starry Mark

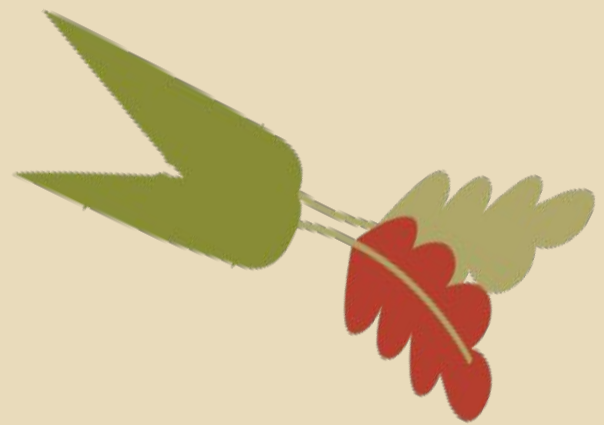
Vivian Fang

Zara Khan





# Hong Fook MHA





# Effective Family Communication

Hannah Xu (MPH)

Youth Program Coordinator

Hong Fook Mental Health Association

Youth and Family Services





# Who We Are

## Working with East Asian Youth and Families

We strive to address the mental health concerns of the Cambodian, Chinese (Cantonese and Mandarin), Korean and Vietnamese communities.

### Mission


Hong Fook Mental Health Association is dedicated to improving the lives of Asian and other communities.

### Vision

Championing Culturally Competent Care



### Location: 4 Offices and 1 Program-Based Office

Scarborough, North York, Downtown Toronto, Markham  
Markham Youth & Family Hub (16<sup>th</sup> and Bur Oak)



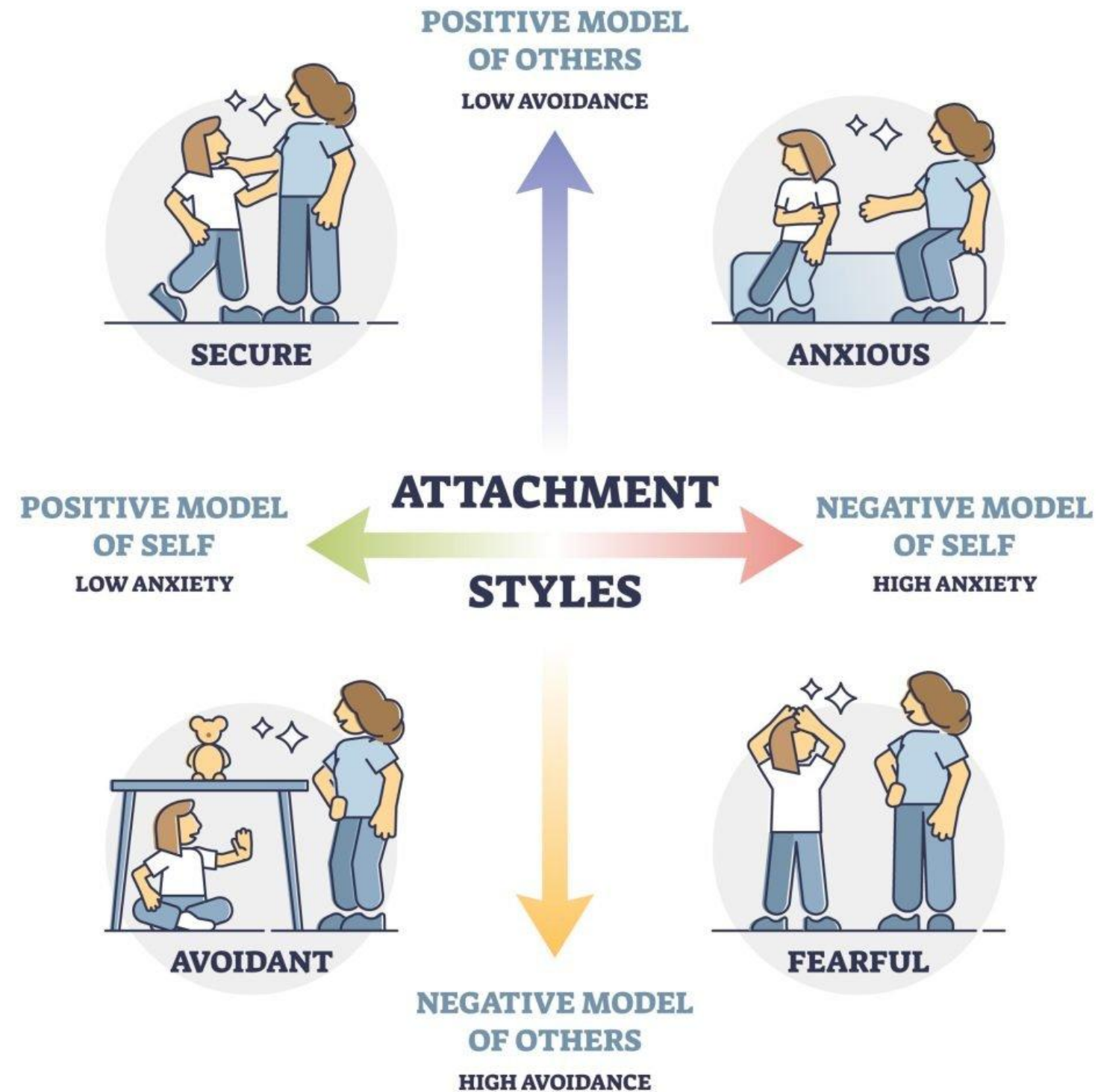


# Agenda

- Attachment styles with your children 
  - Communication blocks between you and your children
  - What to do when your children feel sad
  - What to do when you feel upset
- 



# Attachment Theory





# Caregiving System: A.R.E

How A.R.E are the caregivers?

- Accessible
- Responsive
- Engaged

How clear are the care-seekers' signal to the caregivers?

-How much do the care-seekers trust the caregiver's A.R.E

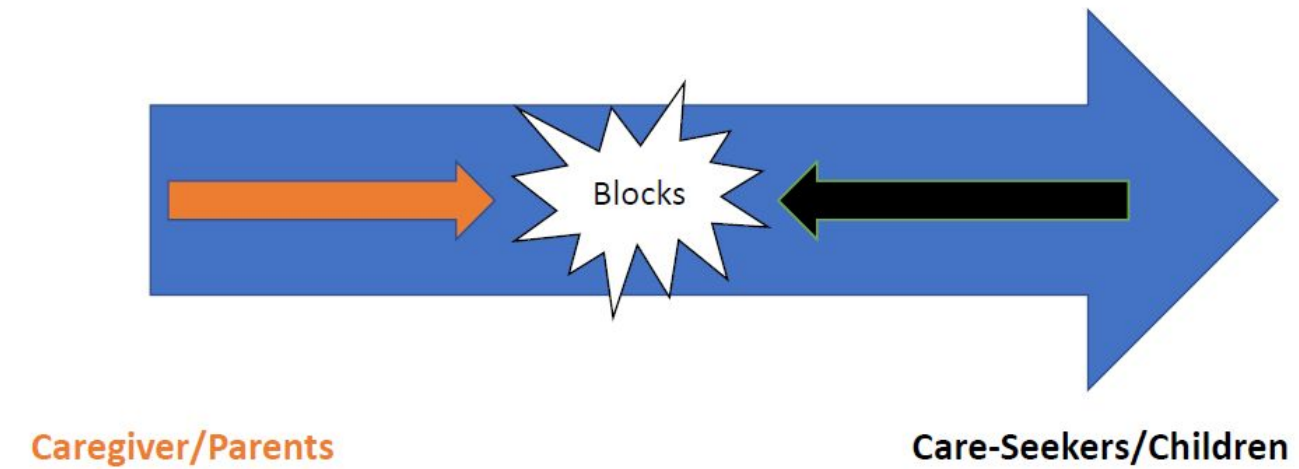
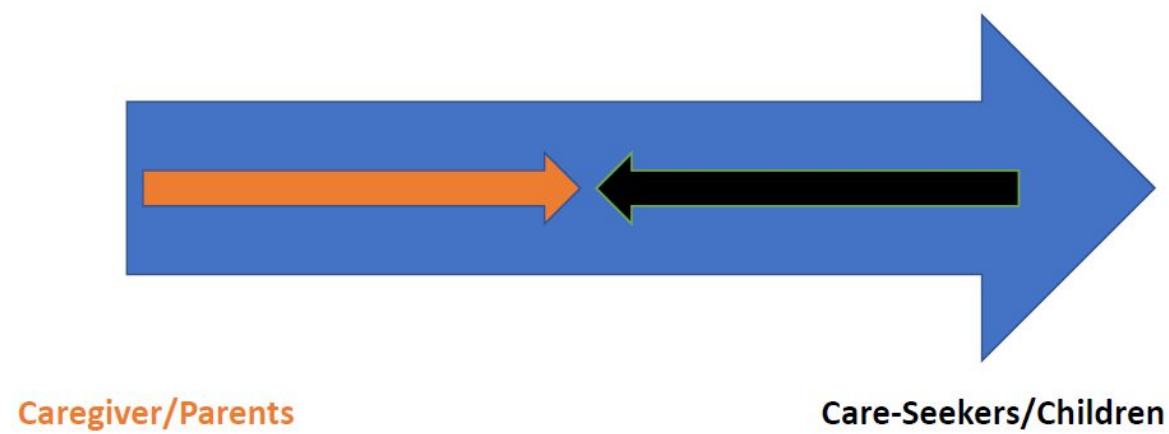
Requires ongoing attunement (A.R.E ) from parents to children as they grow

Attachment styles are open to revision based on new experiences over time with caregiver and child



# Attachment Channel

- Open Attachment Channel
- Blocked Attachment Channel





# Challenges when we communicate with our children

- Cultural gaps
- Generational gaps
- Language (limited communication with friends, school staff...)
- Social media
- Financial stress
- Different perspectives (there is no absolute truth...)
- Our own emotions (fear, self blame, guilt, resentment...)




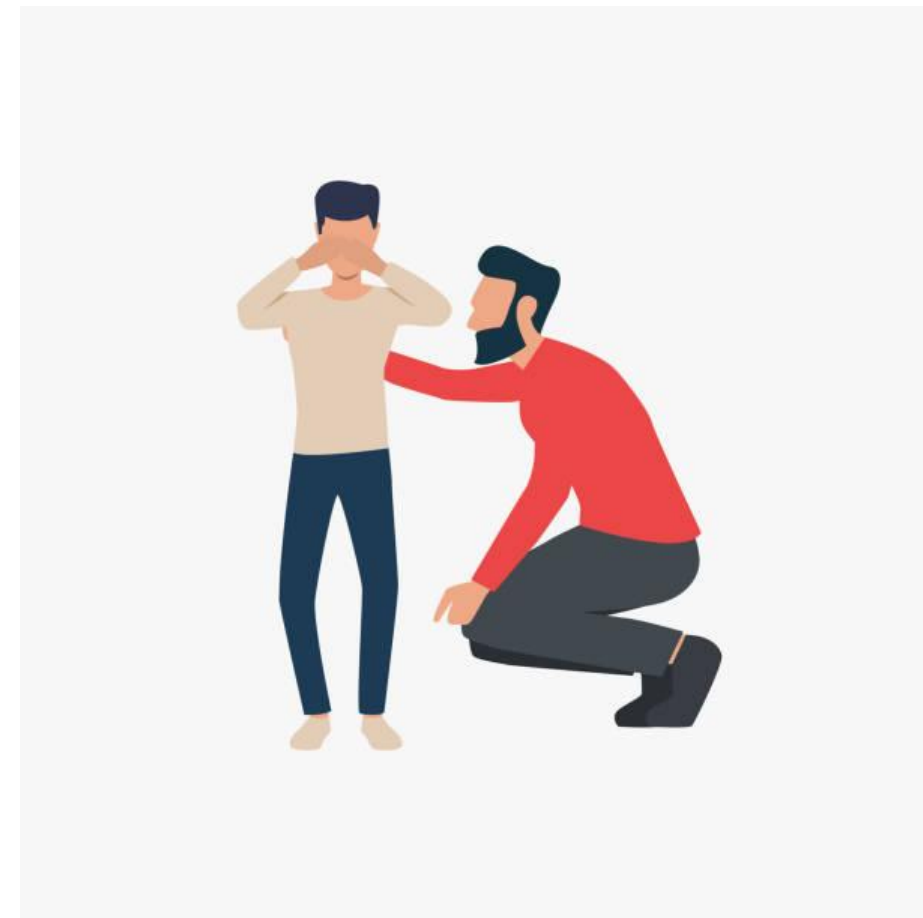
# Working through the blocks

- Parental responsiveness must happen first before child's vulnerability
- Shift from problem/child focused to relational distress
- Validate, Validate, Validate (emotions not necessary behaviors)
- Emphasize parental importance - can't be replaced
- See the blocks as the child's protective strategies



# Emotion coaching or validation

- the process of coaching someone through  an emotional experience
- needed **WHEN** the child is struggling (not just in weekly therapy sessions)



Your child comes home and says: “Nobody likes me at school, I am a loser”

What do you say to your child?





# Invalidating Environment: Trivializing or Dismissing Your Child's Emotions

- Attempt to help your child get over feelings: “It’s really nothing, just forget about it”
- Attempt to negate feelings: “That’s not true, you are not a loser!”
- Attempt to comfort or reassure: “Don’t worry, people like you!”
- Attempt to fix the situation or give advice: “Just ignore the other kids at school” “I will register you for soccer, you can make friends there”
- These DO work for many children. If your child is sensitive or emotionally intense, these statements make it seem like their emotions don’t matter or do not make sense

# Why would We Avoid Our Children's Emotions?

- We want to free them from emotional pain 😊
- Their emotional pain causes us emotional pain
- We do not know what else to say
- We do not want to make their pain worse
- We don't agree with or understand the pain
- We weren't taught how to respond to emotional pain

Notice your own distress or urges to fix/avoid this emotion



# If Invalidated Constantly

- Your child might wonder why she feels awful when others say it's not a big deal
- Starts questioning her own emotions
- Expresses emotions more loudly to ensure others know how much distress she is in (eg: yelling, swearing, breaking things)
- Or hides emotions from others or denies them until they explode (eg: cutting self, using drugs)
- Does not learn skills to manage emotions and does not learn that she can tolerate and live with painful emotions

# Validation: Communicating Understanding and Acceptance

- Acknowledging without judgment and letting your child know that you are trying to understand from her perspective
- It does NOT mean that you agree with your child or approve of her behavior
- Relate to your child's feeling that might be underlying the words:
  - "Leave me alone" *I really wish you understood me and how hard things are for me*
  - "My problems are your fault!" *I'm so ashamed about the ways I act sometimes*



# Steps to Validation

- 1) Notice emotion
- 2) Say something validating:
  - “it makes sense you might feel sad ...”
  - “I can see that you’re angry...”
  - “no wonder you are disappointed...”
- 3) Repeat step 2 X 3
- 4) Provide emotional support (eg: hug, reassurance)
- 5) Provide practical support if needed (eg: problem solving, limit setting, redirecting)



# Core Skill: From BUT to BECAUSE

- “no wonder you are upset **because...**” X 3 😊
  - Forces you to go deeper
  - Guess if you are not sure
  - Be okay with being wrong
- When someone else mirrors the internal experience, the alarm bells in the brain reduce in intensity
- The BUT comes later when transitioning from validation to support



# Validation: Guidelines

- Stop, listen, observe: slow down your response and notice your emotions or judgments
- Recognize that your teen is reacting emotionally
- Ask questions if needed
- Try to understand the behavior in terms of your teen's life
- Respond to the feelings: reflect back the emotion without judgements (eg: "you are really angry/disappointed right now")
- Acknowledge your child's perspective (she does NOT have to agree with you)
- Apology (one of the most powerful forms of validation)
- Do not judge (do not assume the intent of behavior)
- Do not lecture

# Please remember



- “You and your child influence and change each other based on your own temperaments and how you respond to each other”
- “Children do not need perfect parents to thrive”
- “Authoritative parenting”
  - Balance of being demanding (expectations and firm limit setting) and responsive (warm and understanding)
- “There’s no single cure for what can never have a single cause”
  - Emotions/behaviors/mental illnesses are complex and multifactorial
  - Change what does not work, keep doing what works
  - Not two children have same temperament/brain  different needs



# “I” Message

- Using an “I” Message is a way to express your own needs, expectations, problems, feelings or concerns to your children in a respectful way that does not attack them.
  - “I” Messages can also be used to state your needs, values, and positive feelings such as pride or appreciation.
1. Describe the specific behavior: When I see/hear . . .
  2. Describe how you feel: I feel . . .
  3. Describe the tangible and specific effect of the behavior on you.

# What comes after an “I ” Message

- You can clearly state your expectations or the rule: 
- You can offer some alternatives:
- You can describe what you would like done:
- You can impose a consequence:
- You may need to use active listening after you use an “I-Message” if your child becomes upset 



# Tips of “I” Message

- Keep your words, voice and facial expressions consistent with the intensity of your feelings.
- Be clear and specific and only talk about what is happening in the moment, not the past.
- Don't use the words “always” and “never.” For example: “You never do what I tell you to do.”
- Do not dump very strong feelings in a way that scares your children.
- Remember that if you use “I” Messages too often, it may seem to your children that their feelings don't matter.
- If the feeling you want to express is anger, keep in mind that anger is a secondary emotion; it can be more effective to use words that describe feelings underlying the anger such as frustration or disappointment. Anger often breeds more anger and defensiveness.

Scenario: Your child told you they were going to the library in the afternoon, but you discovered that they actually went to a home party with their friends. You feel deceived and also are worried about your child.

1. Describe the specific behavior:
2. Describe how you feel:
3. Describe the tangible and specific effect of the behavior on you.
4. Describe your desired behavior





# Resources

- “Untangled Guiding Teenage Girls Through the Seven Transitions into Adulthood” by Lisa Damour
- “Parent Effectiveness Training: The Proven Program for Raising Responsible Children” by Dr. Thomas Gordon
- “How to Talk So Kids Will Listen & Listen So Kids Will Talk” by Adele Faber & Elaine Mazlich



# Upcoming School Council Dates

**Monday, January 22, 2024**

**Monday, February 26, 2024**



**Monday, April 15, 2024**