

Colonel By Secondary School Council  
Tuesday, April 19<sup>th</sup>, 2016  
Venue: Colonel By Secondary School Library

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1. Call to order, welcome and introductions:
  - a. Welcome by – Marie-Claude Meunier
  - b. Attendees – see attendance list.
2. Approval of Agenda: By consensus.
3. Presentation #1 – **Secondary School Program Framework** – started the review with 6 working groups – School Configurations, Specialist High Skills Major French as a second language, IB advanced placement, digital learning community hubs, Canterbury arts. This did not include Adult high school. This is now a policy document which outlines how our secondary schools look like in our district. In June there will be a recommended revised program framework for the board to approve.

In the framework there are 3 programs -

  - a. *Community schools* (e.g. Gloucester High school) – three pathways of core programming lead to a graduation diploma or certificate – locally developed, applied/college or academic/university. Most schools do the last two and not locally developed. The idea is most students should be able to go their home school and get the pathway desired.

French immersion recommendation would eliminate the need for French Immersion boundaries. All schools would offer both French immersion and extended French certification. Another objective is to minimize transitions – have two main configurations – K-6/7-12 or K-8/9-12. No pending configuration changes this year. DELF will be a permanent offering in our district (no longer a pilot).
  - b. *Inter-School Programs* – package of courses that you can go to another school to study. Primary one is SHSM (Specialist High Skills Major) – ministry approved program offered in grades 11 and 12. Transportation will be provided for any student that wants to attend another school for the program.
  - c. *District Programs* – planning for 2<sup>nd</sup> IB site in western part of district. This was based on the number of students that apply that do not get in due to space constraints. Next steps – pupil accommodation reviews, e-learning program review, advanced placement review, future program reviews including adaptive, adult, alternative, high performance athlete. At this point they will review school configurations and programs offered.
  - d. Additional information –
    - i. How to participate? – School council meetings, advisory committees, 4 discussion forums, Google hangout (April 28<sup>th</sup>) and submission of comments on-line.
    - ii. Where to get more information? –Go to [www.ocdsb.ca](http://www.ocdsb.ca) for resources, research, reports and provide feedback. Parents are welcomed to provide their feedback on the OCDSB website.
    - iii. IB West will more than likely be considered for one of 4 schools that are not currently full e.g. Sir Robert Borden and Woodroffe; not in Kanata where all the schools are already full. However, even if it were approved by the board in June – it would take a couple of years before it could be started.
    - iv. Colonel By will take one more class of Grade 9s into the IB program for September 2016.
    - v. Each IB program would have its own geographical boundaries. There would be 2 equivalent programs East and West to accommodate all students that are eligible to enter the IB program.
    - vi. IB Teachers could choose to switch location.
4. Presentation #2 – **Promoting Resilience in Children** – Dr. Barbara Virley
  - a. Resilience – What does it mean?
    - i. Psychologists got interested in why certain kids did so well in spite of the odds. Rather than focusing on the deficit model, then started to focus on success factors. We used to talk about IQ but this is no longer used since it is used to measure very specific attributes which is not

- necessarily the best predictor of future outcomes. Knowledge has expanded to meta-academic, executive functioning and soft skills
- ii. Essentially our response is flight and fight and the vast majority of people are pretty efficient using that response. Some people are not as well versed.
  - iii. Resilience includes access, strength, buffers, good character, invulnerability, positive psychology.
  - iv. Resilience is defined as – the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances.
- b. Research and resilience – Why is it important? What factors comprise resiliency? How does it relate to mental health?
- i. Resilience is a buffer against mental health difficulties – like a C on an exam. IF you lack resilience you may dwell on problems or feel victimized.
  - ii. Resilience is essentially the ability to roll with the punches. It doesn't mean you don't experience the whole range of emotions. It doesn't mean you are impervious, stoic or toughing it out.
  - iii. Resilience is not one-dimensional; it's possession of multiple skills in varying degrees that help individuals to cope with adversity.
  - iv. Resilience is environment + individual (luck + disposition). Temperament plays a huge role in determining innate disposition of kids.
  - v. Positive individual factors – good self-regulation skills (monitor own behavior and know what's appropriate in certain settings), realistic positive sense of self (sometimes adolescents struggle dependent on day/week), sense of agency (how confident you are that you can effect change), ability to form healthy attachments (people need love and work or purpose), higher IQ (cognitive ability – how well they solve problems), laid back temperament, ability to delay gratification (marshmallow test), good physical health, sense of humor.
  - vi. Positive environmental factors – basic necessities, proactive parenting, surrogate adult who cares (total # of people required in the absence of healthy parental relationships is 1 – teacher, coach), special talents, positive peer group (academic focused), community factors, relationships with positive role models outside the family.
  - vii. Accumulation of risk is more influential than any other single factor – multiple risks have exponential effects not additive. Ongoing trauma is more toxic than one, discrete trauma.
  - viii. Best news – you can teach resilience – skills acquired in one area can have a cascading effect in other areas.
  - ix. Resilience does not come from rare special qualities but from the everyday magic of ordinary, normative human resources and interaction.
- c. Promoting resilience in children
- i. Promote caring relationships between family members – foster traditions and celebrations e.g. Friday night pizza night.
  - ii. Provide warm, structured, consistent and positive discipline practices – involve adolescents in the discipline process – ask them what the discipline should be.
  - iii. Provide monitoring and supervision – especially to adolescents – and especially around social media. Keep actively involved in their lives and keep listening. Be present, be mindful. Be careful about what they share on social media. Set some ground rules.
  - iv. Encourage support from extended family and mentors – grandparents, uncles, aunts.
  - v. Maintain a sense of humor (not sarcasm!) – Great way to bond.

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- vi. Provide opportunities for adolescents to contribute to the family goals – they need to help out around the house.
  - vii. Separate the child from his/her negative behavior – good kids can make some bad choices.
  - viii. Foster a growth mindset – where it's okay to fail. Frame adversity as a challenge – move on, learn from it and grow. Help them to strive for excellence not perfection. Share examples from your own past. Review book by Paul Tough.
  - ix. Provide resources and materials – give them enough to do something, but not enough to do nothing.
  - x. Promote positive experiences for adolescents in the community – go out and volunteer – even better if you can do it as a family.
  - xi. Teach and model effective and appropriate problem-solving skills – be proactive. Show them your failures and how you respond.
  - xii. Demonstrate respect for others – speak respectfully, act respectfully. 90% of what kids take away has nothing to do with what you said but what you did. Most difficult part of parenting is monitoring your own emotions – take your own time out.
  - xiii. Spend quality time with each other – where home is the docking station – watch a movie together, play a board game.
  - xiv. Listen more than you talk – the more you listen is the more you hear – greatest opportunity is car rides.
- d. Summary – Resilience is a set of skills that can be taught. It's a fundamental component of good mental health. Your words and actions play a crucial role in promoting resilience in your children. Success is not final, failure is not fatal, it is the courage to continue that counts – Winston Churchill.
- e. Red flags – look for changes – in marks in school, friends and extra-curricular activities – talk to their coaches, teachers.
- f. Self-Advocacy – when to step in. If the child has given it an honest try and it's not working then it's time to step in.
- g. Can always reach out to <http://ementalhealth.ca>
5. Round Table –
- a. PRO Grant (\$1,000) – Executive group came up with a few ideas last year including this talk tonight and a brochure on Colonel By provided to new parents at the beginning of the year. Date to submit the request for 2016-2017 is May 29<sup>th</sup>. Ideas include – boundaries to limit internet use or how to monitor use; police officers' presentation on sexting. Send an email to co-chairs (Marie-Claude Meunier, Tabitha Abiyempi) or the principal - Jean Fulton-Hale, email addresses are available on the website [www.colonelby.com](http://www.colonelby.com).
6. Closing -
- a. Meeting adjourned at 8:33 pm. Next meeting: Tuesday, May 17<sup>th</sup>, 2016.