

2021-22 School Statement of Needs PROPOSAL – Section 1

Name of School: Richview Collegiate Institute

Learning Centre/ Learning Network: LC 1

Superintendent: Alison Gaymes San Vicente

Trustee: Dan McLean

School Council Chair/Parent Representative: Co-chairs, Caroline Cho & Maria Skinner

The parent section of the School Statement of Needs document is to be developed annually in the fall by the parent representative in consultation with the school community and the trustee (when available). The superintendent will complete his/her section when it becomes known that there may be a principal vacancy. The School Statement of Needs document shall reflect needs that are specific to the school and community. Please see the attached SSON Parent User Guide which is also found at www.torontopiac.com.

To be completed by Parent Rep(s)

School & Community Needs (placed in rank order)	Comments
Our mission statement for Richview Collegiate Institute (RCI)	<ul style="list-style-type: none"> - RCI should strive to create a culture of respect, collaboration, openness, and innovation. They should lead by example and inspire others to get involved in improving the school as a whole. - All activities at RCI are to be conducted with the intent of creating a safe and caring environment for all students and their family no matter their background or differences. - RCI will provide, for all students, an exemplary secondary school learning experience. This experience should be qualitatively equivalent no matter the stream (i.e., English or French Immersion). - Principal, Vice-Principals, educators, professionals, support staff, parents and the community should be aligned and committed to provide a well rounded educational experience to all students. They should aim to create an equitable and challenging learning environment that promotes academic excellence. leadership skills and social, personal, physical and intellectual growth. - The academic, intra- and extra- curricular activities should be focused on helping students build a strong sense of accomplishment, leadership skills, confidence, dignity, purpose and meaning.
1. Continued focus on Diversity, Equity and Inclusion and being against harassment, racism, bullying.	<ul style="list-style-type: none"> - Maintain a safe, inclusive and affirming learning environment which accepts and demonstrates mutual respect for race, religion, class, nationality, gender, sexual orientation and gender diversity, body boundaries (e.g. consent) and learning styles. - Develop, support, promote and implement programs designed to build awareness of equity and diversity issues within the school. These

	<p>programs should be hand-on and not stand alone. Learning should be transferable and integrated in all aspects of school life.</p> <ul style="list-style-type: none"> - Provide meaningful discussions and enriching conversations, challenging through education (e.g. relevant instruction/learning materials) and special seminars/presentations to promote influences, consideration of words and actions and consequences. - Establish and maintain strong communication with all groups within the school and wider-community, without discrimination. Ensure that no group is left out (even unintentionally) and that all communications can reach them/meet their needs. Due to a wide range of socio-economic differences within our community, RCI must continue to provide assistance (e.g., in the form of subsidies) and ensure equal opportunity/access for all students. - Reinvent fresh approaches to empower our community to tackle these prevalent issues in a positive, creative and engaging way and also to find positive and effective ways to advocate/self-advocate and to support one another. - Continue supporting the Truth and Reconciliation agenda/curriculum in order to learn historical perspective-taking and develop empathy. - Be part of an overall community that works towards change and reconciliation.
<p>2. Creating a Safe and Caring School Environment and Culture</p>	<p>Many of our RCI Family of Students and Staff Administration are dealing with serious issues including mental wellness, anxiety, depression, substance-use including drugs and vaping and have also admitted to being harassed and feeling unsafe in the school. RCI Administration to:</p> <ul style="list-style-type: none"> - RCI must be recognized and seen as a safe and caring working/learning space for teachers, students, internal/external partners. All must feel welcome and able to express their point of view without being judged. All must feel that their fears, apprehensions, or opinions are valued and given due consideration by the parent council, the administration, and the parent council. - Students' well-being must never take a back seat to administrative issues, changing priorities, or internal politics. - Issues raised through the different channels (e.g., Administration, Safe and Caring Committee, Parent Council) must be documented. Respect for preferences and confidentiality must be maintained at all times. Staff must be trained to assist and support students in making a complaint if they feel they are being victimized. - There is a need to provide students from programs or workshops directed at learning positive conflict management techniques in order to address issues, generally happening in class, in the schoolyard, or during field trips/special events. Important topics to be emphasized: Conflict resolution, restorative justice, mediation, effective communication, negotiation and critical thinking, and most importantly violence and harassment (including sexual violence and harassment) and bullying prevention. - RCI should be seen as a leader in the area of anti-bullying, human rights, activism and advocacy (e.g., Indigenization of curriculum, integration of human rights and democracy principles in everyday practice).

	<ul style="list-style-type: none"> - Become more knowledgeable about the problem of harassment and their rights and responsibilities, how to make a complaint, and what consequences to expect if they harass others. - Construct welcoming spaces to support learning and engagement, and differentiating spaces to meet health and wellness needs, specifically addressing issues of safety, stress and mental health. - Find fresh approaches to empower our community to tackle these prevalent issues in a positive, creative and engaging way and to make positive decisions/choices. - Partner with parent council/community to help advocate for the RCI school community when issues arise and current policies and procedures are not working for our RCI community.
<p>3. Improving student development and academic achievement.</p>	<p>RCI is a specialized school that provides unique programming, in that we run a dual-track school, focusing on both French and English instruction. At the same time, students from both tracks are fully integrated: they participate together in all of the school's leadership, sporting and club activities and share classes in English, Math, Science and Phys-Ed and others. RCI to:</p> <ul style="list-style-type: none"> - Develop strong, engaging, challenging and relevant curriculum and programs that enable students to thrive during their time at RCI and to develop competencies to navigate effectively and successfully in an increasingly complex society and in their post-secondary pathways. - Increase equitable opportunities and outcomes for all students with a focus on student voice. - Enhance knowledge of data interpretation through an equity lens to identify performance gaps to to use knowledge to drive improvement of school performance and effective in order to maximize outcomes for all students. - Use and implement successful models and strategies to boost morale, self-esteem, and academic achievement for all students and staff. - Create, sustain, and support leadership activities - Place strong emphasis on Richview's Arts and Technical programs. - Utilize modern, up-to-date technology in the classroom including improved internet/wifi access for all staff and students. <p>FRENCH IMMERSION/EXTENDED FRENCH PROGRAM</p> <p>Richview Collegiate (RCI) is the only TDSB Secondary School with French Immersion/Extended French in Etobicoke.</p> <ul style="list-style-type: none"> - Important to advocate the continuation and strengthening of the French Immersion Program at Richview. - Include providing french-language resources and support (including pedagogy) relating to RCIs School Improvement Plan 2021-2022 of which the main focus will be on equity including anti-oppression, anti-racism, human rights, and diversity challenges experienced in the school. - Liaise with other French Immersion teachers in the Board to exchange ideas/resources
<p>4. Engaging School Community In All Aspects of School Life</p>	<p>There has been some significant increase in the number of students attending RCI. Such an influx of students usually bring along a greater volume of issues to attend to. A reality that requires us to continuously adapt/revise/improve how</p>

	<p>we communicate as a group (i.e., Administration, Teachers, Parent Council, and community).</p> <ul style="list-style-type: none"> - There is an opportunity to look at the school as a community hub. To do so, we need a principal that is visible and active in engaging the broader school community. We see the school council and related subcommittees as partners and playing an important role in supporting school governance. - RCI and SAC should be encouraged in two-way communications. The goal is to make sure that parents and the greater community have a way to quickly find out information and an efficient way to reach the school. - Play an active role in promoting and educating parents in the TDSB equity framework while recognizing parents as valued partners within the education system in relation to decisions about their child's education . - Encourage cohesive partnerships between students, staff, parents and the community. - Spend more time in the community that we serve connecting with parents and other stakeholders to build further relationships in the community. - Enhance morale and develop positive working relationship within the school and outside community - With strong emphasis on transparency and collaboration, communicate the Schools Improvement Plan for Student Achievement (SIPSA) and School Budget to staff, and Parents - Include strategies for connecting, supporting, and engaging racialized parents/caregivers, particularly parents who identify as Indigenous, Asian or Black in School Council and School. - Run strong and successful student-led and school council-led Charity Drives - Have an active and involved Parent Council
<p>5. Leadership and Interpersonal Skills</p>	<p>At RCI, we are proud of promoting the development of character in addition to academics and extracurricular initiatives. Covid has taken away these opportunities and this has had visceral effects on the student and staff body at our school. RCI to:</p> <ul style="list-style-type: none"> - Reinvent ways to provide opportunities for staff and students to develop skills during COVID. - Support staff and students with a willingness to explore and implement new ideas, new technology and innovative educational initiatives - Motivate students and staff to excel and to promote a positive, collaborative school culture both inside the school and beyond its walls.
<p>6. Diversity of Extracurricular Activities</p>	<p>To compliment a strong academic experience and to enrich leadership skills and social development, RCI to:</p> <ul style="list-style-type: none"> - Promote and encourage teacher- and volunteer-led extracurricular activities within the school that are focused on helping students reach their full potential. - Make access to extracurricular activities at RCI equitable. - Advocate to have more extracurricular activities available during COVID.

	<ul style="list-style-type: none"> - Pivot/reinvent ways that these can be reintroduced in safe ways as they are crucial to the development of leadership and social skills of the students. - Recognize that educational practices are evolving and new technology is emerging. RCI should be at the forefront in critically evaluating and supporting/promoting these innovative practices in the classroom.
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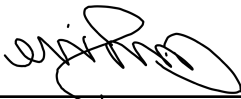
Excerpt from PR705 Selection, Promotion and Placement Process for School Principals and Vice-Principals
 – Appendix K

SCHOOL STATEMENT OF NEEDS – SECTION 2


To be completed by the Superintendent of Education

Academic needs, based on school data and the Years of Action Plan.	Comments

Verification that School Statement of Needs is developed according to agreed process

Caroline Cho		March 23, 2022
Parent Representative (Please Print)	Parent Representative (Signature)	Date

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Superintendent (Please Print)	Superintendent (Signature)	Date
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Excerpt from PR705 Selection, Promotion and Placement Process for School Principals and Vice-Principals

– Appendix K