

2024-2025 School Statement of Needs – Section 1

Name of School: Northern Secondary School
 Family of Schools 10 (Learning Centre 1)

Superintendent: Jennifer Chan

Trustee: Currently vacant (formerly Rachel Chernos Lin)

School Council Chairs: Omar Becerril and Jessica Miklos

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	Comments
<p>Overview Capable and determined leader to ensure student success with a proven track record of focusing on student achievement, and creating a caring, collaborative community environment that empowers all stakeholders (students, staff, and parents) to improve student achievement, enrichment, belonging and well-being.</p> <p>We hope that all Principal candidates will have the characteristics listed below.</p>	<p>Northern Highlights We are a large and diverse school with nearly 2200 students and 140+ staff. We have an inclusive community where students form friendships and mix freely across diverse communities in academic and co-curricular activities. Our school has students from a range of social, cultural and economic backgrounds, including at-risk and low-income students.</p>

<p>1. Leadership and Vision</p> <p>Actively committed to improving achievement of all types for all students throughout the school, with a focus on helping each student to seek and fulfill their educational and personal potential.</p> <p>Flexible, creative, and innovative, and will consider and apply 'out of the box' solutions that help break through gridlock and bureaucracy, to better meet the diverse needs of our students.</p> <p>Willing to find flexible, creative solutions that make student needs a priority.</p>	<p>The principal should share parents' and students' expectations that high school be a place where positive habits of well-being and achievement are developed. Each graduating student should be equipped with the ability to become a healthy, independent adult, capable of coping, making good decisions, and supporting themselves financially.</p> <p>We expect Northern to be a safe and vibrant environment where:</p> <ul style="list-style-type: none"> - all students feel included, challenged and supported to explore their options, pursue their unique and diverse interests, and reach their full potential; - staff feel inspired and empowered; and - parents and guardians feel welcome.
<p>2. Educational Expertise and Experience</p> <p>Is committed to maintaining and enhancing Northern's diverse, broad, and deep academic offerings, course selection, and co-curricular activities and opportunities.</p> <p>Understands, advocates for and fully supports programs for special education, special needs, and at-risk students.</p>	<p>The principal should respect, support, and continue to innovate and enhance Northern's diverse and broad academic and co-curricular programs and offerings.</p> <p>Approximately 58% of Northern students have a learning exceptionality (Deaf and Hard of Hearing [2%] + LD [24%] + gifted [32%]). Our students benefit from our Technical and Commercial programs, our Academic Resource and Core programs, our Deaf and Hard of Hearing program, our Gifted Program, and our Academic, Enriched and AP level courses that are open to all students.</p>
<p>3. School Culture and Climate</p> <p>Actively supports learning, co-curricular activities and experiences, and community building beyond the classroom, including co-curricular experiences and community-wide undertakings to create school spirit, a sense of community, and promote life-long learning.</p> <p>Sensitive to and supportive of student well being, including learning and social needs & mental health issues.</p>	<p>Our school has a rich and robust offerings of clubs, teams, events and activities organized by students, staff and parents that foster a sense of school spirit, giving and community. This breadth, variety, and depth of opportunities are integral to Northern's culture and to the full development and well-being of all students. The Principal has a key role in ensuring staff participation and arranging necessary support for these activities.</p> <p>Opportunities for a diverse range of co-curricular involvement in music, drama, art, athletics, and clubs require commitment from the Principal.</p> <p>With a diverse population, and increasing levels of stress and anxiety, well being and mental health issues need</p>

	<p>proactive support. With the loss of Lumenus in June, 2023, a well-known on-site resource that supported at-risk students and made a significant contribution to Northern school life, the school needs to collaborate with other agencies to support student well-being and life long success.</p>
<p>4. Communication Skills Approachable, open, honest, and values, encourages and supports input from students, staff, and parents.</p> <p>Understands and communicates the implications of proposed changes by the TDSB to parents so they can engage meaningfully in their advocacy and advisory roles.</p>	<p>Parents and guardians are accustomed to and appreciate receiving regular information (i.e. Principal’s weekly emails and communications from teachers, etc.). Parents also appreciate receiving context related to decisions affecting students during school council meetings.</p> <p>Parents are helpful and necessary partners in improving outcomes for our students and benefit from clear communication from the principal.</p>
<p>5. Management and Operational Skills The Principal must be</p> <ul style="list-style-type: none"> - Ready to advocate for Northern students, staff and programs in a challenging financial environment; - Able to find creative and effective solutions to address ongoing infrastructure issues in an aging building; - Aware of the implications of the recent removal of technical and commercial boundaries and of the ongoing boundary review; and - Skilled at multitasking and managing multiple, often conflicting priorities calmly and with tact and diplomacy. 	<p>Northern is a large school with many academic programs and co-curricular activities that can beget day-to-day and other challenges. These programs are also at the core of what Northern offers to our students.</p> <p>The size and complexity of the school requires a Principal who is a highly capable administrator, with strong interpersonal skills and sensitivity.</p>
<p>6. Commitment to Equity and Inclusion We need a Principal who has experience with, understands, and will actively support a diverse range of student needs by implementing a diverse range of research-based, targeted solutions.</p> <p>The Principal needs the skills to manage the volume and complexity of the IEP administrative process and implementation. The candidate must be empathetic to the challenges and diverse needs inherent in this process.</p>	<p>Almost half of our students have IEPs and there are challenges and a significant workload associated with creating them. There is a need for commitment, guidance and leadership in ensuring their effective implementation</p> <p>Students and staff in the Deaf and Hard of Hearing program face unique challenges in accessing both the curriculum and co-curricular activities so that they can participate fully in the school community. Finding effective solutions that accommodate their needs</p>

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

Parent Representative (Please Print)	Parent Representative (Signature)	Date
Superintendent (Please Print)	Superintendent (Signature)	Date

Excerpt from PR705 Selection, Promotion and Placement Process for School Principals and Vice-Principals
– Appendix K