

School Statement of Needs – Section 1

Name of School: York Mills Collegiate Institute (YMCI)

Family of Schools: Ward 11

Superintendent: Kurt McIntosh

Trustee: Vacant

School Council Representatives /Parent Representatives: Daniel Du Bellay (Co-Chair) / Alana Walker-Carpenter (Co-Chair)/ Rubina Manji-Rawji (Treasurer) / Catherine Kilpatrick (Secretary)

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
Diversity and Inclusion - High	An administrator who stays current with the latest education and inclusion policies and practices (e.g. reconciliation, equity, anti-bullying, diversity, inclusion, with a special emphasis on anti-racism) to ensure that the values of the TDSB are being promoted and upheld by staff, student, and families.
Diversity and Inclusion – High	Advocates for and proactively identifies those with any type of special needs. Ensures that supportive measures are not only captured in individual IEP plans but that they are also implemented and effectively executed. Additionally, ensure that IEPs are updated when / if circumstances necessitate it.
Diversity and Inclusion – Medium	Promotes health awareness and healthy food choices in the school cafeteria. Fosters an acceptance and understanding of culinary cultural differences.
Experience – Medium	Demonstrates a comprehensive understanding of STEM with several years of experience in a STEM school as either a teacher or an administrator. A forward thinker with knowledge of the importance of a STEM curriculum and computer and financial programming. Maintains the integrity of the program throughout the school curriculum. Also ensures that all teachers have a thorough understanding (e.g. through ongoing training) and promotes that vision in their teaching.

Experience – High	A positive “hands-on” approach that encourages the development of programs that meet the academic, social and extracurricular needs (such as arts, athletics, health, wellness to name a few) of students with a focus on French education (for both immersion and English students) and the STEM program by staff and community partners. Additionally, ensures that individual and team successes are recognized and celebrated by the school community.
Experience – High	An individual who is visible and involved with the students and proactive in creating an environment that supports student mental health and wellbeing through inclusivity, educational programs (e.g. mindfulness), student involvement, and safe spaces.
Experience – High	Champion of improving student achievement by being proactive in addressing identified deficiencies with the curriculum / programs and implementing corrective measures to ensure deficiencies are resolved.
Experience – High	Ensures prompt attention to required improvements on the physical premises of the school property and facilities to ensure safety within the school environment.
Experience – High	While it would be preferable that the individual be bi-lingual in French and English (AB/BA), this requirement should not preclude consideration of candidates that aren't but meet most of the other needs. Should have an excellent understanding of the French curriculum and the French Immersion programs with a commitment to both the English and French streams.
Experience - Medium	Technologically knowledgeable and able to effectively communicate in a variety of mediums to ensure that the parent community is informed and up-to-date on school activities / concerns.
Experience - Medium	Extensive experience and capability in the digital education space (in addition to on-site learning) and is able to promote and foster a dual education platform.
Leadership / Management Style – High	Strong advocacy skills for resources, support and funds for teachers and students so they have access to the materials needed to promote the success of all students and ensure that no students are left behind. Champions the student voice and hears and listens to the voices. Is an empathetic leader. Sensitivity to diversity within the staff and school.
Leadership / Management Style - High	A proven hands-on proactive communicator and collaborator that will engage staff, school council, and the community in the development and implementation of a shared school vision. An individual who demonstrates emotional intelligence and sets a high standard, and does not regard this post as part of a strategy to their next position. Understands/enforces and leads by example and brings best practices to the school environment.

Leadership / Management Style - High	Proactive in identifying issues before they become a problem as well as addressing issues from any group (e.g. students, staff, families). Provides a variety of channels for feedback, and when needed, provide forums for discussion and resolution. Builds partnerships internally and externally to support the diverse community. Promotes school pride.
Leadership / Management style – High	Proactive in managing new grade 9 students’ entry to high school to ensure a successful and seamless transition through information sessions and student mentoring.
Leadership / Management style – High	Takes the initiative to prepare grade 12 students in their transition to post-secondary education. Keeps current on what is happening and trends within universities and colleges. Understands the most recent entry requirements for various programs at differing institutions. Puts in place guidance programs that will successfully prepare and inform the students about what is offered and what they need to do and ensures that resources are readily available to assist in this endeavor.
Leadership / Management Style - High	Inspires, acknowledges, and celebrates student success in academics, arts, athletics, and co-curricular activities. Promotes an atmosphere that encourages high academic achievement for each student in order to maximize their individual potential. Champions a strong student.
Leadership / Management Style - High	Acts as an enthusiastic ambassador during school, community, school board, and council events.
Leadership / Management Style - High	Is readily accessible and promotes transparent communication with families, staff, and students. Effectively balances the needs of all.
Leadership / Management Style - Medium	Approachable and empathetic with very strong interpersonal skills and the ability to understand and appreciate differing viewpoints and personality types while being able to stay objective.
Community partnership/involvement – High	Promotes family engagement and involvement while still recognizing the need to develop and foster student independence and responsibility.
Community partnership/involvement – High	Understand the role and support the initiatives of the school council (parent council).
Community partnership/involvement – High	Supports newcomer families and students and provides additional and individual guidance as required.

SCHOOL STATEMENT OF NEEDS – SECTION 2

To be completed by the Superintendent of Education

Academic needs, based on school data and the Vision of Hope	Comments

Verification that School Statement of Needs is developed according to agreed process		
Parent Representative (Please Print)	Parent Representative (Signature)	Date
		November 28, 2025
Superintendent (Please Print)	Superintendent (Signature)	Date