

Mother Teresa Catholic School Community Council (MTCSCC)
Monday, November 21st, 2022 7:00pm – School Library
MINUTES

In Attendance: Mr. Fradette, Mr. Rock, Jena Boyko, Crystal Bernier, Jolene Morris, Krista Dennis, Osaretin Giegbefumuem, Danielle Daigneau, Juanita Theriault

Regrets: Linnea Spiess, Crystal Nataraj, Mehwish Sehgal, David Sumner, Michelle Hinz, Amanda Day, Koreena Farr, Rachelle Phenix, Lori Sander

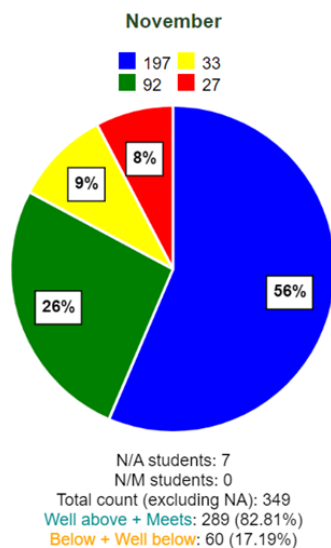
1. **Call to Order:** 7:06pm
2. **Prayer and Introductions:** Mr. Fradette. Introductions by Krista.
3. **Approval of Agenda:**
 - a. **MOTION** to approve agenda: Crystal
 - b. **SECONDED** by: Krista
4. **Adopt Minutes from November 21, 2022**
 - a. **MOTION** to approve minutes: Crystal
 - b. **SECONDED** by: Krista
5. **Administrators Report:** Mr. Fradette, *with additional notes from meeting*

CSCC Meeting- Dec. 19th, 2022- Principal's Report

1. Term 1 Reading Assessment Data Summary:

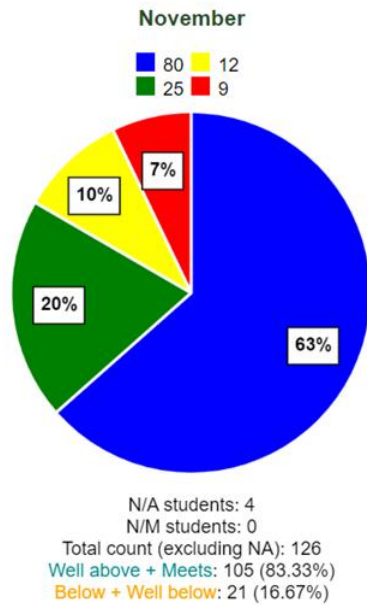
- Data Snapshot of how the students are doing
- Includes English stream grades 1-8 and French Immersion from grades 2-6/7

Reading Assessment
2022-23 School Year
School: TER



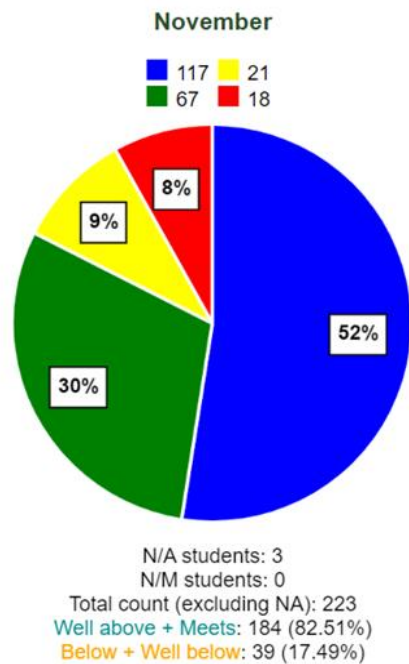
- Includes Grades 1-3 English stream and grades 2-3 French Immersion

Reading Assessment
2022-23 School Year
School: TER
Grade 1-3



- Includes grades 4-8 English stream and grades 4-6/7 French Immersion

Reading Assessment
2022-23 School Year
School: TER
Grade 4-8



- *Spend some time during PLDs reflecting on this data and seeing where it can be improved. Overall, happy with how students are doing.*

2. Our School Grades 4 to 8 Student Perception Survey (*national standardized survey*):

- See presentation from Mr. Rock, attached to this report.
- *Have to keep in mind there is one grade 7 class that didn't manage to complete the survey, so this may skew the results. It was also conducted when up to 25% of the student population was missing.*
- *Some highlights:*
 - *There is a peak in grade 6 for anxiety.*
 - *Bullying goes down through the grades, although there is a spike in grade 8.*
 - *Feeling safe at school – generally doing well, although a dip in grade 8 boys.*
 - *Not doing very well with homework.*
 - *11% self-declared Indigenous. Want to cross reference with school registration.*
 - *School sports (not outside of the school) – technically skewed, because only grades 7 and 8 can participate in school sports.*

3. Sensory Pathways:

- *Going to have unique designs and patterns on the floor – similar to a hopscotch. This was funded by the Division.*
- *We are ready to proceed in getting the kindergarten wing hallway floor outfitted with sensory prompts on the floor. We are in need of some parent help to expedite this.*
- *1 parent 2-3 hours cricut cutting tomorrow or Wednesday or after the break.*
- *6 parents for Wed., Feb. 22nd – helping to lay this down with the help of the occupational therapist. Going to need Andrew to remove the wax on the floor and replace the wax after the pattern is in place.*

4. Candy Cane Sale:

- *Update – this will occur tomorrow. Seb learned that they will no longer allow bulk returns at the store, so will have some leftovers. Currently at around 880 orders. Orders can still be placed up until tomorrow. Krista, Rachelle and Juanita will come to the school to count the money tomorrow.*

5. Ski Trip:

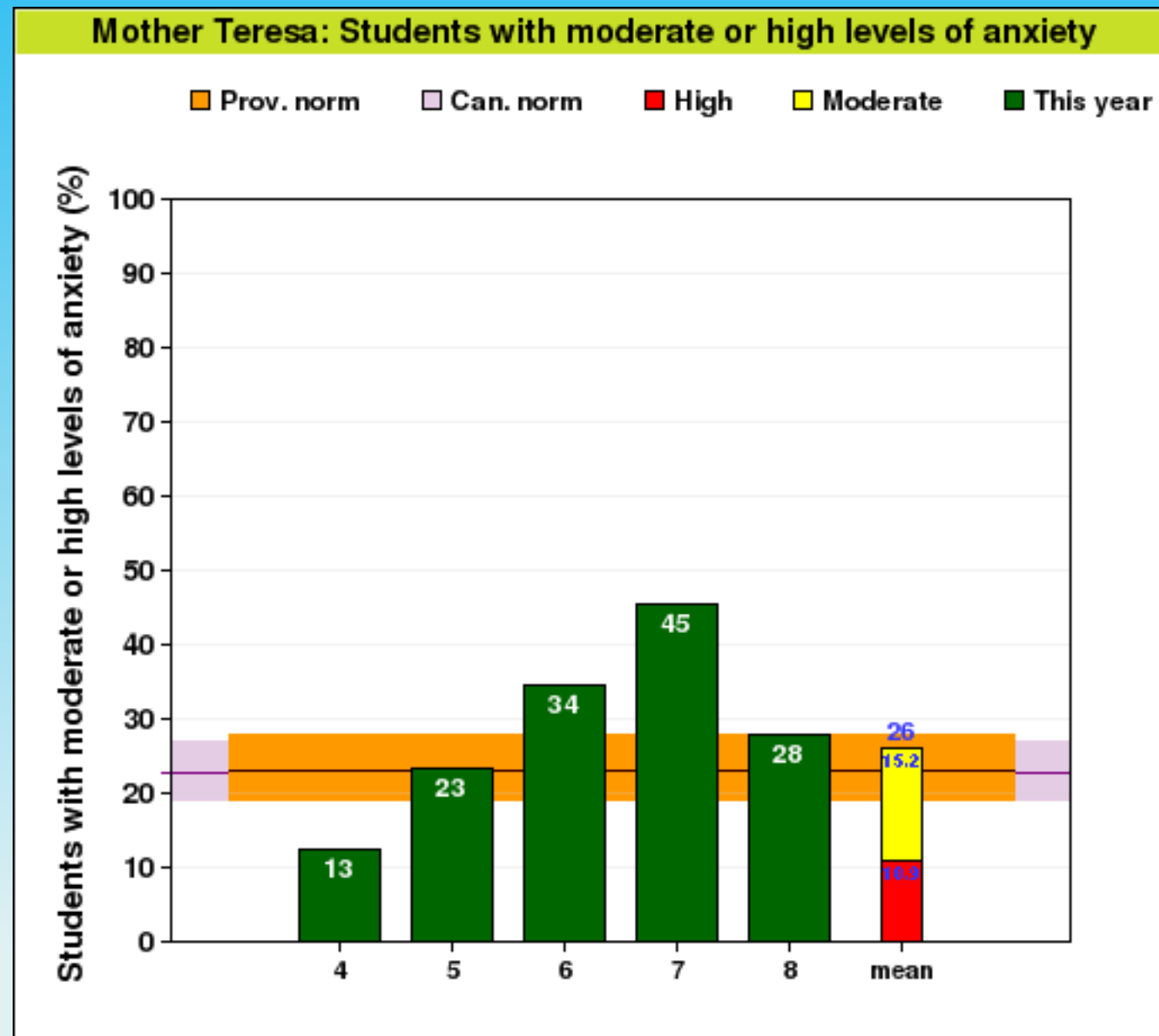
- *Wapiti Valley Ski and Board Resort ~6:30am-5:30pm*
 - *Grade 7 & 8 Wednesday, January 18th (have to confirm with Wapiti by Jan 11th at the latest, depending on the weather forecast)*
 - *Grade 5 & 6 Thursday, January 19th*
 - *Will pray for good weather!*
 - *In the past, the rule was that if you are chaperoning, but under the supervision of a teacher, a CRC (criminal record check) was not required. But at the ski hill, there might be occasions where the teacher might not always be around. But parents could also drive to the hill and be there on their own. However, if somebody is there as a chaperone in an official capacity (on the bus, lift ticket covered), they probably should have their CRC done. A CRC is required every 6 months.*
-

1. **Liaison Reports**
 - a. **Community Association:** N/A
 - b. **Preschool:** N/A
2. **Old/New Business**
 - a. **Other:** Have to write a cheque for the patrollers and the GSCS grant.
3. **Next Meeting:** Monday, January 16, 2023
4. **Adjournment:** 7:39pm

OUR SCHOOL SURVEY RESULTS – 15 highlights

École St. Mother Teresa School 22-23

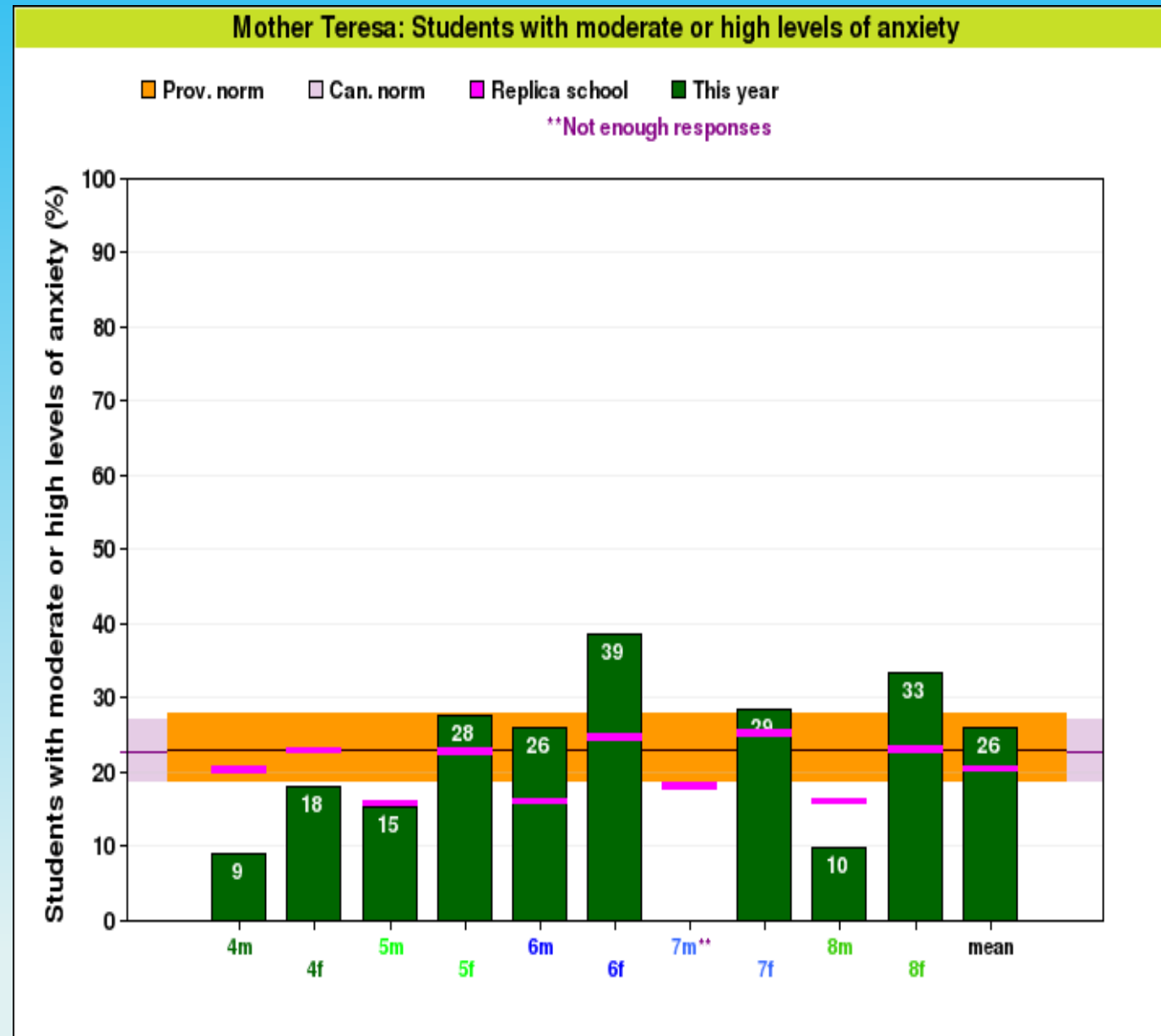
Anxiety



Anxiety

Anxiety*For each statement below, please tell us how often you feel this way.I worry about what other students think about me.I am too fearful or nervous.I worry about people laughing at me.I worry about a teacher asking me a question.I worry more than most kids.I am afraid that other students will think I am stupid.(Never or Hardly Ever, About Once a Week, About 2 to 3 Times a Week, Every Day or Almost Every Day)The results are reported the "percentage of children with moderate levels of anxiety" and the "percentage of children with high levels of anxiety."*The OurSCHOOL measure of Anxiety was developed with the assistance of Dr. Alexa Bagnell, Child and Adolescent Psychiatrist at the IWK Health Centre in Halifax, NS.

Anxiety



Anxiety

Anxiety*For each statement below, please tell us how often you feel this way.I worry about what other students think about me.I am too fearful or nervous.I worry about people laughing at me.I worry about a teacher asking me a question.I worry more than most kids.I am afraid that other students will think I am stupid.(Never or Hardly Ever, About Once a Week, About 2 to 3 Times a Week, Every Day or Almost Every Day)The results are reported the "percentage of children with moderate levels of anxiety" and the "percentage of children with high levels of anxiety."*The OurSCHOOL measure of Anxiety was developed with the assistance of Dr. Alexa Bagnell, Child and Adolescent Psychiatrist at the IWK Health Centre in Halifax, NS.

Bullying and Exclusion



Bullying and Exclusion

Bullying and Exclusion

The OurSCHOOL Bullying and Exclusion measure provides students with a definition of bullying and then asks them about the frequency with which they were bullied in the past four weeks in any of the following ways: physical, verbal, social, and cyber.

The results are reported as "the percentage of students who are moderate victims of bullying" and "the percentage of students who are severe victims of bullying."

Breakdown charts provide a breakdown by the four types of bullying.

In addition to the standard Bullying-Victimization questions, students are asked 10 questions regarding:

Where and when bullying occurs.

What students do about bullying.

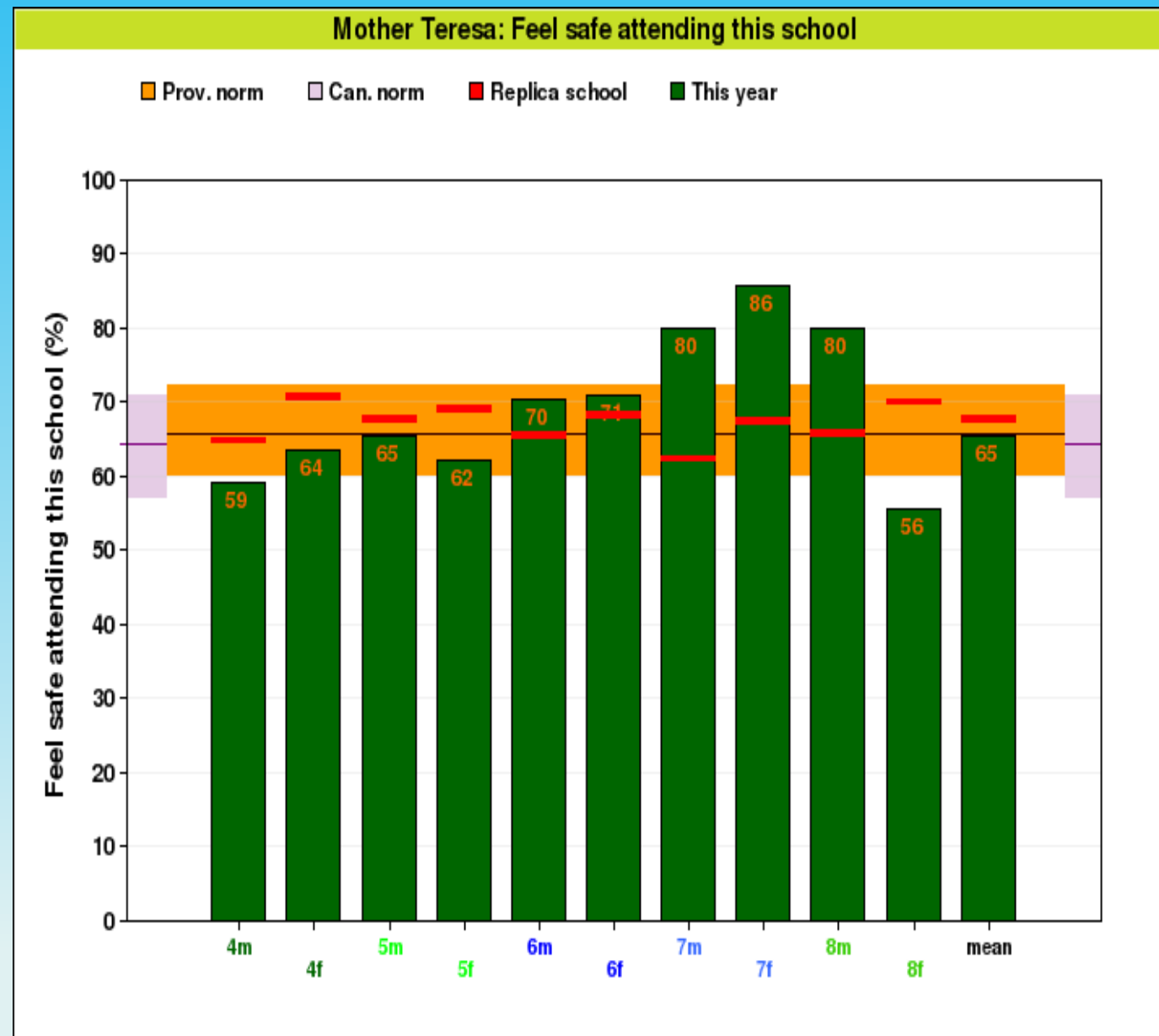
How students feel school staff respond.

How effectively bullying is prevented at their school.

Whether they feel excluded by their peers or treated unfairly by school staff.

"Further Detail" charts provide a breakdown of these questions.

Feel Safe attending School



Feel Safe attending School

Feel Safe at School

Elementary students are asked: Please tell us how much you agree or disagree:

I feel safe at our school.

I feel safe on my way to school.

I feel safe on my way home from school.

(Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)

During the past 4 weeks have you:

Had something stolen at school?

Been in a physical fight at school?

Stayed home from school because you felt unsafe?

Given money to someone because they have threatened to hurt you?

Seen a fight on school property in which someone got hurt?

Heard a student make threats to hurt another student?

(Yes, No)

Secondary students are asked:

Please tell us how much you agree or disagree with each of the following statements:

I feel safe at our school.

I feel safe on my way to school.

I feel safe on my way home from school.

(Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)

Yes/No questions ask "During the past 4 weeks, have you:

Been in a physical fight on school property?

Stayed home from school because you felt unsafe?

Given money to someone because they have threatened to hurt you?

Witnessed a fight on school property in which someone got hurt?

Homework Behaviour



Homework Behaviour

Homework Behaviour

Elementary students are asked to:

Please answer the following questions about homework you are assigned for your classes:

I like doing homework and studying.

Studying and doing homework helps me learn.

When I have homework, I hand it in on time.

(Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)

Secondary students are asked to:

Please answer the following questions about homework you are assigned for your classes:

I enjoy doing my homework and studying.

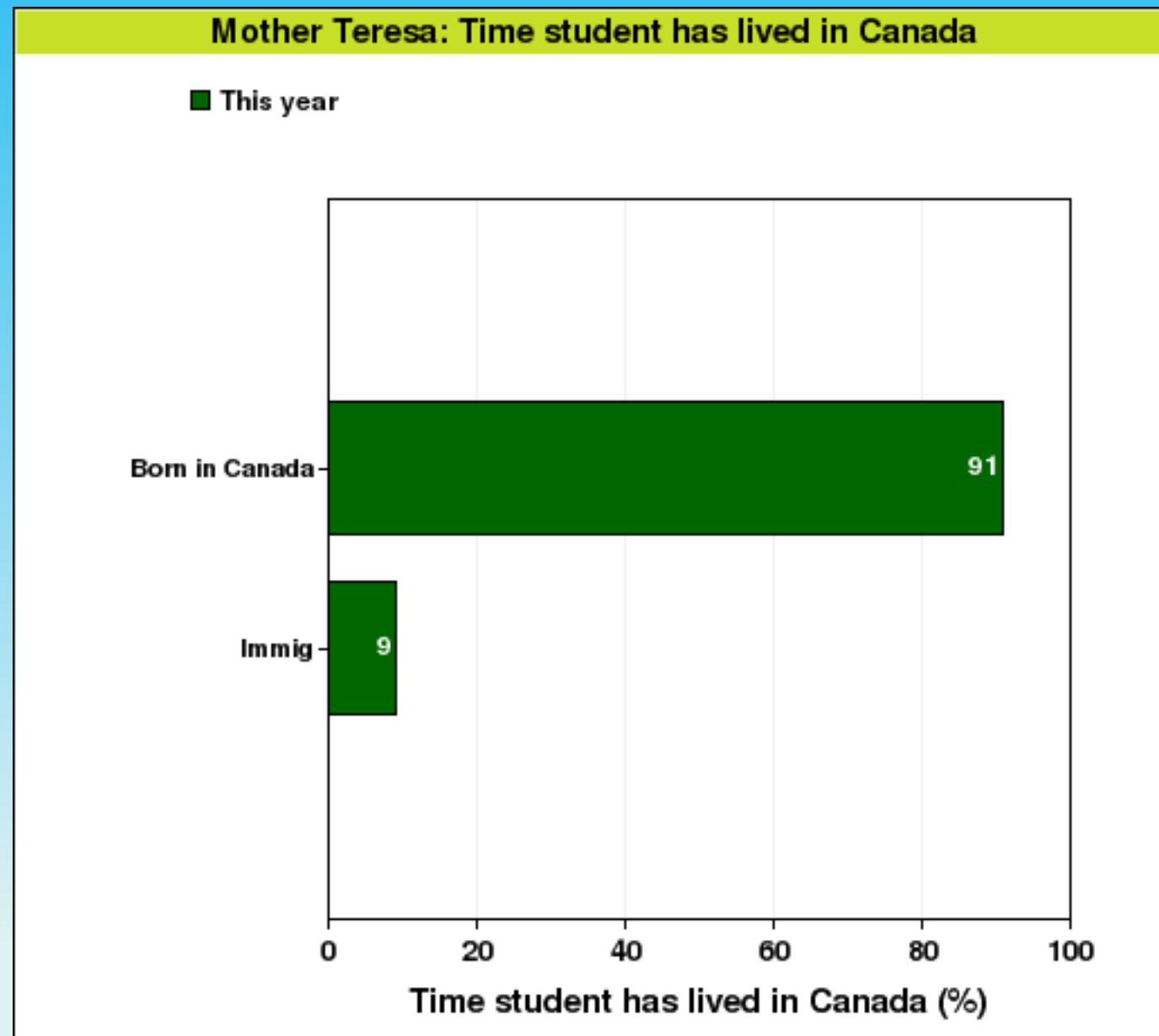
Studying and doing my homework helps me learn.

When I have homework, I hand it in on time.

(Seldom or Never, Sometimes, Usually, Always)

The data are scaled on a 10-point scale. The results are reported as "the percentage of students with positive homework and studying behaviours."

Immigrant Status



Immigrant Status

Immigrant Status

Were you born in Canada?

Yes

No If they answer 'No' then they are asked a follow-up question:

How long have you lived in Canada?

Less than 5 years (both primary and secondary surveys)

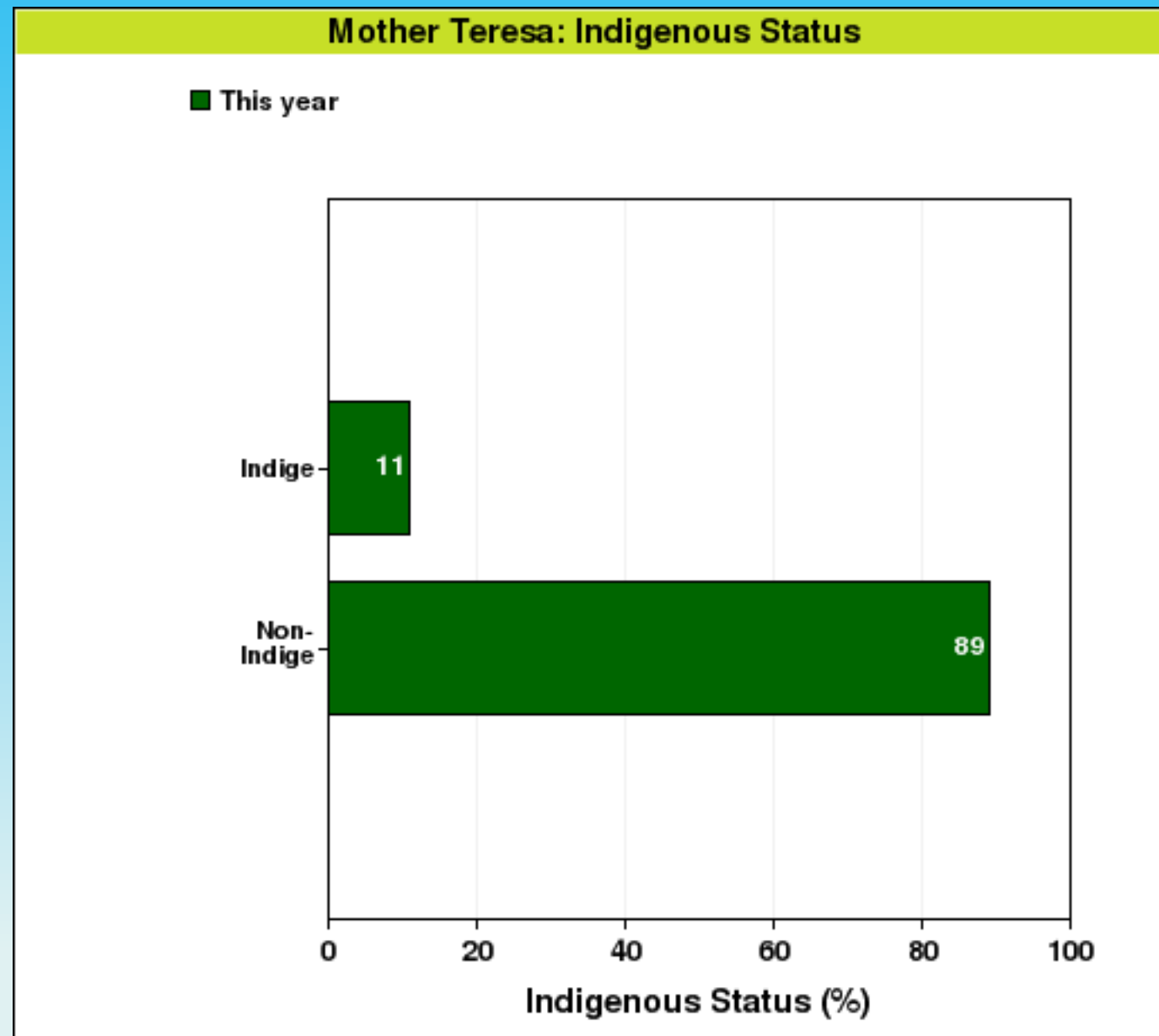
Between 5 and 10 years (secondary survey)

5 years or more (primary survey)

More than 10 years (secondary survey)

The data are reported in percentages by category, and can be used as a drill-down variable for the Interactive Charts.

Indigenous Status



Indigenous Status

Indigenous Status

Students are asked the following questions:Elementary students are asked:Are you an Indigenous person, that is, First Nations, Métis, or Inuit?

Yes

No

I chose not to answer

Secondary students are asked:

Do you consider yourself to be an Indigenous person, that is, First Nations, Métis, or Inuit?

Yes

No

I chose not to answer

The data are reported in percentages by category, and can be used as a drill-down variable for the Interactive Charts.

Interest and Motivation



Interest and Motivation

Interest and Motivation

Elementary students are asked to:

Please tell us how much you agree or disagree: I like learning new things at school.

I like working on class projects. I look forward to Language Arts class.

I want to learn more about Math. (Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)

Secondary students are only asked questions about subjects in which they are currently enrolled.

For each subject area they are asked:

We want you to think about the [subject area]* classes you have had over the past two weeks.

Please indicate the extent to which you agree or disagree with each of the following statements:

I spend a lot of time day-dreaming, socializing, or pretending to pay attention.

I enjoy learning new concepts and ideas.

I enjoy our class projects so much that often I do not want to stop.

I wish we did not have to take [the subject area].

I enjoy [the subject area] classes so much that I lose track of time.

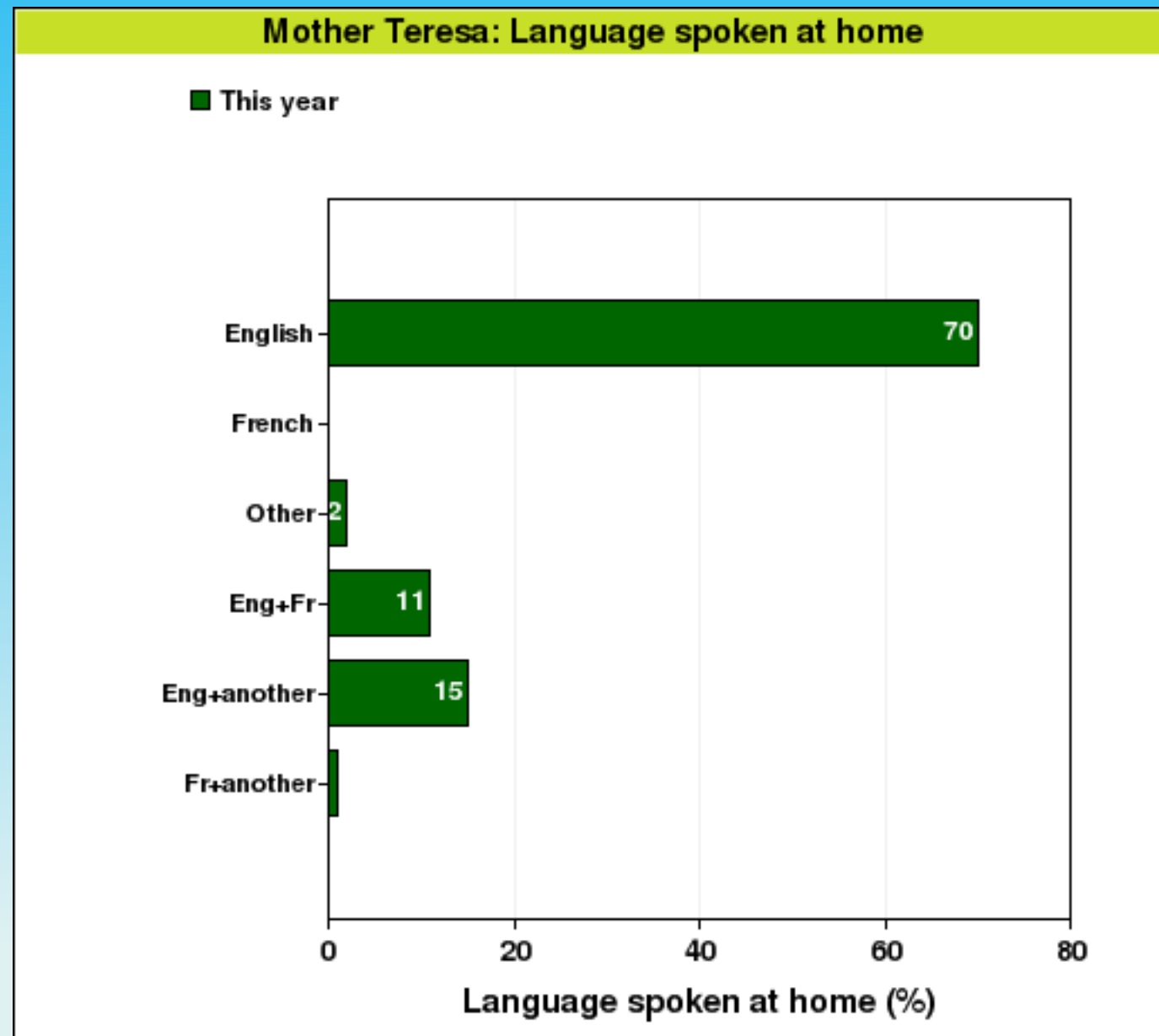
I find myself thinking about what we are learning even after the lesson is over.

(Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)

The data are scaled on a 10-point scale. The results are reported as "the percentage of of students who are interested and motivated."

Results are not broken down by subject area* Language arts, math, and sciences.

Language Spoken at Home



Language Spoken at Home

Language

Elementary students are prompted with: At home I speak:

English

French

Another language

Both English and French

French and another language

English and another language

Secondary students are asked:

What language do you speak most often at home?

English

French

Another language

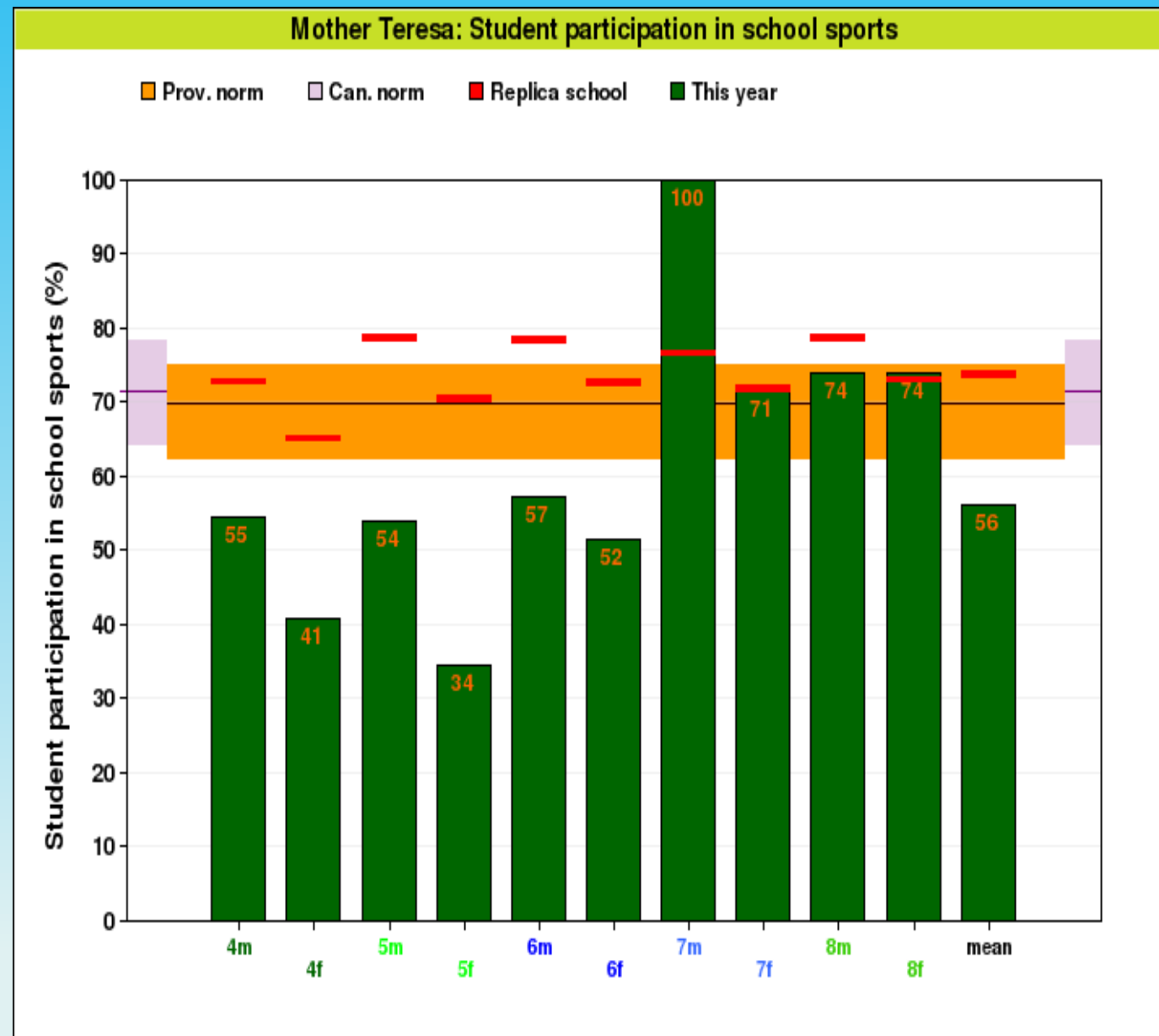
Both English and French

French and another language

English and another language

The data are reported in percentages by category, and can be used as a drill-down variable for the Interactive Charts.

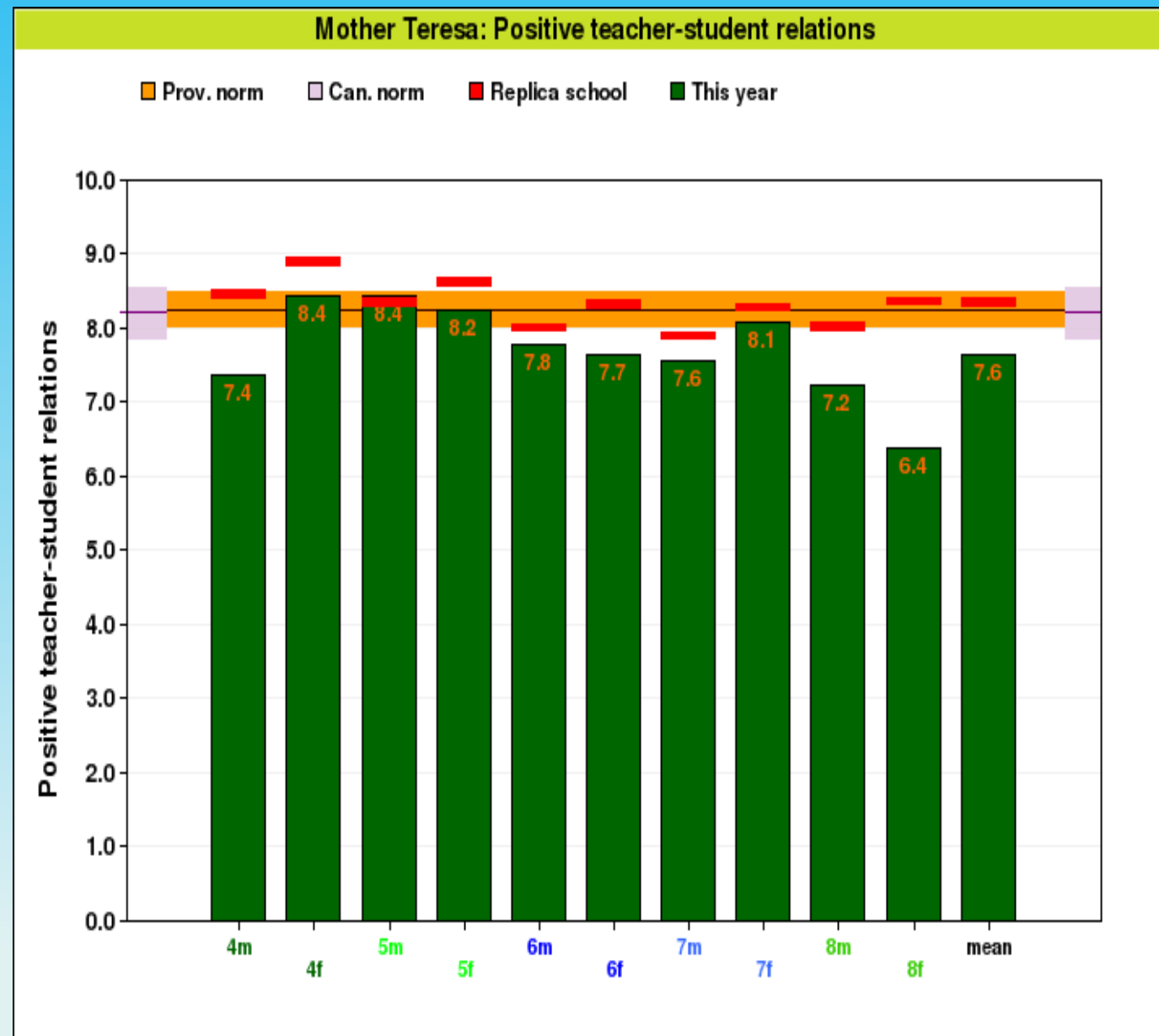
Participate Sports



Participate Sports

Participation in SportsElementary students are asked:How often have you:Played sports AT SCHOOL, besides gym class? (For example, school sports)(Never, Once a Week, 2 to 3 Times a Week, Almost Every Day)Secondary students are asked:In the past 4 weeks, how often have you:Played sports WITH a coach or instructor AT SCHOOL, other than in a gym class (e.g., school teams, intramural sports, or swimming lessons)?(Never or Hardly Ever, About Once a Week, About 2 to 3 Times a Week, Every Day or Almost Every Day)The results are reported as "the percentage of students engaged in school sports" at least once a week.

Positive Teacher-Student Relations



Positive Teacher-Student Relations

Teacher-Student Relations

Elementary students are asked: In our school...

My teachers treat me fairly.

My teachers tell me when I have done a good job.

I get along with my teachers.

My teachers care about me.

Teachers help students who need extra help.

(Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)

Secondary students are asked:

In our school...

Our teachers treat us fairly.

Our teachers praise us when we have done well.

Our teachers get along well with students.

Our teachers show an interest in every student's learning.

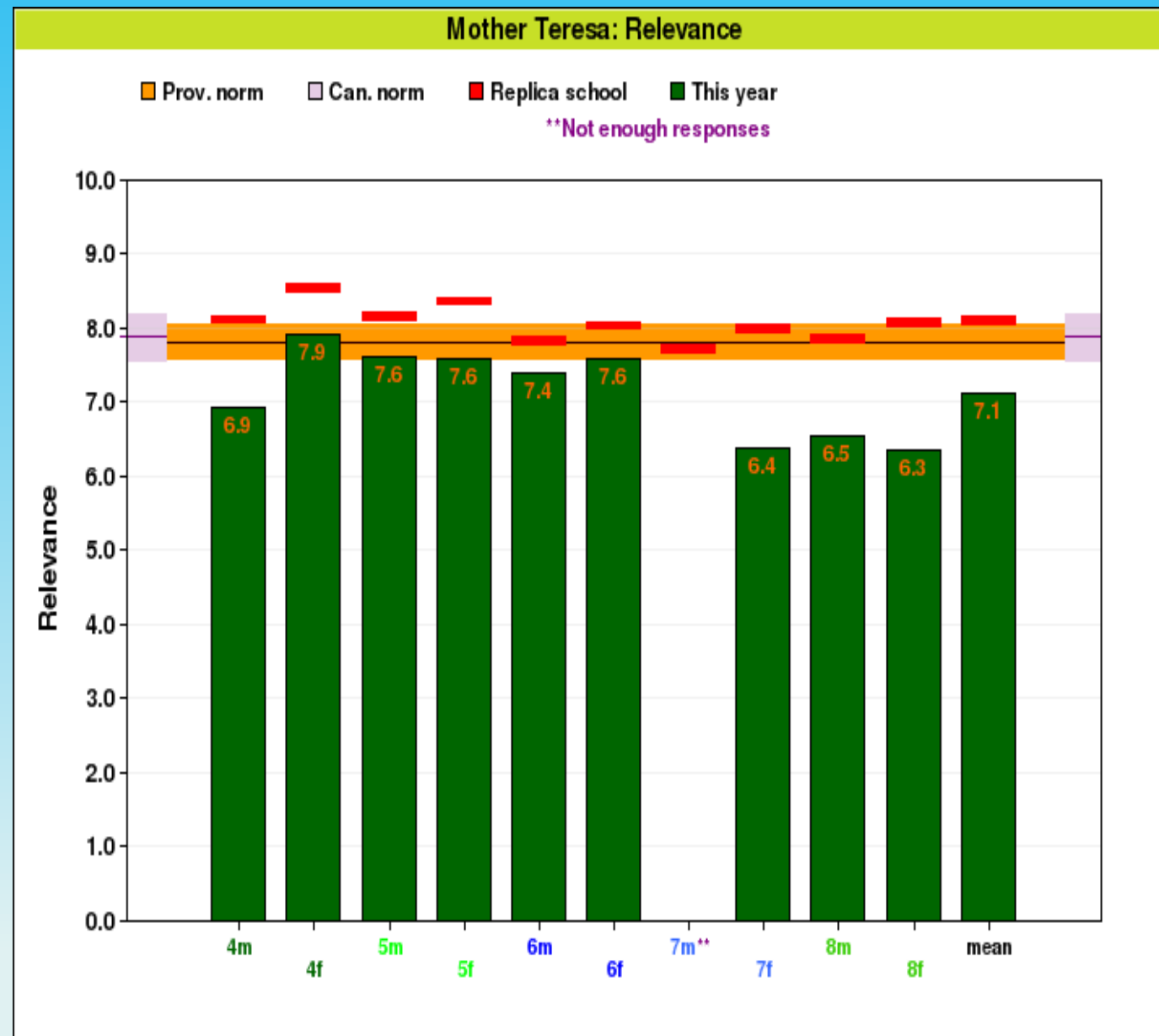
Our teachers take account of students' needs, abilities, and interests.

Our teachers do a lot to help students who need extra support.

(Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)

The data are scaled on a 10-point scale. The results are reported as the "the average score for teacher-student relations."

Relevance



Relevance

Relevance

Elementary students are asked to: Please tell us how much you agree or disagree:

The things we learn at school are meaningful.

The things we learn at school are useful in my everyday life.

I know the purpose of what we are learning at school.

(Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)

Secondary students are only asked questions about subjects they are currently enrolled. For each subject area they are asked:

We want you to think about the [subject area]*

classes you have had over the past two weeks. Please indicate the extent to which you agree or disagree with each of the following statements:

We explore ideas and topics that are meaningful.

We cover topics that are useful in everyday life.

I know the purpose of what we are learning.

(Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)

The data are scaled on a 10-point scale. The results are reported as "the average score for relevance."

Results are not broken down by subject area.* Language arts, math, and sciences.

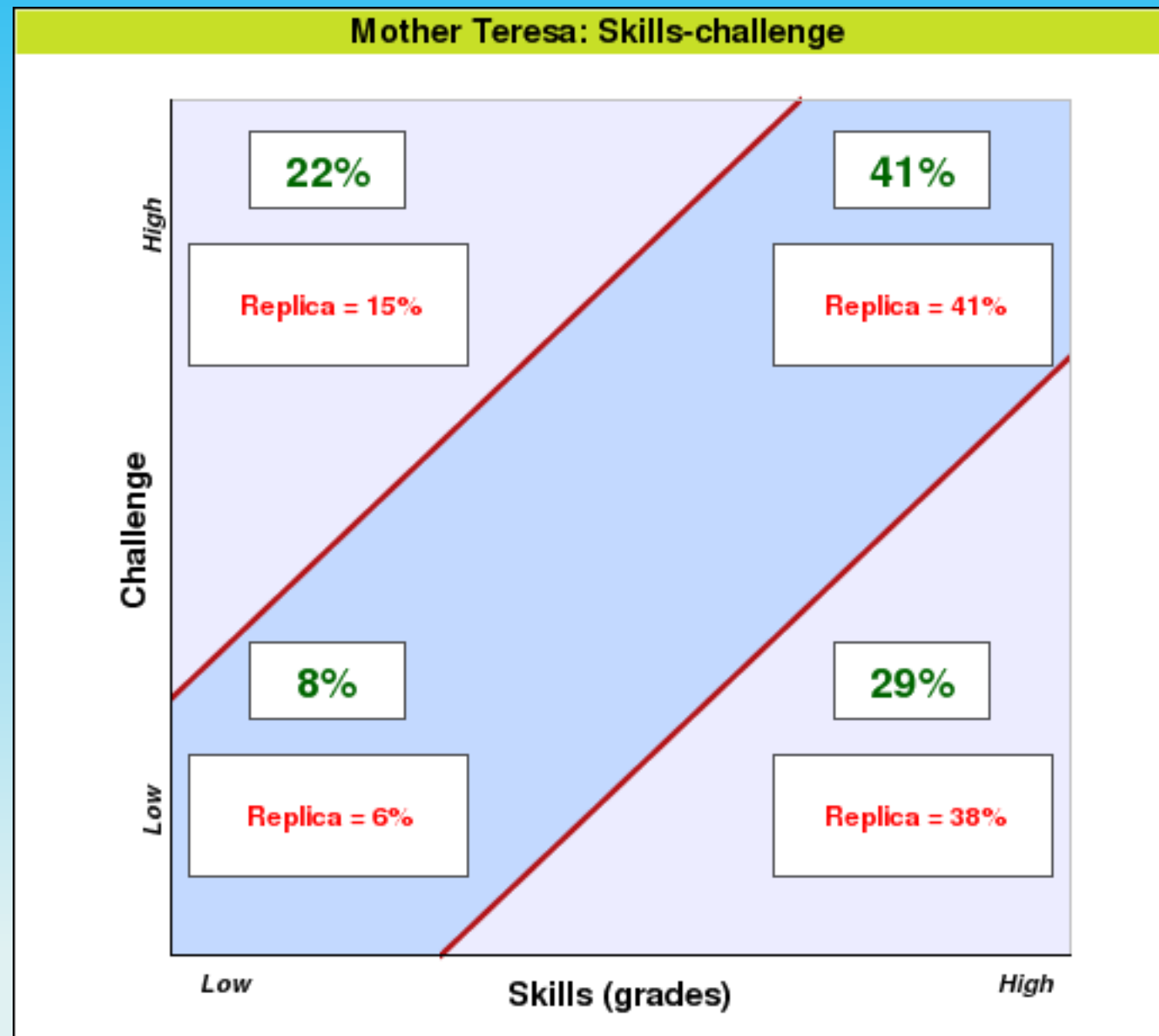
Rigor



Rigor

RigorElementary students are asked to:Please tell us how much you agree or disagree:My teachers show us examples of what our work should look like.When we start a lesson, my teacher tells us what we will be learning.Class lessons are well planned.We are taught strategies for solving problems.My teacher helps me to improve my work.My teachers show us how to make a plan to successfully finish an assignment.Comments from tests and quizzes help me learn.(Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)Secondary students are only asked questions about subjects they are currently enrolled in and their skill level is assessed based on their current or most recent overall mark per subject area. For each subject area they are asked:We want you to think about the * classes you have had over the past two weeks. Please indicate the extent to which you agree or disagree with each of the following statements:Our teacher clearly states the goals of each class lesson.At the beginning of the lesson, our teacher provides a summary of what we will be learning.When our teacher gives assignments, they provide examples of successful work.We have opportunities to revise and practice the things that are important.When I do not understand something, our teacher explains it another way.At the beginning of the lesson, our teacher reviews what we did in the last lesson.The feedback from tests and quizzes helps me learn.Our teacher quickly gives students specific feedback on their work.Our teacher checks our understanding of a topic before beginning a new one.Our teacher shows us how to make a plan to successfully finish an assignment.We are taught strategies for thinking about how to solve problems.I know what I need to work harder on in this class.(Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)The data are scaled on a 10-point scale. The results are reported as "the average score for rigor." Results are not broken down by subject area.* Language arts, math, and sciences.

Skills-challenge



Skills-challenge

Skills-Challenge

Elementary students are asked:

Please tell us how much you agree or disagree:

Language Arts classes are hard.

Math classes are hard.

I feel challenged at school.

I do well on tests.

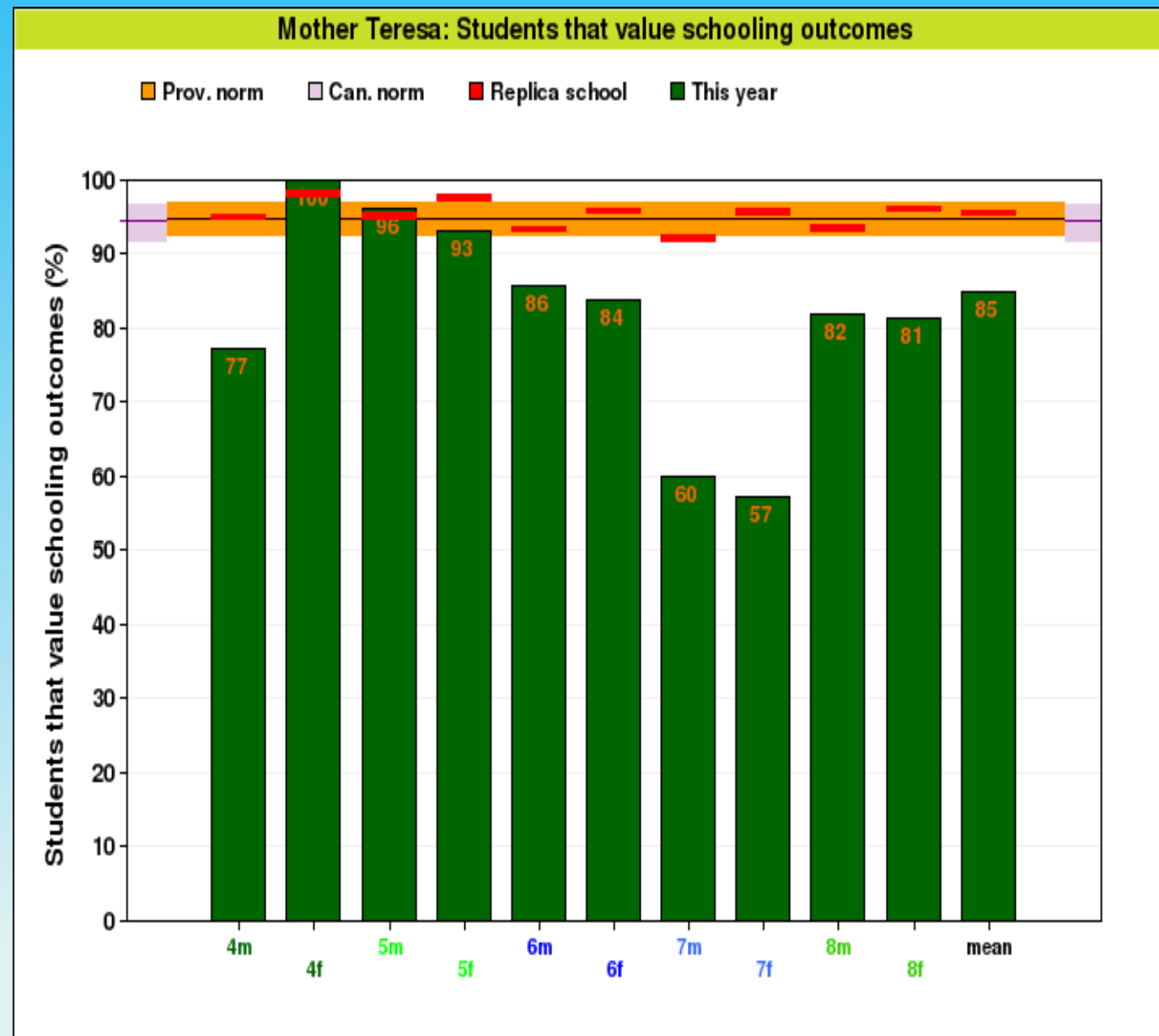
I am among the top students in Language Arts.

I am among the top students in Math.

(Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)

Based on their responses, students are classified into four groups: "low skills - high challenge", "high skills - high challenge", "low skills - low challenge", and "high skills - low challenge". The results are reported as a two-by-two table showing "the percentage of students in each of the four quadrants". Results are not broken down by subject area.

Values School Outcomes



Values School Outcomes

Value School Outcomes
Elementary students are asked: Please tell us how much you agree or disagree: What I am taught at school is important. Doing well in school is important for when I grow up. What I am learning in Math is important. What I am learning in Language Arts is important. What I learn at school is useful in my everyday life. (Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)
Secondary students are asked: Please indicate how much you agree with each of the following statements: It is important for me to learn what is taught at school. I am learning the skills I will need for success later in life. The Mathematics I am learning will be very useful in the future. The skills I am learning in Language Arts will be useful in the future. What I learn at school is useful in my everyday life. (Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)
The data are scaled on a 10-point scale. The results are reported as "the percentage of students that value schooling outcomes."