

J.J.N. School Council Meeting Agenda April 19th, 2023, 6:30 p.m.

Email: jjnearingparentcouncil@gmail.com

Vacant, Chair, Vacant

Beinta Hansen-Wong, Secretary

Kaitlyn Boyko, President F&F

Lydia Yeomans, Trustee

Grace Kully, Partners in Prayer

Ashley Dascavich, Compassionate Friends

Janessa Ferris, Jen Boucher, and Daryn Ferris, Major Projects Committee

Gage Atkinson, Yearbook

Marina Lotoski, Principal

Darren Skalski, Vice Principal

1. Call to Order at 6:40pm.

2. Attendance: Ashley Dascavich, Grace Kully, Kaitlyn Boyko, Marina Lotoski, Darren Skalski, Carly Haynes, Beinta Hansen-Wong, Lydia Yeomans, Anna Hulme

3. Welcome and Acknowledgement:

We acknowledge that we are meeting on the original lands of the Cree, those of Treaty 6, and on the Homeland of the Métis Nation. We acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration. Kinanâskomitin, Manito (Thank you, Creator).

4. Prayer (Grace Kully)

5. Appoint a member of the executive to lead the S.C. Meeting (Principal) - Ashley Dascavich appointed Interim Chair at the February meeting; She will maintain this role until the September Meeting.

6. Adoption of Agenda (vote)

First: Grace Kully

Second: Carly Haynes

None opposed; motion carried.

7. Review & Adoption of the Minutes from March 15, 2023 meeting

First: Kaitlyn Boyko

Second: Carly Haynes

None opposed; motion carried.

8. Administration Report (Marina Lotoski)

See attached Admin. Report (in Appendix A are some questions for parents) and the updated draft Student Code of Conduct.

9. Trustee Report (Lydia Yeomans)

Lydia started off her report by highly complimenting JJ Nearing's Assurance report.

The capital plan of decommissioning of École Father Jan will begin soon. The naming committee has decided ESSMY will keep its name for 5-9 and École Marie Poburan will be renamed.

Education cards were sent out via email to all parents. They are also available at the school. This is a great tool for anyone who has questions for candidates in the upcoming provincial election.

10. Chairperson Report (No report)

11. Families and Friends Report (Kaitlyn Boyko)

See Attached Report.

Next Meeting is May 25th, 2023. The April 20th, 2023 meeting has been canceled.

12. Old Business

- a. ASCA sessions for School Council and Families and Friends of JJN

13. Committee Reports

- a. Yearbook (Gage Atkinson/Roland Borosiu) - nothing to report. We are still looking for anyone else to join the yearbook committee for the following year.
- b. Compassionate Friends (Ashley Dascavich) - nothing to report.
- c. Partners in Prayer(Grace Kully)
- d. Major Projects Committee - Playground (Janessa & Daryn Ferris, Jen Boucher) - nothing to report.

14. New Business

Elections/Re-elections for each position are required annually

School Council Executive:

- b. Chair - vacant - Ashley Dascavich
- c. Vice-Chair - vacant - carry over to next meeting
- d. Secretary - Beinta Hansen-Wong

Committees:

- e. Partners in Prayer - Grace Kully
- f. Compassionate Friends - (current: Ashley Dascavich) - vacant for September
- g. Yearbook - (current: Gage Atkinson, Roland Borosiu)
- h. Major Projects Committee - Playground (current: Janessa Ferris, Jen Boucher, Daryn Ferris)

15. Next meeting: May 10, 2023

16. Adjournment at 8:00pm.

JJN Administration School Council Report: Marina Lotoski
April 19, 2023

UPCOMING EVENTS:

APRIL:

- 20 - Dress like your favourite book character
- 20 - Tim Horton's Hot Lunch Day
- 20 - Families & Friends of JJN mtg. 1:00 p.m.
- 21 - NO SCHOOL - PD Day
- 22 - Earth Day
- 24 - Author visit with Richard Bird
- 26 - Admin. Professionals Day
- 26 - Word-a-thon pledge forms and word lists go home
- 27 - Cinnaholic Snack Day
- 27 - Author visit with Richard Bird
- 28 - No Kindergarten Classes

MAY: (The Month of Mary)

- 1 - Bus Driver Appreciation Day
- 3 - Class Photo Day
- 3 - Trends in International Mathematics and Science Study (TIMSS) - Grade 4B will participate in this international online assessment
- 3 - Gr. 6 Immunizations 9:00 - 11:00
- 4 - Mary Brown's Hot Lunch Day
- 5 - Kindergarten field trip - Profiles Gallery
- 6 - Confirmation for all SAP schools 10:00 - 11:00
- 8 - Word-a-thon Quiz
- 10 - School Council Meeting LINK - meet.google.com/zcd-gqjr-jse
- 15 - last day for students to bring pledge money to school
- 15 - 19 - Catholic Education Week
- 17 - Catholic Education Week - wear blue

Word-a-thon: fundraiser for the playground (organised by JJN F & F)

- April 21 - teachers create word-a-thon word lists during PD day
- April 26: pledge forms and word lists go home
- May 8: test writing in class, results go home so students can collect pledge money
- May 15: last day for students to bring pledge money to school
- May 16: F&F and playground committee to sort and total funds raised
- May 17: PM: Assembly announcing all the prizes and winners
- May 18 Reward Day - the rewards would be tied to the funds raised (\$1500 - Free Recess, \$2500 - Free Block, \$5000 - Dance Party)

REGISTRATION FOR 2023-24 SCHOOL YEAR

Returning GSACRD students (K to Gr. 6): Register via their PowerSchool Parent Portal - [LINK](#).

New GSACRD Students: [LINK](#).

Pre-Kindergarten: If you are interested in enrolling your child in Pre-Kindergarten, please complete the Pre-Kindergarten Inquiry Form located on our [GSACRD website](#).

STAGGERED ENTRY FOR THE 23-24 SCHOOL YEAR:

GSACRD will once again have a staggered entry to the new school year. At JJN, families with the last name beginning with A-K will begin school on Tuesday, August 29. Families with the last name beginning with L-Z begin school on Wednesday, August 30. Then the entire school will all come together on Thursday, August 31.

School Wide Expectations and Dare to Care

In line with working toward "Echoing our Spirit", Mrs. Lotoski and Mr. Skalski started weekly meetings with all our grade one to six students. We gather together to review our school wide expectations in all areas of the school, and to engage in a program called **Dare to Care**. Dare to Care is a bully prevention program to help students, staff and parents learn about and discuss ways they can have an impact on bully behaviour. We are over halfway through the program. There is a link for parents to access and learn as well. This link will be shared in an upcoming parent WAG.

Topics covered include:

Gr. 1 & 2

- I. The Importance of Being Kind and Bullying Behaviour vs Buddy Behaviour (3 lessons)
- II. Bullying vs Conflict/Mean Moments (4)
- III. Discrimination (2)
- IV. Broken Heart Activity: The Impact of Bullying (5)
- V. Tattling vs Asking for Help (5)
- VI. Standing Up for Yourself and Others (5)
- VII. How to Stop Bullying! Examples & Best Solutions (for Students) (1)

Gr. 3 & 4

- I. Positivity Meter and Types of Bullying (6 lessons)
- II. Definition of Bullying/Conflict vs Bullying (6)
- III. Why Bullying Exists: Silent Majority vs Caring Majority (3)
- IV. Discrimination and Racism (2)
- V. Cyberbullying (6)
- VI. The Imbalance of Power: Tug of War (5)

- VII. Tool Belt of Skills (6 non-reactive life skills) (12)
- VIII. Practicing the Tool Belt of Skills and Wrap up (5)

Gr. 5 & 6

- I. Kindness Meter and Finding Your Greatness (4 lessons)
- II. Types of Bullying (2)
- III. Definition of Bullying (4)
- IV. Why Bullying Exists: Silent Majority vs Caring Majority (3)
- V. Discrimination and Racism (3)
- VI. Cyberbullying (6)
- VII. The Imbalance of Power: Tug of War (5)
- VIII. Tool Belt of Skills (6 non-reactive life skills) (12)
- IX. Practicing the Tool Belt of Skills and Wrap up (5)

Division Assurance Plan Survey Result summary and questions

See Appendix A below

JJN Student [Code of Conduct](#)

As per Section 33 (2), (3) and (4) of the *Education Act*, it is time for the annual review of our Student Code of Conduct. The Code of Conduct will be posted on our school website, at the end of the month, in the "About" section.

Please refer to the attached JJN Student Code of Conduct. Contact Marina if you have any questions.

Trends In International Mathematics And Science Study (TIMSS)

Grade 4B has been chosen by the Council of Ministers of Education Canada (CMEC) to participate in the **Trends in International Mathematics and Science Study (TIMSS) 2023**.

"The assessment is designed to measure and interpret differences in educational systems in order to help improve the teaching and learning of mathematics and science worldwide. More than 60 countries are participating in TIMSS 2023 at the Grade 4 level, including Canada." (<https://cmec.ca>)

Grade 4B students will participate in the TIMSS at the beginning of May.

APPENDIX A

Division Assurance Survey Parent Review for School Council - April 19, 2023

FAITH

PARENTS

Above Division in all indicators, except slightly below in Q5 (82.8% activities that teach about Indigenous culture) and equal to the Division in Q3 (live faith through works of charity and service)

Area to celebrate: Q2 My child's religion classes help them to understand how faith can guide the way they live their life. 89.5%

Area for growth: Continue to build indigenous teaching and understanding.

EXCELLENCE

PARENTS

All indicators with satisfaction with school are above the divisions (Q 14 - 19); All quality indicators are above the division.

Area to celebrate:

Q16 The **literacy** skills my child is learning at school are useful. 92.9% (4.4% increase)

Q17 The **numeracy** skills my child is learning at school are useful. (91.9% - 5.0% increase)

Q24 My child is taught attitudes and behaviours to be successful at work when they leave school. 75.3% (10.9% increase) - this was an opportunity for growth last year!

Q25 In your opinion, has the **quality of education** that your child experienced at school improved, stayed the same, or declined in the past three years? (Improved, Stayed the Same) 78.3% - 12.8% increase; 5.2% above div.

Area for growth:

Q10 My child receives ongoing feedback to improve 73.8% - decreased 11.4% from last year's school result, yet the parents are satisfied with the quality of education (Q25 celebrate area!)

Question: In your opinion, what **type of feedback** is meaningful for your child to receive to improve?

Q21 - Are there courses you would like your child to take which are currently not available? **parent comments** lend toward a sports, rec or outdoor ed. academy

Question: Is this something you are interested in?

EQUITY

PARENTS

Area to celebrate:

Q32 How satisfied are you that the specialised support and services your child is receiving enables them to be a successful learner? 80% (-3.7% Div./10% increase)

Area for growth:

PARENTS

Q27 My child can easily access programs and services at school to get help with school work. 62.8% (-6.8%)

Q28 My child can get help at school with problems that are not related to school work. 67% (-2.7%)

Q29 When my child needs it, teachers and staff at my child's school are available to help them. 79.8% (-8%)

Q30 Services (beyond regular instruction) that help students to read and write 52.2% (-3.2%)

These results are slightly below the Division results

Question: What do these questions mean to you - what do you feel is needed (given the current funding reality)? (Counselling, SLT, OT, other?)

Our school focus will be on:

- Focus on JJN continuum of supports in literacy, numeracy and wellbeing
- Build staff capacity to meet the needs of struggling students (tier 1, 2 & 3 supports)

RELATIONSHIPS

PARENTS

Area to celebrate:

Q38 Most students at my child's school follow the rules. 84.9% (15.6% increase)

Q41 Parents are made to feel welcome at our school. 85% (9.5% increase)

Area for growth:

Q34 My child learns about wellbeing and healthy living. 80.7% (-4.2% decrease)

- This is an area for us to improve communication in

RESPONSIVENESS
PARENTS

Area to celebrate:

Q44 My child is safe on the way to and from school. 93.5% (10.5% increase)

Q46 How satisfied are you with the opportunity to be involved in decisions about your child's school? 81.7% (8.1% increase)

Q48 Overall, I am confident this is a good school 90.4% (3.6% increase)

Area for growth:

Q45 I know how to access information about my child's learning. 86% (-6.4%)

Question: Is this related to feedback, communication platforms (PowerSchool), or something else?

Q42 Our school has a positive reputation in the community. 82.8% (-5.9% decrease)

Question: We are satisfied with the result, but is there a way to improve?

If parents want to share any feedback regarding the questions asked at the school council meeting, please email Marina (mlotoski@gsacrd.ab.ca) or Darren (dsalski@gsacrd.ab.ca)



J. J. Nearing Catholic Elementary School

Student Code of Conduct

2023-2024

(Reviewed April 2023)



Greater St. Albert
Catholic Schools

Sustaining a Safe and Caring Learning Environment

Definitions:

1. Harassment refers to derogatory (e.g., excessively critical, insulting, belittling) or vexatious (e.g., aggressive, angry, antagonistic) conduct or comments that are known or ought reasonably to be known to be offensive or unwelcome. Harassment includes, but is not limited to, the following:
 - a) any objectionable comment, act, or display that demeans, belittles, or causes personal humiliation or embarrassment, and any act of intimidation or threat;
 - b) conduct or comments involving any of the prohibited grounds of harassment and discrimination as defined in the *Alberta Human Rights Act*.

Any form of harassment may be caused by a single incident or a series of events.
2. Sexual Harassment includes comments, gestures or physical conduct of a sexual nature where an individual knows or ought reasonably to know that the behaviour is unwelcome and personally offensive. Sexual harassment includes, but is not limited to:
 - a) inappropriate or derogatory comments, humour, insults or behaviour based on gender and/or gender expression, gender identity;
 - b) inappropriate, lewd, or sexually offensive written, graphic or behavioural displays on school board property;
 - c) inappropriate, lewd, or sexually offensive slogans or graphics displayed on clothing worn on school board property or during school-related activities;
 - d) inappropriate conversation, physical touching, or leering that could be construed to be a sexual advance;
 - e) inappropriate conversation regarding an individual's sexual behaviour;
 - f) unsolicited and/or unwanted requests to engage in sexual activity;
 - g) reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance.
3. Bullying refers to repeated and hostile or demeaning behaviour by an individual where the behaviour is intended to cause harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual's reputation. Bullying often occurs in circumstances where one party endeavors to maintain power and control over another based upon systemic inequalities within a social setting.

Revised: April 2023

(Reviewed: (date) -staff; (date)- School Council)

JJN - Student Code of Conduct 2023-2024

Harassment and Bullying Codes of Conduct

The school does not support Harassment and Bullying in any of its schools and / or sites or at all. To this end, the Greater St. Albert Catholic School Division has implemented the following Administrative Procedures which will serve as the basis for addressing matters pertaining to Harassment and Bullying:

- a) Student Discipline Framework, Administrative Procedure 350
- b) Harassment Administrative Procedure 460 (Employees)
- c) Harassment Administrative Procedure 358 (Division Students)
- d) Safe and Caring Learning Environments Administrative Procedure 359
- e) Code of Conduct Review to Address Bullying Behaviour Administrative Procedure 360
- f) Accommodating and Respecting Gender Identity and Expression Administrative Procedure 361
- g) Use of Technology Administrative Procedure 140
- h) Social Media Administrative Procedure 149

Expectations

1. No action toward another student, regardless of the intent of that action, will or is intended to cause harm, fear, or distress to that student.
2. No action toward another student within the school community will or intend to diminish the student's reputation within the school community.
3. Any action that contributes to a perception of Bullying, whether it occurs during school time, or after school hours, or whether by electronic or other means, will be addressed by the school if it is determined that the actions impact the well-being of the alleged victim within the school community.
4. Any action that humiliates or contributes to diminishing the reputation of a student because of race, religious beliefs, colour, gender identification, gender expression, physical disability, mental disability, ancestry, age, place of origin, marital status of parents, source of income of parents, family circumstances, or gender expression, or gender identity of a student.
5. No report by a student that they are being "harassed" or "bullied" will be ignored by a school official. The official will report the incident to the school principal who shall investigate the matter and act in accordance with Harassment Administrative Procedure 358 (Students) as required.

Revised: April 2023

JJN - Student Code of Conduct 2023-2024

6. In establishing consequences for bullying, teachers and principals will use corrective interventions that consider the context of the circumstance, the behavioural history of the students involved, and the age / stage of development of the student.
7. If in the opinion of the teacher or principal an act of Bullying has occurred, interventions will be applied dedicated to stopping the behaviour in the future, and supporting the victimized student. Those disciplined for their involvement in bullying will be communicated what to “stop” doing, and “start” doing in order to further a safe and caring culture within the school.
8. Incidences of Bullying that adversely impact the safety of individuals or are an affront to the common good of the school community may be addressed through application of applicable administrative procedures and practices, including Harassment Administrative Procedures 358 (Division Students) and 460 (Employees).
9. Students will not be discriminated against according to the application that the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms has to the School Board as a Catholic Separate School Division.
10. All actions by students that impact the safety and well-being of students or staff will be addressed through the Student Discipline Framework AP 350 and the Harassment AP 358 (Division Students) as appropriate.
11. The expectation for students in all their school-related interactions that pertain to the School Division is that they:
 - a) conduct themselves in a manner which upholds the dignity and worth of all members of the school community;
 - b) be aware of and adhere to their school’s code of conduct; and
 - c) be aware that these expectations form the school’s and division’s standards for creating a safe and caring school.
12. Appropriate interventions and supports will be provided to the student who has engaged in wrongdoing to ensure that the student establishes productive, positive behaviors in the future.

Revised: April 2023

JJN - Student Code of Conduct 2023-2024

A specific code of conduct for students to support these expectations is as follows:

J. J. Nearing (JJN) Behaviour Philosophy

J. J. Nearing strives to provide a safe, nurturing, engaging learning environment that recognizes the unique gifts and inherent value of each student and staff member. As a Catholic school, our philosophy of discipline reflects Gospel values. For us, this means that we will treat members of our school family as Jesus did and we believe in the principle of reconciliation.

At J. J. Nearing, we have behaviour expectations that align with the Division Administrative Procedures, as well as value and belief statements. We know that a school-wide approach to positive behaviour (as outlined in "Supporting Positive Behaviour in Alberta Schools") is strongly supported by research to increase student achievement and provide students with a sense of wellbeing and confidence. Staff at JJN make use of effective instructional strategies, positive reinforcement, and consistent logical consequences to teach students the skills and behaviours necessary to succeed now and in the future.

JJN uses the STARS acronym as a framework with the students when talking about and teaching the behavioural expectations:

*S for Safe and caring
T for Teamwork
A for Accountability
R for Respect
S for Success*

A school-wide approach to positive behaviour effectively promotes a safe, caring and predictable environment for learning and teaching. Throughout the year, the behavioural expectations will be consistently and clearly communicated to students. As a way to reinforce these expectations, staff will focus on creating opportunities to teach positive behaviours in a class, small group or on an individual basis. By embracing, modeling and teaching core values, we can create a school climate in which behavioural expectations are a natural extension of a belief in treating each other fairly and respectfully.

A positive behaviour approach provides reinforcement and rewards when students meet behavioural expectations; As well as to provide support and/or fair consequences for unexpected behaviour. Examples of corrective consequences are: corrective feedback, participating in self-reflection activities, communication with parents, removal or withdrawal of preferred activities, making restitution, problem solving sessions, and office referrals.

Communication between home and school is an essential component of any behaviour approach. Please look for any related information that will be shared in newsletters, through parent council and at assemblies.

Revised: April 2023

Families and Friends Update

Our current bank balance is \$10,632.90. Of these funds, the majority are earmarked, which brings our actual available balance to \$1,558.02. A summary of earmarked funds is as follows:

JJN	\$3,500	iPads/Chromebooks
JJN	\$1,500	Math games
Playground	\$1,000	F&F vote to kickstart the fundraising (Jan 26 meeting)
Playground	\$816.38	Purdy's fundraiser proceeds
Fit Set Ninja	\$2,258.50	Year-End Party

Not much to report since last month. The plans for the Word-A-Thon are in full swing with word lists and pledge forms going home next week and tests taking place on May 8.

We have chosen to cancel tomorrow's meeting as we don't have anything pressing to discuss, therefore, our next meeting will be May 25. In the meantime, we will be re-visiting the timing of the F&F elections as holding it this year in October felt really late and will have a decision about that after our May meeting.

Hot lunch update from Carly:

April hot lunch income (Wok Box, Tim Horton's and Cinnaholic snack day) is estimated to end up around \$1,450 with final numbers coming after this weekend's Cinnaholic deadline. We have raised a total of \$7,150.72 so far this year with six more lunches and snack days to go so I feel it's been very successful! I've been working with Marina and ladies in the office to identify students who don't often order Healthy Hunger in hopes of making sure leftovers or extras make their way to them.