

**Cobequid Educational Centre
School Advisory Council Meeting
February 7, 2022**

Present:

Bill Kaulbach – Principal

Staff

Renelle John - virtual

Garett Nickelo

Students

Reham Al Radi (Grade 11) - virtual

Community

Leanne Marchand - virtual

Christina Toole

Parents

Lisa Gracey – virtual

Katrina Murphy – virtual

Greg Porter

Tamara Powell - virtual

Regrets

Kelly Bartlett (staff)

Delcina Dixon (staff)

Tara Agha-Abbasi (Grade 12 student)

Jaegar Laird (Grade 11 student)

Ryan Lavoie (Grade 12 student)

Keandre Paris (Grade 10 student)

1. **INTRODUCTIONS AND MEMBERSHIP**

The meeting was called to order at 5:05 PM.

2. **COVID-19 UPDATE AT CEC**

On average, there have 10-12 staff members absent per day; 4-6 are COVID-related (either themselves or someone in their household tested positive).

The number of student absences has increased since in-person classes resumed in January

- 319 – January 31
- 357 – February 1

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- 338 – February 2
- 414 – February 3
- 428 – February 7 (18% of the school population was absent at first period; by the end of the day, this rose to 31%)

The Main office receives, on average, 100 calls per day for absences:

- At least 50 calls are from the families of students who are COVID-positive
- Another 50 are to report students who are close contacts

The school submits the following reports daily:

- Student absences to Public Health
- Staff absences to the Province

A change to isolation requirements from Public Health was communicated to staff and families.

Students receive rapid test kits (two per kit) every week during A-Block.

3. **CEC CAPITAL PROJECTS REQUEST 2022-2023**

A report is done every year and is divided into three (3) sections:

1. Regulatory (fuel tank, fire alarm, etc.)
 - Elevator on main floor
 2. Health and Safety (roof repairs, boilers, etc.)
 - Updated phone system
 - Updated security camera system
 - Repair to leaking roofs (ongoing)
 - Repair to cracked and uneven sidewalks
 - Washroom stalls
 3. End of life
 - Windows
 - Gym dividers and bleachers
 - Plumbing in Chemistry labs
 - Flooring throughout the school
- b. The request may also include the following:
- Improvements to accessibility of washrooms and Phase 3
 - Program-related projects (e.g. electrical)

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4. **CEC 2022-2023 COURSE REGISTRATION**

Course registration will start the week of February 14. For students in Grades 10 and 11, the online registration portal will open on February 11.

- School counsellors have been visiting Grade 9 students at feeder schools
- Information about grade registration can be found at cecstudentservices.ccrce.ca
- A letter will go home to families by the end of this week about the registration process
- Deadline: March 11, 2022, but the portal will remain open until the end of March
- Provincial directive led to the removal of prerequisites

5. **GRADE 9 TRANSITION TO CEC**

Currently, there are no plans in place that will see Grade 9 students from other schools attending CEC.

6. **SAC BUDGET FOR 2021-2022 SCHOOL YEAR**

\$6407.00 – Must be spent by June 2022

Last year this money was used towards CEC Scholarship and Awards. Any suggestions or questions regarding the use of these funds, please ask.

7. **SSP (STUDENT SUCCESS PLANNING) UPDATE**

A micro-survey was distributed to the student body between January and February 2022 via Google Forms expected to be done by all students next week via Google Forms. This survey was based on the provincial SSP survey; however, the questions were aligned to reflect the CEC student experience.

While the full SSP survey has been done every year for the past 4-5 years, this was the first year in which students completed the micro-survey. The results will be shared later with staff and students.

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Some details of the micro-survey are as follows:

- 677 students (approximately 49% of the student population) completed the survey
- The majority of students identified themselves as female
- The categories included:
 - Relationship and Belonging
 - Belief and Expectations
 - Discrimination
 - Educational Examples

In the category **Relationship and Belonging**, 93% of respondents indicated that they have a friend that they can talk to, while 77% indicated that there is an adult to whom they can reach out. The responses also suggested that struggles with mental health significantly impacts one's sense of belonging and relationships.

In the category **Belief and Expectations**, the responses indicated that the majority of students believed that their teachers wanted them to do well. However, they also suggested that many high schoolers do not want their teachers to know what their lives are like outside of school. Due to masking guidelines as a result of the ongoing COVID-19 pandemic, one might consider that masks might impact the ability to build relationships between staff and students.

In the category **Discrimination** (which includes racism, homophobia, transphobia, sexism, and ableism), the results are as follows:

- 40.8% of students have witnessed it, while 18.6% have experienced it.
- 86.5% of students have indicated that discrimination affects their mental health
- More than half of respondents do not believe that the school does a good job of addressing discrimination.

In the category **Educational Examples**, most students agreed that teachers used exemplars and helped them understand what they were doing well, as well as gave them chances to do better in school work.

Next meeting is set for Monday, April 4, 2022 at 5:00 PM in Centre 2.