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| DATE | Tuesday, December 15, 2020 | START TIME | 7:05 PM |
| MEETING # | 2 (2020-2021 school year) | END TIME | 8:10 PM |
| MEETING LOCATION | virtual | # OF INDIVIDUALS PRESENT | 8 (incl. principal + teacher) |
| NEXT MEETING | Tuesday, February 9, 2021 | # VOTING | 6 |

| VOTING MEMBER | NAME | ATTENDANCE | POSITION | RETURNING MEMBER | NEW MEMBER |
|---------------|-----------------------|------------|---------------------|------------------|------------|
| N/A | PRINCE, Dane | PRESENT | Principal | n/a | |
| N/A | BROWN, Amanda | PRESENT | Teacher | n/a | |
| 1 | KANAGARATNAM, Akaljan | PRESENT | Member | X | |
| 2 | KHERA, Manju | PRESENT | 2019/2020 Treasurer | X | |
| | KOMOLAFE, Bola | ABSENT | Member | X | |
| 3 | KUGATHASAN, Shoabana | PRESENT | Member | X | |
| 4 | MAHALINGAM, Sancha | PRESENT | 2019/2020 Secretary | X | |
| 5 | MYLVAGANAM, Mylashan | PRESENT | Member | X | |
| | NASIM, Shahab | ABSENT | Member | X | |
| | SHANMUGATHAS, Abirami | ABSENT | Member | X | |
| 6 | SHIVRAJ, Suroj | PRESENT | Member | X | |

TERM 2: LEARNING MODEL

- Board will send survey in January (online) for parents to indicate what learning model they want for term 2 (face-to-face or online learning)
- data collected will be used to make decisions (e.g. re: staffing)
- this will be the last opportunity to change models before the next reporting period (e.g. June)
- only families requesting a change of learning model should complete the survey
- families will be updated re: any changes to their child's class placement or program model (depending on the #s, it could change the class organization at Boxwood) – Principal (who is part of a steering committee to give feedback about potential learning model changes) said he wants them to consider maintaining some consistency for the students

OUTSTANDING SCHOOL COUNCIL FUNDS (PRO-GRANT & JUMP2MATH)

- last year School Council applied for the Pro-Grant
- we were successful in getting the grant and decided to put it towards having a Math Night facilitated by the company Jump2Math
- we paid a deposit of \$323 to Jump2Math
- b/c we were not able to have our Math Night, we will not get the funds for Pro-Grant (we have to submit our receipts first and then we get the funds)
- the company went bankrupt due to COVID-19 and they have no funds to refund our deposit
- **Principal is in the process of getting some learning products the company sells** (in lieu of our deposit)
 - item 1: Temperature Trek (temperature chart; focuses on integers; negative #s)
 - item 2: Kinesthetic Learning Mat (giant; 92" x 92"; focus on transformations (sliding, diagonal, etc.), skip counting, transformational geometry – slides, flips, turns)

- question: b/c of the impact of COVID-19, does Principal think we might be able to submit receipts for the purchase of the products above and get the Pro-Grant that way? **possibly; he will look into it** (however, the Pro-Grant is for engaging the parent community – i.e. bringing in a speaker, having an activity for parents and students; Principal is not anticipating a positive response especially given the funds being spent on PPE)

LIFE @ BOXWOOD

- talked about connecting with EVS parents more (continuing to work on this)
- continuing to provide students with effective learning opportunities
- students have adjusted to the new routines (e.g. masks, recess areas, cleaning hands, etc.)
 - even though masks mandates for grade 3 and above; primary students (1 & 2) are wearing their masks consistently
 - students know their recess areas and playing in the proper areas
 - now that lines are wearing off, have pylons to have a visual indicator
 - cleaning hands when they enter rooms
 - we've established routines for our safety protocols and students have adjusted to them
- in our recent newsletter, various artifacts of student learning were shared (pictures from around the school - Kindergarten to Grade 8)

CLASSROOM SHUTDOWNS

- two classrooms were closed as a precaution (we are no longer under surveillance from Public Health)
- had a primary class that was shut down due to exposure from the community (not a transmission at the school – happened during the weekend and child didn't come back, but based on our protocol, class was shut down and monitored situation, just in case); 2nd case was same: exposure in the community
- very busy couple of weeks; Principal has to go through Public Health they do an investigation)
- if a student develops symptoms during the period they are to stay at home, they are not allowed to return until it's cleared
- when we close a classroom, it's b/c school is aware of a positive COVID-19 test; when we ask parents to self-screen for symptoms, we expect them to be kept at home (and kids who show symptoms at school are taken out of the classroom right away, placed in an isolation room until they get picked up)
- classroom will not be shut down without a positive test
- if a family member of a student or teacher tests positive, then that student or teacher must get tested (but the class will continue if the test is negative; class will only be shut down if that teacher or student tests positive)
- if a student tests positive and they have siblings at the school, siblings will be expected to remain at home during that period (the sibling's class will only be shut down if that sibling/student also tests positive for COVID-19)
- bottom line: for a class to be shut down, there must be a positive COVID-19 test of either the student or teacher in that class ("direct exposure" vs. "contact of a contact" – i.e. parent tested positive, but children did not and children were expected to isolate but class was not shut down)
- all of these decisions are made by Public Health (via caseworkers who are assigned; these decisions are NOT made by the Principal/school)

INCLUSIVE SCHOOLS WEEK

- our rep in this area is Cindy Soares (she's our autism community class teacher)
- Principal shared what Ms. Soares did (and her ideas) and how it benefitted our school:

- one of the things we are looking at now is inclusion; inclusion for all students based on abilities, race, gender, religion – we're actually having those conversations (in the classroom and in announcements)
- an opportunity to celebrate the progress that schools have made in providing a supportive and quality education to an increasingly diverse student population, including students who are marginalized due to disability, gender, socioeconomic status, cultural heritage, language preference, and other factors
- week also provides an important opportunity for educators, students and parents to discuss what else needs to be done in order to ensure that their schools continue to improve their ability to successfully educate all children
- at Boxwood, we engaged in supporting this message in our morning announcements and students also shared their ideas of how our school is inclusive and can be more inclusive
- Principal is reading some of the ideas on the announcements this week and also including student submissions re: inclusion (i.e. "I feel included because a lot of people ask me to play out at recess")

BOXWOOD SCHOOL IMPROVEMENT

- one of our goals at Boxwood is to engage students in the process of assessment more
- this directly relates to our board goal (our director and trustees have identified a goal for our entire board): "elevate student voice in learning, assessment and decision-making"
- a "look for" for this in schools is:
 - students are being engaged by educators in the assessment and learning processes through co-constructing success criteria, self-assessment, and providing feedback to their peers
- student assessment:
 - research shows that if students are involved in the assessment process (e.g., students knowing specifically how they are being assessed, knowing what they're being assessed on, knowing what good work looks like, students assessing their work and the work of their peers), their achievement improves
 - simply put: if students understand what is expected of them and the target, many students have more of a chance of getting to that target
 - this directly relates to the Board goal of "elevate student voice in learning, assessment and decision-making"
- learning goals and success criteria:
 - one way to support students to do this is by teaching and implementing learning goals and success criteria with our students
- learning goals – definition:
 - learning goals are brief statements that describe, in student-friendly language, what students should know and be able to do by the end of a period of instruction (e.g., a lesson, period or subtask)
- learning goals – example:
 - we are learning to read decimal numbers and compare and order them based on their place values
- learning goals (the what) – benefits:
 - describes what students are expected to learn
 - provides students with a clear vision of where they are going
 - focuses teacher feedback on the learning (i.e., the learning goal)
 - helps develop students' self-assessment and self-regulation skills
- success criteria (the how) – definition:
 - a success criteria is a list of features that a teacher wants the children to include in their work during the course of a lesson or for a particular task
 - it is a really good way of making children aware of what is expected of them

- so, if you're going to read and compare and order decimals, this is exactly what you need to do
- examples:
 - math: patterns
 - learning goal:
 - we are going to create, extend and describe patterns
 - success criteria:
 - I can create and extend a pattern with 1 changing attribute (Grade 1) or 2 changing attributes (Grade 2)
 - I can talk about the pattern and the pattern CORE
 - I can show the same pattern different ways
 - I can identify, extend and describe increasing patterns (Grade 2)
 - I can sometimes see patterns when I add and subtract (Grade 2)
 - math: measurement
 - learning goal:
 - we learning to measure length using non-standard units and standard units (Grade 2)
 - success criteria:
 - I can order objects shortest to longest
 - I can measure end to end using a baseline (i.e., start point)
 - I can estimate lengths using standard and non-standard units
 - I compare measurements based on the number of units
 - I can use personal benchmarks for a metre and centimetre (Grade 2)
 - in music (kindergarten), I can:
 - keep a steady beat
 - sing and move to music
 - create movement to music
 - physical education: I am learning how to move in a variety of ways in a variety of physical activities
 - I can hop, skip and gallop
 - I can play games and follow the rules
- question from parent: how can parent access this information b/c it will be helpful for us to understand how we can help kids meet the curriculum requirement
- answer: see below (Mrs. Brown answered this Q in her presentation on the new math curriculum)
- new math curriculum (presentation by Ms. Brown):
 - the math curriculum is new this year
 - curriculum is accessible online
 - go to: <http://www.edu.gov.on.ca/eng/curriculum/elementary>
 - click: By Subject > Mathematics > Digital Format
 - scroll down to
 - can view expectations by strand
 - the strands in math have been changed somewhat; they are:
 - social-emotional learning (SEL) skills in math and mathematical processes
 - number
 - algebra

- data
- spatial sense
- financial literacy
- when you click on any of the strands, you will get the overall expectations (the learning goals)
- for example, Grade 3 math (strand: number sense)
 - overall expectation: by the end of G3, students will demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life
 - teacher would then take this overall learning expectation and turn it into a learning goal that is student friendly: we are learning to understand the way that numbers are used in our everyday lives (so took out some of the jargon that students really needed to see)
 - the success criteria come from the specific expectations (also noted by strand – and can compare by grades and see where they're coming from and where they are going with those specific expectations)
- previous math curriculum vs. new one:
 - there are a lot of similarities between the old and new math curriculum
 - things have been moved around to the point where a lot of things have gone from a grade higher to a grade below (e.g. a Grade 7 expectation used to be working with integers and now that's in Grade 6)
 - a big piece that's been added: financial literacy component (very important)
 - was really needed and lacking
 - really brings a lot more of everyday life to match and we use that and what students will need moving forward
 - specifically mentions the social emotional learning skills which are meant intertwined between all of the different strands, but it's just a bit more specifically stated now

MEETING ADJOURNMENT

- meeting adjourned @ 8:10 PM