

DATE	Tuesday, January 23, 2018	START TIME	7:05 PM
MEETING #	5 (2017-2018 school year)	END TIME	8:30 PM
MEETING LOCATION	school library	# OF INDIVIDUALS PRESENT	15 (incl. principal)
NEXT MEETING	Tuesday, February 27, 2018	# VOTING	14 (quorum = 7)

NAME	ATTENDANCE	POSITION	RETURNING MEMBER	NEW MEMBER
PRINCE, Dane	PRESENT	Principal	n/a	
ASIMI, Adam	PRESENT	Treasurer	X	
CHAN, Elsa	PRESENT	Chair	X	
MAHALINGAM, Sancha	PRESENT	Secretary	X	
AKALJAN. Kirushanthy	PRESENT	Member	X	
KANAGARATNAM, Akaljan	ABSENT	Member	X	
ANSARI, Sabina	PRESENT	Member		X
DORAH, Marrian	PRESENT	Member		X
HO, Rita	ABSENT	Member	X	
KADAKIA, Bina	PRESENT	Member	X	
KHERA, Manju	PRESENT	Member		X
KOMALAFE, Bola	ABSENT	Member	X	
KOMALAFE, Peter	PRESENT	Member	X	
MALIK, Faisal	PRESENT	Member		X
PATIL, Vishakha	PRESENT	Member	X	
SHAIKH, Anushka	ABSENT	Member		X
SHAIKH, Saquib	PRESENT	Member		X
THINAGARIPPILLAI, Nathan	PRESENT	Member	X	
_____, Mylashan	PRESENT	Member		X

WELCOME: CALL TO ORDER (7:05 PM)

- sign-in sheet circulated by Secretary
- meeting called to order by Chair

EQAO PRESENTATION

- Principal handed out released assessment questions, answers, etc. (2017)
- answers included both complete and incomplete responses so that parents get a range of answers to review
- all available online
- Principal gave parents a chance to review the sheets
- today, we'll start with the EQAO presentation - this is more of an interactive session and parents are encouraged to ask questions, provide thoughts
- Principal's presentation
 - curriculum: all students should have been taught the same curriculum, regardless of how it's taught – there are specific expectations that have to be taught

- what EQAO does is it looks at the curriculum and tests based on the curriculum (it doesn't test on social studies or science directly; however, you can see content related to these areas in the reading)
- so EQAO tries to incorporate different areas of the curriculum
- main focus is reading, writing and math
- we call it the primary and junior assessment
- teachers are to teach the curriculum (starts with Kindergarten – not just grade 3 and 6 teachers) – students should be prepared for EQAO from younger grades
- results include all students; we rarely exempt students (only if students have no English language experience or, for example, are students with autism)
- every time we exempt students, it counts as a zero
 - Principal agrees with this, because, if schools are able to exempt students, then students who are struggling might be exempted in an attempt to increase the scores and we don't want this
- EQAO results
 - EQAO data: 2016-2017 results
 - Grade 3 (presently grade 4s)
 - reading 63%
 - writing 69%
 - math 66%
 - NB: 2 students with special education needs wrote the test
 - Grade 6 (presently grade 7s)
 - reading 94%
 - writing 89%
 - mathematics 61%
 - NB: 5 students with special education needs wrote the test
 - the numbers represent the percentage of students who are at level 3 (the level students are supposed to be at) or 4 (surpassing)
 - per Principal: trend with our mathematics scores is not just a Boxwood trend – it is Ontario-wide
- EQAO sample question: Grade 3 reading (open response)
 - NB: there are both open response questions and multiple choice questions (students are given both types of Qs)
 - student reads texts and is presented w/ questions
 - sample question: What makes dragonflies excellent hunters? Explain using information from the text to support your answer.
 - can be graphic text, explanation, etc
 - the goal here is, whatever they read, we want them to be able to understand
 - isn't asking: "what is a dragonfly?"
 - in a story, they are not asking you what is the name of this person?
 - they are going to ask for inferential information
 - develop your opinion and how do you know
 - not about being able to regurgitate
 - what do you think the lesson was? how would you describe the character? do you like this person?
 - extracting information

- NB: students must write in the space provided; markers won't read beyond the space provided; want students to be concise and don't want students throwing everything in hoping to get the right answer
- writing
 - there are different genres of writing
 - we are not just focusing on writing a story (i.e. write a paragraph explaining how you would help a new student feel welcome in your school)
 - want writing to be relevant to real world (not just writing stories; we write complaints, we write letters, we write with a request; writing an email explaining a challenge you are having to your supervisor, etc.)
 - we are looking at students as future graduates, members of society in the working world, etc.
 - being able to clearly articulate your thinking in a written format
- EQAO sample question: Grade 3 math (open response)
 - NB: there are multiple choice Qs (computational)
 - math curriculum now is different from how we were educated
 - sample question: A class raises money over four months to buy musical instruments. The money raised in the first 3 months is shown in the table below. The amount for January is missing.

Month	Amount Raised
October	\$191
November	\$327
December	\$210
January	?

The instruments cost \$950. How much more money does the class need to raise in January to buy the instruments? Show your work.

- to answer the question, students must:
 - read the question,
 - add the amounts given to see how much \$ they have already raised, and
 - determine how much more money they need to raise
 - when reading questions, students must be able to pick out key vocabulary (how much more, altogether – addition/multiplication?) – so what are those key words you are asking students to understand
 - show your work → want to see student's thought process
- EQAO sample questions: Grade 6 reading (open response)
 - sample question: Explain why the potter's plan is unsuccessful. Use specific details from the text to support your answer.
 - Qs are similar in grade 6 as 3, but, more complex
 - sample question: How does dialogue reveal the king's character? Use specific details from the text to support your answer.
 - to determine character traits, what does person say themselves? what do others in the story say? actions (not applicable here b/c dialogue)
- NB: invigilators can't read questions to students (unless student is identified as IEP student)
- EQAO sample question: Grade 6 writing task (opinion)
 - sample question: Do you think using information technology in the classroom is a good thing? Write a detailed paragraph explaining your opinion.
 - a mini essay (thesis, etc.)

- students have to understand when they are writing this that they have to state their opinion, their reasons, etc.
- writing is not just about conventions (spelling); it’s about ideas, clarity of sentences, etc.
- rubric shows what they are looking for

Code	Descriptor
B	<ul style="list-style-type: none"> • Blank: nothing written or drawn in the space provided
I	<ul style="list-style-type: none"> • <i>Illegible: cannot be read; completely crossed out / erased; not written in English</i> • <i>Irrelevant content: does not attempt assigned question</i> • <i>Off topic: no relationship of written work to the question</i> <p>Typical responses:</p> <ul style="list-style-type: none"> • do not attempt to answer the question OR • restate the question (e.g., .)
10	<p>Response attempts to explain how the dialogue reveals the king’s character.</p> <p>The response either:</p> <ul style="list-style-type: none"> • <u>answers an aspect of the question</u> OR • <u>does not refer to the reading selection</u> OR • <u>provides inaccurate support</u>
20	<p>Response indicates a partial understanding of how the dialogue reveals the king’s character.</p> <p>The response provides:</p> <ul style="list-style-type: none"> • <u>irrelevant support</u> from the reading selection OR • <u>vague support</u> from the reading selection OR • <u>limited support</u> from the reading selection <p>The response usually requires the reader to connect the support to what it is intended to prove.</p>
30	<p>Response indicates an understanding by explaining how the dialogue reveals the king’s character.</p> <p>The response includes:</p> <ul style="list-style-type: none"> • <u>some accurate and relevant support</u> and • <u>some vague or underdeveloped support</u> <p>The response requires the reader to make some connections between the support and what it is intended to prove.</p>
40	<p>Response indicates an understanding by <u>explaining fully</u> how the dialogue reveals the king’s character and provides <u>specific and relevant support</u>.</p>

- EQAO sample questions: Grade 6 math (open response)
 - real life related questions; making decision at store, for example
 - sample question: Packages of flags are on sale for Canada Day at two stores. Store A is selling a package of 5 flags for \$6.95. Store B is selling a package of 3 flags for \$4.80. How much cheaper is one flag at Store A than at Store B? Show your work.
 - student would have to divide, but they also have to understand the problem
- some notes re: math and EQAO
 - there are different strategies to solve a question; we want kids to have a tool kit to solve the problem – so the focus is not their ability to simply calculate
 - if students haven't encountered problem solving before the EQAO, it will be difficult
 - we are looking at Japanese teaching – they use problem solving from early on
 - we don't want problem solving to be an afterthought; we want them to be well versed in and very familiar with problem solving
 - provide them with opportunities to problem solve in the classroom and talk about the problem – have students discuss their thinking with other students
 - there are some questions that call for adding or accumulating numbers – some students will add each individual number $10 + 10 + 10 +$ and so on (it would be easier for them if they understand the relationship b/w addition and multiplication); and so, by talking about problems, they will learn different strategies)
 - the curriculum is really to have those common themes that increase in complexity over time
 - students get calculator
 - It's not about the computation, it's about whether students understand what to do
 - Grade 3 students do get calculator; HOWEVER, it is not for whole assessment (they are given one for a few questions – remainder of the questions are to be completed without the use of a calculator)
 - Grade 6 students are given a calculator for the entire test
 - why calculators? technology, compromise
 - students are provided with pencils erasers calculators
 - EQAO first exposure to standardized testing; late May early June
- general strategies: reading
 - model using the sentence to help them understand an unfamiliar word
 - sometimes they will ask them what does this word mean
 - when they come upon an unfamiliar word, ask them what they think it means by reading it again – context clues – using a sentence to understand (these are multiple choice questions)
 - model how to make inferences and ask students to share theirs – higher level thinking questions
 - do it with the text at their level
 - would you like to be this person's friend, for example
 - always ask them why; what told you that – asking them to justify and prove – think about not just asking literal questions; ask them those more open higher ordered thinking questions
 - don't limit questions to the who what where questions
 - can the student identify the lesson/theme in the story? can they describe a characters personality? can they determine the purpose of the text?
 - model how to construct an effective response (using info from the text) – I think the character is mean because... → structure their responses

- reading aloud to them to model how descriptive language and word choice create images in the mind's eye; ask the student to describe or sketch what they imagine as they listen
- ask students to summarize what they have read; when they are younger, we want them to retell to see if they remember what they read; as they get older, we don't want them to simply summarize – can they get those key big ideas?
- general strategies: writing
 - ask students to write for different purposes (not just a story) – i.e. why do you want a phone? tell me why?
 - model how to group similar ideas – sometimes kids write and it's a big blob – but they need to write in an organized fashion; do you know what is the purpose of this paragraphs? am I bringing in different things that don't fit into the paragraph?
 - develop a checklist for students when using a specific form (i.e. letter) – did you have the salutation? did you have the body? did you have the closing? we want them to be independent, but we want to give them tools to become independent
 - model how to proofread and correct errors – I wrote something, I'm done – did you look through it? teachers will have checklist – do you have a capital at the start of the sentence – think of what's appropriate for their age
 - show good samples of writing and discuss why it is good; compare your writing and sample writing – how can you improve your writing? we have to remember we have this knowledge of what our expectations are – sometimes they need to see what those expectations are vs. simply being told (show vs. tell)
 - pick out key things to improve upon – don't overwhelm them; list can change as they learn
- general strategies:
 - in addition to computation questions, ask students to apply their knowledge to problem solving
 - don't give them problems that are beyond their abilities
 - give them opportunity to read something and answer
 - challenge students that need to be challenged
 - more about them getting into the habit of reading something and applying their math to their situation
 - model how to read questions and identify key words (i.e. altogether usually means I have to add or multiply)
 - ask students to talk about a math question – don't be so quick to save them; give them a chance to think it out instead of relying on parents
 - model the use of math words
 - model how we use numbers in our everyday life
 - rather than immediately informing them of their mistake, ask students questions when they are solving a problem (ask them to explain their thinking)

SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT (SIPSA)

- Principal's presentation continued
- so all of this leads to the School Improvement Plan for student achievement (SIPSA)
- we go through a process of SIP – this is linked to the YRDSB
 - Board looks at data all across YRDSB and says these are some things we need to focus on as a board
 - school also looks at its own data and determines areas of focus
- PA days are used for the Principal and teachers to learn together
- 3 areas have been identified

- mental health
 - recognizing kids have anxiety, body issues, not feeling welcomed
 - not necessarily “big things” – for example, when a student is upset, can they handle their emotions?
 - 3 areas of focus
 - can kindergarten students identify their emotions to say, “I’m mad right now” (vs. hitting someone) – recognizing they are mad and how they can deal with that
 - Grades 2-4: recognizing strengths and limitations; then they can use their understanding to support their self-confidence and growth mindset (“I’m not good at math!” vs. “I’m not good at math right now.”)
 - Grade 5-8: if we explicitly teach students how to develop a positive self-concept, then they will use this understanding to demonstrate a greater self-confidence and “growth mindset”
 - focus refined: what’s the impact of explicitly teaching social-awareness skills on students’ improved ability to demonstrate social responsibility, recognize differing perspectives and build empathy towards others who are similar or different from them?
 - this is applicable to all grades and school is now working on creating and delivering social-emotional lessons for classrooms
- modern learning
 - our learning in this area focuses on how effective feedback benefits the learning process for all students
 - we are looking at how to document different examples of student learning and growth
 - design and implement tools to support the documentation of student learning
 - 3rd workshop (April 3) will look @ how school currently documents student growth/learning and what tools can be used to make the process more efficient and concise
 - specifically: how to capture evidence of learning in progress
 - hope to use the feedback/assessment tools we develop to document student growth
 - goal is to have evidence that feedback/assessment discussions with students have made a difference to their overall achievement and learning goals
 - partner with students
- math
 - interpret and solve meaningful problems
 - our goal is for students to solve open and multi-step problems
- educator professional learning
 - what we identify as the needs of our student informs the professional learning of the teachers (i.e. February 2, which is a PA day, is a math day); our learning includes
 - using technology to enhance our assessment practices and supporting students to assess themselves
 - using a lot of technology – some classes are further along in their assessments i.e. google forms
 - becoming more knowledgeable in SEL lessons (Social Emotional Learning) and implement SEL lessons – understanding emotions
 - further learning about the 3 part math lesson (teaching through problem solving)
- Principal’s presentation concluded @ 8:06 PM
- parents are free to ask more questions
- **Principal will email SCp with information on where we can find resources, samples, etc. (will email whole community)**
- question: do students have the same teacher for all subjects or different teachers for different subjects?
 - depends on grade
 - some teachers teach everything
 - homeroom teachers teach reading, writing, math (another teacher may teach them social studies, science, etc.) - so 3 subjects taught by same teacher

ADOPTION OF PREVIOUS MINUTES

- transition into monthly parent council meeting @ 8:10 PM
- adoption of previous Minutes
 - November 28th meeting Minutes approved and adopted
 - December 19th meeting Minutes approved and adopted

TREASURER'S REPORT

- last meeting, we had a few transactions that weren't incorporated; they have now been incorporated
- current balance = \$6,896.57
- expenses for this month = \$1,076.88;
 - this includes
 - \$263.84 for music performance trip (bus expense)
 - pizza cheques (3 cheques went out)
- current balance accounts for Fall Cost Sharing
- funds remaining are available for whatever we need it for
- upcoming costs:
 - Grade 8 graduation
 - Spring Cost Sharing (dealing April 13)

SPRING COST SHARING

- **to be discussed at the next meeting**

FUNDRAISING

- after this week, we should have an idea of what standard pizza cost is
 - we have a couple more fundraising options
 - one idea, not a big money raiser, but, every little bit helps: testing additional lunch options
 - Boston Pizza
 - prices Chair provided before didn't include HST
 - cost: \$3.75 + HST + 3% SCO fee for pizza, pasta; \$4.50 + HST + 3 HST for chicken fingers + veg
 - **which day is good for BP? Chair to coordinate order mid-February**
 - Paramount
 - Member Saquib Shaikh
 - wrap = \$4.00 including tax, delivered
 - vendor will put them in separate boxes foil trays and will label every wrap (will put stickers for veg and non veg)
 - what about options in each wrap – different sauces, different toppings?
 - their standard wrap is something like lettuce, pickles, garlic sauce
 - **Member Shaikh will connect Chair with his contact**
 - Chair proposed to test wraps following week Feb 20 or Feb 21 (Feb 13 or 14 for Boston Pizza)
 - **Chair to merge fundraising letters**
- we're in a good spot as far as funds available go
- **Chair is going to reach out to RPA again for a donation, now that she has funding priorities; Chair will update SCp at next meeting**

KEY DISCUSSION TOPICS FOR NEXT MEETING, ETC.

- how we want to apply funds
 - Grade 8 graduation
 - bussing for field trips
- Spring tech Cost Sharing
 - where to spend the money
 - if the wish list is more than CS will allow, then can we contribute to purchasing outside of CS?
- **Principal is going to try to do more education-related topics; if there's something that parents have a questions about that Principal can present on, please email him**

MEETING ADJOURNMENT

- meeting adjourned @ 8:30 PM