

MEETING DATE	Tuesday, November 22, 2016	START TIME	7:08 PM
MEETING #	3 (2016-2017 school year)	END TIME	8:32 PM
MEETING LOCATION	school library	# OF INDIVIDUALS PRESENT	10 (incl. principal + teacher)
NEXT MEETING	Tuesday, December 13, 2016	# VOTING	8 (quorum = 5)

NAME	ATTENDANCE	POSITION 2016-2017	RETURNING MEMBER	NEW MEMBER
PRINCE, Dane	PRESENT	Principal	n/a	
SMITH, Tina	PRESENT	Teacher	n/a	
CHAN, Elsa	PRESENT	Co-Chair	X	
KADAKIA, Bina	PRESENT	Co-Chair	X	
MITRA, Pranab	PRESENT	Treasurer	X	
MAHALINGAM, Sancharieni	PRESENT	Secretary	X	
DOGRA, Nappinder	PRESENT	Member	X	
FAWAD, Sana	PRESENT	Member	X	
HO, Rita	PRESENT	Member		X
KOMALAFE, Bola	ABSENT	Member		X
PATIL, Vishakha	ABSENT	Member		X
SUKUMAR, Anjula	ABSENT	Member	X	
THINAGARIPPILLAI, Nathan	PRESENT	Member	X	

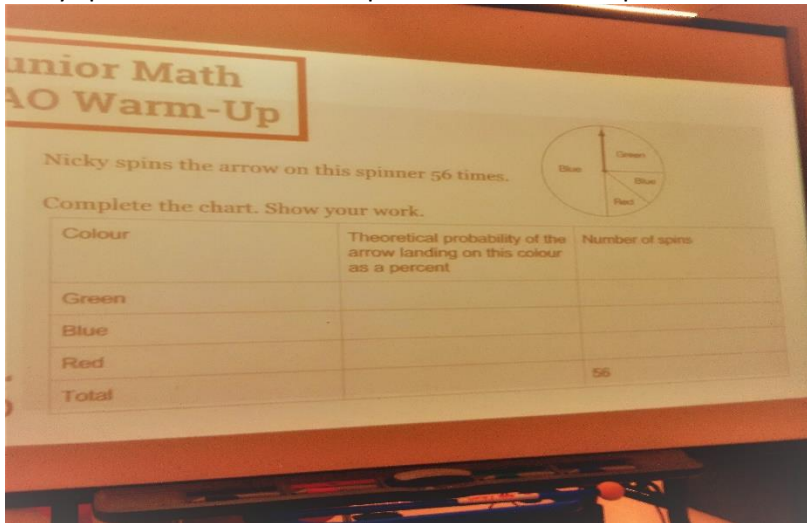
WELCOME: CALL TO ORDER (7:08 PM)

- sign-in sheet circulated by Secretary
- meeting called to order by Co-Chair Chan
- decision to start today’s meeting with EQAO discussion

EQAO (PRINCIPAL’S PRESENTATION AND DISCUSSION)

- how our school’s EQAO results are informing our actions
- Principal has experience w/ EQAO via a previous position with Ministry
 - back then, when he was involved, the focus was on literacy
- now our focus is on math
 - while our literacy scores have improved a great deal (goal was 75% of students would do well in language and reading), math results are not as good
- provincial results (math)
 - 2015-2016 (primary): 63% of students achieved level 3 or 4
 - 2015-2016 (junior): 50% of students achieved level 3 or 4
- Boxwood results
 - we are doing much better than province (but need to continue to work on math)
 - grade 3: reading = 91, writing = 97, math = 74 (students @ level 3 and 4)
 - grade 6: reading = 77, writing = 79, math = 57 (students @ level 3 and 4)
- primary (grade 3) math EQAO warm up: There are 24 students in Mrs. Lowe’s Grade 3 class. She divides the class into 4 equal groups. Make a drawing to show the 24 students divided into 4 equal groups. One of these groups goes to the library. What fraction of the groups goes to the library? Justify your answer. The fraction of the groups that goes to the library is _____.
 - 62% of the kids got level 3 and 4

- there is language in this question (so if students doesn't understand concept of "equal" then they can't do the problem)
- there are multiple concepts happening within this one question, so, even if a student is proficient in dividing, but doesn't understand some concepts, they can't answer the question
- during October PA day they looked @ these questions
- Principal wants teachers in all the grades to be familiar with Qs, so they can teach accordingly (prepare them) – Principal emphasized that preparation starts early (not just in grade 3 or 6)
- junior math EQAO warm-up:
 - Nicky spins the arrow on this spinner 56 times. Complete the chart. Show your work.



- some instructional suggestions from EQAO
 - Continue to create physical and social environments that optimize mathematical learning. Create a responsive mathematics learning environment that encourages all students to participate in class discussions. Use strategies that require all group members to share ideas and communicate using mathematical terminology.
 - Decide which solutions you want to have displayed, in which order and how you will use them to communicate (e.g., through bansho or a gallery walk) to help students understand the mathematical ideas that have been the focus of the lesson. Display student solutions, and collaboratively construct math strategy walls, anchor charts and other visual displays of mathematical ideas.
 - In order to ensure that students understand that multiple-choice questions often involve calculations, expect them to provide evidence of the processes they use to solve them. Work with students to make their thinking visible and provide models of how to answer open-response questions with accurate and precise written communication of mathematical thinking.
- what is Boxwood doing to support our students?
 - analyzing EQAO results
 - we have a report called Individual Item Report (IIR) – which gives us a look @ each student's EQAO performance (how they did on each Q)
 - observation: any Q that involves conversion, our kids don't do well; so this is something for us to focus on
 - providing professional learning to all teachers related to the academic demands and types of tasks on EQAO; this starts in kindergarten and goes through 1, 2, 3, etc. – so that groundwork is laid early
 - professional learning on the comprehensive math program (mini lessons, meaningful problems, math games and puzzles); problem type Qs
 - math learning: Cathy Fosnot's program (she's a researcher who breaks it down)

- every school has to choose a professional learning opportunity for their staff – this is what Boxwood has chosen
 - school teams will have the opportunity to engage in learning together using an interactive, self-directed, multi-pathway online system designed by Cathy Fosnot and Maarten Dolk
 - using classroom videos, the platform includes authentic examples and learning activities that support teachers in understanding how to use meaningful problems, mini lessons and games to support student math learning
- EQAO practice booklets
- EQAO similar tasks through the year (not just a blitz of EQAO Qs but embedded throughout the year)
- “How to Learn Math” online course
 - provided by Stanford University and youcubed.org
 - the course includes: information about the brain and learning, best ways to approach and learn math effectively, math and mindset, mistakes and speed, strategies for success
 - Principal has offered this to staff and a few are going to take it
- The Comprehensive Math Program
 - environment: what does it look like in the classroom
 - set up collaborative work spaces; promote positive attitudes; build a talk community
 - when we put kids in homogeneous groups (as opposed to heterogeneous) where students are at the same level = better results (don’t put them in mixed groups b/c the ones who are proficient may do all the work)
 - learning: mini lessons; games, puzzles and purposeful practice; meaningful problems
 - changing our words (“you’re so smart”); speed (don’t have to do it fast all the time); there is more than one way to approach a problem; trying to take some of the barriers away for students to feel successful in math
- mini lesson example (division) – Principal showed SC a part of a mini lesson and went over other examples
- member question: where can I get more of these questions?
 - EQAO.com [go to “English”, click on link (parents)]
 - there are also sample answers (what a level 3 and 4 answers look like)
- getting the correct answer doesn’t automatically
- Secretary: does getting the right answer = minimum of level 3?
 - getting the right answer doesn’t automatically = level 3 (in an open response); students have to show that they fully understand
- Member Dogra: why have scores gone down? what changed?
 - Principal’s response;
 - as per Board: students don’t have a conceptual understanding of math vs. procedural understanding of math
 - Japan’s math is good – 3 part math lesson (part of the comprehensive math program) taken from Japan (they do a lot of their learning through problem solving)
 - there are still a lot of traditional methods still being used
- Secretary: does the school do mock EQAO testing under similar conditions as actual EQAO test? yes
- the more we align to the curriculum and what students supposed to do, the better students do

RETIREMENT OF TEACHER

- Ms. St. Jean is retiring at the end of this term
- we will recognize her at our December assembly (Thursday, December 22)
- we thank her for her many years of service to the teaching profession and to Boxwood P.S.
- she teaches grade 5-6, oversees performances, ski club, helped kindergarten students in music, and has also been the school librarian

STEVE SHAPELLE: SOCIAL MEDIA PRESENTATION

- Social Media Game Show presentation for students
- Social Media in the Family presentation for parents and caregivers
- **can we host the parent presentation during our January school council meeting night?**

SCHOOL DONATIONS

- to date, 22 people have donated; we've rec'd: \$1015.00 (\$1015.00 total doesn't include the 3% surcharge fees yet)

Payment Method	# of People	Donation Amount
Cheque	3	\$125.00
Cash	9	\$310.00
Online	10	\$580.00
Total	22	\$1015.00

- general thank you for donations in next newsletter (Principal won't start until 2nd week of December; **Co-Chair Chan to submit SC newsletter update: December 12**)

COST SHARING

- we have put in the CS order as agreed upon during our last meeting (it was decided that we will put in entire year's order this term (as opposed to splitting orders by Fall and Spring)
- we **should receive the order in December or January**

SCHOOL JERSEYS

- to close the account, school paid for the school jerseys
- this **amount can be transferred back to school account from SC when the funds are available**
- amount paid was \$1152.6
- side note (pursuant to a question by SC member): school budget works by school year (not calendar year)

SYNVOICE SAFE ARRIVAL

- will be launching it at the end of the month
- in addition to the app, there's a website and phone line for parents to use to report student absences

UPCOMING EVENTS

- girls and boys volleyball tournaments this week
- November 23 report cards will be going out
- November 24 Primary Math Jam performance
- November 24 & 25 Scholastic Book Fair
- November 24 & 25 parent-teacher interviews
- November 29 school photo retakes
- November 30 Character Matters assembly
- November 30 Spirit Day
- December 14 Christmas Concert (Grades 4-8) – food drive
- December 15 Christmas Concert (primary grades) – food drive

PREVIOUS MINUTES

- September and October Minutes adopted

TREASURER'S REPORT

- approved

FUNDRAISING, ETC.

- pizza
 - **Co-Chair Chan will be sending out pizza term 2 forms in December (8 or 9)** for January
 - there's been no problem with pizza, going smoothly
 - are we selling out the extra pizza?
 - there are maybe one to two slices left
 - sometimes, nothing is left and have had to turn students away (however, not enough demand to justify ordering more pizza)
 - straggler joined K class (so we have student's joining the pizza program late)
 - no complaints re: pizza
 - Principal had to ask vendor not to come @ 12 (reminded them that our lunch is @ 12:45) – vendor has now been coming @ 12:20 (which is good b/c it gives school time to organize and pizzas are still warm by the time they are served)
 - issue of uneven slices no longer an issue
- b/c of all the fundraising we're doing, **going to put Booster Juice on hold (maybe try it in February)**
- Co-Chair Chan presented \$500 donation cheque from Ratepayer's Association (another donation)
- **to include in newsletter: if you would still like to make a donation, you can still do it**
- **SC request for an updated chart to see where we are in terms of technology (i.e. how many computers do we have)** – to inform our SC funds allocation
- **perhaps we should also look at Boxwood's science labs (SC purchase items for labs)**
- Student Council generate their own funds through dances, etc.
- bake sales, etc.? for fundraising?
 - no (refer to Policy/Program Memorandum No. 150 – food and beverage policy)

MATH NIGHT

- Math Night will be in February (tentative)
- **perhaps we can fundraise during Math Night? set up booth? sell raffle tickets or Math Manipulates?**

MEETING ADJOURNED

- meeting adjourned @ 8:32pm