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| DATE | Tuesday, October 23, 2018 | START TIME | 7:07 PM |
| MEETING # | 2 (2018-2019 school year) | END TIME | 8:35 PM |
| MEETING LOCATION | school library | # OF INDIVIDUALS PRESENT | 12 (incl. principal + teacher) |
| NEXT MEETING | Tuesday, November 20, 2018 | # VOTING | 10 (quorum = 7) |

| 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 | AKALJAN, Kana | PRESENT | Member | X | |
| | AKALJAN, Kirushanthy | ABSENT | Member | X | |
| 2 | ASIMI, Adam | PRESENT | Treasurer | X | |
| 3 | CHAN, Elsa | PRESENT | Chair | X | |
| 4 | HUANG, Andy | PRESENT | Member | X | |
| 5 | KHERA, Manju | PRESENT | Member | X | |
| 6 | KOMOLAFE, Bola | ABSENT | Member | X | |
| | KOMOLAFE, Peter | PRESENT | Member | X | |
| 7 | MAHALINGAM, Sancha | PRESENT | Secretary | X | |
| 8 | MIRZA, Bilal | PRESENT | Member | | X |
| 9 | PATIL, Vishakha | PRESENT | Member | X | |
| 10 | SATCHI, Luxman | ABSENT | Member | | X |
| 11 | SHAIKH, Anushka | ABSENT | Member | X | |
| | SHAIKH, Saquib | PRESENT | Member | X | |
| 12 | SHANMUGATHAS, Abirami | ABSENT | Member | | X |
| 13 | THINAGARIPPILLAI, Nathan | ABSENT | Member | X | |

WELCOME: CALL TO ORDER

- sign-in sheet circulated by Secretary
- meeting called to order by Chair
- teacher, Amanda Brown, sitting in on today's meeting
- adoption of previous meeting Minutes to be done at next meeting **(Secretary to email once ready)**

TREASURER'S REPORT

- September + October
 - income = \$4,965.59 (pizza sales)
 - expenses = \$845.82 (pizza)
- current balance: \$10,461.13
- Principal will let us know when we need to purchase more disposable plates (we are OK for now)
- Treasurer followed-up with Heather York from office – numbers from previous report have all been accounted for on the Treasurer's Report
- Treasurer's Report approved

ADMINISTRATOR UPDATE

- Math update
 - October PA Day focus on math

- Ministry of Education's expectation was that all educators participate in learning around Focusing on the Fundamentals of Math
- *see handout provided by Principal (Parent's Guide to the Fundamentals of Math)
- Director's Annual Plan
 - set the annual plan for the Board in terms of what the focus is of the school
 - to raise the achievement and well-being of our underserved and/or underperforming students (ALL students – not just ones doing well)
 - provide comprehensive math programs that reflect students' identities and lived experiences, needs and interests
 - implement a Comprehensive Math Program (CMP) that's reflective of the interconnectedness of the Environment, the Learners and the Learning (BIPSA)
 - support educators in using students' social identities, lived experiences, strengths, needs, and interest to plan, teach, and assess within a Comprehensive Math Program (CMP)
 - all schools in YRDSB follow this plan
 - what does a comprehensive math program look and sound like?
 - level of implementation varies from school to school
 - for instance, we looked at the learner
 - Principal gets diagnostic data from teachers
 - administrator next step is to look at the themes that have come up and decide what needs to be done (teachers indicate areas that require support via feedback)
 - can see infographic on YRDSB website
 - handout: Parent's Guide to Fundamentals of Math – key ideas
 - no changes to curriculum expectations – teaching was the same last year as it is today
 - emphasis on certain expectations
 - great emphasis on number sense and numeration strand
 - that relate to number properties in the patterning and algebra strand
 - “automaticity”
 - the fundamental concepts and skills can be developed in connection w/ learning in all strands
 - goal is for students to develop automaticity (use skills or perform mathematical procedures with little or no mental effort)
 - mental math skills enable students to estimate answers to calculations and, therefore, be able to work quickly on everyday problems and judge the reasonableness of answers calculated formally
 - learn math facts using a variety of strategies
 - “drill” doesn't contribute to understanding
 - observations and conversations with students provide insight into their strategies
 - timed testing isn't very constructive - it can foster math anxiety (i.e. some parents mentioned the anxiety word “test” itself can induce in students)
 - ideas align with teaching through a Comprehensive Math Program
 - “It is important for students to focus on student understanding and **sense making**, the **interconnectedness of the categories**, and the **application of skills in problem-solving contexts both in and outside the classroom**. The goal should be to provide opportunities for students to come to recognize, informally, how numbers and operations work. Only then should formal methods, such as algorithms, be introduced, modelled, and supported.”
 - not to just say, “here's the algorithm and just figure it out”
 - problem based approach: so we have a problem and students works together to solve problem

- teacher doesn't just say, "here are different strategies" - teachers ask which strategy is good/appropriate and why
- as per Ms. Brown:
 - the five practices
 - teachers look at some of those strategies and we sequence when we introduce it
 - so provide kids with a few strategies and ask kids which one is the more efficient strategy
- as per parent and Principal:
 - strategy should be grade appropriate
 - however, if student is capable, student might be ready for some enrichment (i.e. using addition to solve a problem, as opposed to multiplication, which student isn't learning in that grade yet)

MASTERING A TOPIC, STUDENT PERFORMANCE, ETC.

- parent Q: mastering a topic/subject vs. learning just enough to pass
- per Principal and Ms. Brown
 - know your student/child
 - determine whether silly error OR not understanding the concept
 - don't focus on every single little thing
 - ask: is there a concept that they've missed or an error they're repeating?
 - reviewing learning skills
 - i.e. some students want to be done it – ask them if they've proofread, reviewed, etc. for example
 - if it's consistently something that student is OK with, then it's fine; however, if it comes up over and over again, then address it
 - use of word "test" – no consensus (others use assessment, performance task, etc.) vs. saying "we are going to do a quiet activity" (parent said some kids do better b/c word test not used)
 - report card should have no surprises – issues should be known prior to receiving report card

CONNECTING WITH FAMILIES TO SUPPORT MATH LEARNING AT HOME AND SCHOOL

- YRDSB recognizes that partnerships among educators, families and communities that support math education is important for student achievement
- see YRDSB public math page (there's a math page for parents)
 - YRDSB provides inserts which Principal includes in our monthly newsletters (monthly math problem, available for a selected grade, are made open ended - there are multiple ways to solve)
- parent question: how much are textbooks used now?
 - textbooks are still used, however, b/c the textbook doesn't follow the full curriculum, teachers use various sources including the textbook (teacher starts with curriculum and uses different sources)
 - Dan Meyer's Math Class Needs a Makeover (on YouTube)
 - gist: the textbook doesn't allow for the open endedness of questions
 - a great video for parents to watch to get a better understanding of math instruction

PROFESSIONAL MATH LEARNING @ BOXWOOD (MS. BROWN'S PRESENTATION)

- we begin PA days and staff meetings with a task
 - sample of a Grade 6 problem: if there were 8 people at a gathering and everyone shook everyone's hand exactly once, how many handshakes would there be in total?
 - way to start with a problem
 - multiple ways to solve this problem (examples: tree diagram, another student found an algorithm)

- taking 8 away and giving more choices of numbers – open ended – take away some of the specifics and making it more open ended
- weekly PLCs have included:
 - exploring resources relevant to the Comprehensive Math Program
 - resources for teachers available
 - planning (connecting strands)
 - 5 strands of math: number sense and numeration, measurement, geometry and spatial sense, patterning and algebra, data management and probability
- upcoming PLC topics
 - how to incorporate games and mini lessons
 - using tech to capture learning (Edsby) – not just tests
 - what does assessment in math look like? observations (doing), conversations (saying), products (representing)

PARENT INVOLVEMENT

- parent question: how do we know what is happening in class? frequency? what are students getting from this, etc? do we have programs for kids who are getting bored in class? how are they getting enriched?
 - per Principal: plan in place for monitoring – Board will provide direction on what monitoring should look like
- communication with parents – are you sending assessments home with kids, giving feedback on what they need to do? what's a deeper interaction than just a test being sent home? role for school to provide suggestions to parents
- parent issue: understanding the problem/question as a parent before addressing it with child
- knowing what's being taught and how it's being taught is crucial to parent engagement in child's education
- numeracy and math have gone through a cycle as per parent member who is also a teacher
- even if it's not textbooks, there should be artifacts of learning
- the way that you're learning and teaching it
- question is: do parents have material that we can use to support learning at home?

OTHER

- per Principal: need more manipulatives in the classroom
- Islamic Heritage Month: via announcements, make students aware that Canada is built on the contributions of different people (provide students with facts on the contributions of people of the Muslim faith)
- Thai Pongal will be recognized this year
- Ramadan from May 5 to June 4 (this is usually when we have our Track and Field)
 - b/c kids fast that day, they may not be able to participate
 - issue: June 10 is T&F day
 - this Thursday, Principal is going to have a T&F day, weather permitting (May is a tricky month and April is worse; so school is looking at having it in the Fall this year)
 - each school has to have a T&F day to submit students
- Boston Pizza and Paramount lunches: in progress (should close next Monday); no price increases
 - everything same (except chicken fingers now come w/ veggies sticks – not steamed vegetables as before)

MEETING ADJOURNMENT

- meeting adjourned @ 8:35 PM