

DATE	Tuesday, October 22, 2019	START TIME	7:09 PM
MEETING #	2 (2019-2020 school year)	END TIME	8:51 PM
MEETING LOCATION	staff room	# OF INDIVIDUALS PRESENT	9 (incl. principal + teacher)
NEXT MEETING	Tuesday, November 19, 2019	# VOTING	7 (quorum = 4)

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	ABSENT	Member	X	
	AKALJAN, Kirushanthy	PRESENT	Member	X	
2	ASIMI, Adam	PRESENT	Chair	X	
3	KHERA, Manju	PRESENT	Treasurer	X	
4	KUGATHASAN, Pirashanth	ABSENT	Member		X
	KUGATHASAN, Shoabana	ABSENT	Member		X
5	MAHALINGAM, Sancha	PRESENT	Secretary	X	
6	PATIL, Vishakha	PRESENT	Member	X	
7	SHAIKH, Saquib	PRESENT	Member	X	
8	SHANMUGATHAS, Abirami	PRESENT	Member	X	

WELCOME

- sign-in sheet circulated by Chair
- meeting called to order by Chair @ 7:09 PM
- thanks to Elsa Chan (last year's Chair) – she has been instrumental in helping Adam (our current Chair) in transitioning (she has provided him with notes, etc. from last year)
- Chair welcome Ms. Brown, a teacher at Boxwood, to the meeting
- great to see everyone – let's make it another good year for Boxwood students and raise funds for the school!

MINUTES

- last month's Minutes adopted

TREASURER'S REPORT

- prepared by Adam (current chair and last year's Treasurer) – current Treasurer will take over going forward
- starting off with a balance of \$4,131.25 – this is a carryover of last year and is our opening balance for the year
- next report will be more detailed
- **Treasurer's Report approved**

PRINCIPAL'S UPDATE: PARENT SCHOOL COUNCIL QUORUM

- a meeting will have quorum if:
 - the majority of council members are present, AND
 - the majority of those present are parents
- a meeting of council can be held if there is no quorum but all voting will be deferred (i.e. by email)
- question: what do we consider a majority?
 - confirmed that we will keep quorum at 4, as determined at our first meeting in September

- Principal’s priority re: quorum: everyone has a voting voice (every household) – so members that join who weren’t present for the first meeting will still get a chance to vote once they attend a PSC meeting; quorum, however, will not change

PRINCIPAL’S UPDATE: IMPORTANT DATES

- Halloween @ Boxwood October 31
- Grade 8 high school visits November 6 (students attend different classes and talk to teachers and see what high school is like)
- Remembrance Day November 11
- Report Cards go home November 14
- Parent-Teacher Interviews November 14 (evening) and 15 (day)
- PA Day November 15

PRINCIPAL’S UPDATE: ACTIVITIES AT BOXWOOD

- Regional Cross Country (for students who qualified)
- Knitting Club (with Mrs. Kenwell and Mrs. Sen)
- Walking Wednesday (to promote daily physical activity)
- Robotics (Junior/Intermediate)
- Choir (Junior/Intermediate)
- Intermediate Boys’ and Girls’ Volleyball

PRINCIPAL’S UPDATE: LUNCH PROGRAMS

- once again, thanks to PSC, we can offer some lunch programs to Boxwood families
- this includes
 - pizza lunch Fridays (1st session: October to December)
 - Paramount Wednesdays (November)

PRINCIPAL’S UPDATE: HALLOWEEN

- while we recognize that some families celebrate Halloween, we understand that some families don't
- to make this more inclusive, we do the following
 - costumes are not mandatory: students don't have to wear a costume, they can wear orange or no costume at all
 - we don't have any costume competitions (b/c of equity issues – if you have money, you can get a nicer costume)
 - we don't overemphasize scary aspects of Halloween (no masks, no blood, etc.)
 - we expect costumes to be respectful of others (i.e. no cultural appropriation) and appropriate (i.e. no weapon replicas)
 - any recognition of Halloween in classroom will not last more than 100 minutes
 - be aware of any student sensitivities (if there are any serious problems with Halloween, can make special accommodations)
- we are really focused on inclusivity
- no candy distribution

PRINCIPAL’S UPDATE: EQUITY

- October PA Day: anti-Black racism
 - YRDSB is committed to addressing inequities in our system

- last year, the whole board engaged in learning to provide knowledge about the history of Indigenous people in Canada (i.e. residential schools)
- on Monday, the whole board engaged in learning about the experience of the *African Canadian* community in our society and how it has negatively impacted students
- the African Canadian Community in YRDSB told us:
 - concerns
 - streaming of Black students
 - lack of awareness and access to needed supports for Black students in schools
 - schools not working in partnership with Black community organizations
 - over-representation of Black students in terms of suspensions and expulsions
 - Eurocentric curriculum
 - focusing on European culture and not looking at other contributions from other groups to Canadian society
 - i.e. if you're looking at medieval times, you're looking at just Europe
 - not recognizing or understanding impact of anti-Black racism
 - systemic racism
- school, classroom and workplaces
 - Director's Annual Plan
 - these are the things that the director said we need to look at as a board
 - looking at what's the trend of students who are underperforming – not looking at individual students - looking at trends among students and how can we improve their performance
 - how are we making what we are doing relevant to our students? are we talking about contributions of other communities
 - b/c we have a skilled based curriculum – doesn't provide content so much as it does the skills – so we can open up what we are teaching kids b/c the curriculum doesn't focus on content
 - how representative are the books in the school of the student body?
 - DAP goal #2
 - to raise the achievement and well-being of our underserved and underperforming students we will:
 - build a collective of understanding of...
 - the ongoing impact of colonialism on Indigenous communities
 - anti-oppression
 - culturally responsive and relevant pedagogy
 - key actions:
 - 2.1 staff develop an understanding of how social identity and social location are constructed and impact school and system practices
 - 2.2 staff develop an understanding about historically and currently marginalized communities
 - 2.3 staff develop an understanding of how power and privilege operate in schools and workplaces to advantage some and disadvantage others
 - notes
 - which communities are marginalized, for example; how can we help them to do better? if we don't know, there's an issue - there's no impetus for us to do anything about it
 - i.e. changing Track and Field date bc of Ramadan last year
 - how can we make sure everyone is included vs. some people have to be excluded
 - Principal is working with Board (for entire board, not just for Boxwood) re: field trip policy
 - sometimes some trips are too expensive for some (instead of saying those who can't afford stay back while those who can go)

- maybe survey students re: what they want and then investigate why they can't go on trip (i.e. cultural reasons, don't want child to go on overnight trip, etc. and not necessarily about being able to afford trip)
- equity in YRDSB:
 - these initiatives are designed to support schools to address inequities and a lack of knowledge about many of our communities in the YRDSB
 - goal is for this learning to be present in our classrooms

PRINCIPAL'S UPDATE: STUDENT PROGRESS & FEEDBACK

- Elementary Progress Report Cards
 - designed to show a student's development of the learning skills and work habits during the fall of the school year, as well as the students general progress in working towards the achievement of the curriculum expectations in all subjects
 - intended to serve as a central part of rich discussions with students and their parents that will help in setting a positive tone between home and school for the remainder of the school year
 - instead of a grade, teachers grade students on the following continuum:
 - progressing with difficulty
 - progressing well
 - progressing very well
 - teachers are responsible to comment on subjects that the student is progressing with difficulty (at Boxwood, most teachers comment on math and language regardless of how well student is doing)
 -
 - notes
 - this is a different report card than the regular one
 - more of a check in
 - you're going to get learning skills, general progress, to spur on discussions
 - parents shouldn't be aware of how their child is doing before these reports go home
 - if parents don't see a comment for science, gym, social studies it's b/c teachers don't have to provide comments on these subjects (even though many do it for math or language – but at Boxwood they comment)
- Parent-Teacher Interviews
 - parents can select their interview times via Edsby
 - will let parents know when that's open b/c it's on a first come, first serve basis
 - make sure signed up to Edsby
 - generally 15 minutes in length and will take the same format or structure as a report card (what they doing well in and what they need to improve on)

PRINCIPAL'S UPDATE: EQAO

- EQAO at Boxwood
 - had some very different results this year
 - Principal provided PSC with results for students from last year
 - 82% of our Grade 3 students from last year were at level 3 or 4 (79% in writing and 67% in math)
 - 97% of our Grade 6 students from last year were at level 3 or 4 (97% in writing and 73% in math)
 - looked at slide comparing last few years
 - remember different students write each time
 - math needs to be a focus, as we can see from the numbers
 - gifted program was already phased out (so impact on the numbers)
G3s from 2015/16 are same ones who did G6 last year (they maintained their #s with a little bit of improvement in reading)

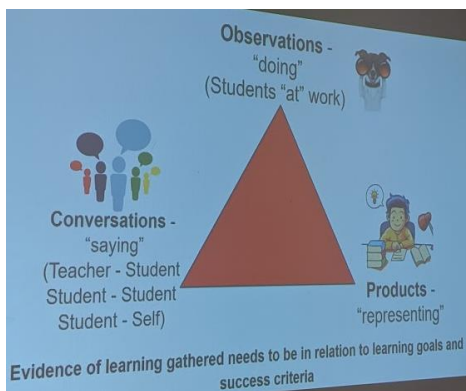
- some things to consider
 - some students have English as their second language
 - early childhood development: some kids come into school reading, so they are ahead b/c they are ready to absorb more of what's being taught
 - not all students do well with standardized testing
 - no opportunity to test in a different way (just a test and they write it – can't ask orally for explanation, for example)
- assessment
 - teachers correct EQAO
 - to keep it reliable, it's taken out of the school b/c there's pressure for school to do well
 - student names are not on the assessment
 - goes downtown to be marked
 - teachers have to apply to be markers from around the various boards
 - given examples of how to mark and then they go off and mark them
 - one teacher marks the same question vs. them marking different questions
 - IIR reports: where we can see how specific students did
 - parents get how child did generally in reading, writing and math (no specific marking)
 - school just gets a breakdown of how kids did in different sections – parents won't be able to access it
 - parent question: child did well throughout year (getting 4s on most test) but then got a 3 in math on her EQAO – not questioning the marking but asking what parents can do to help their kids
 - Principal: there are some assessments with rubrics and examples that parents can review to see what a level 4 looks like
 - visit eqao.com to look at example
 - parent: EQAO should be reflective of how students are doing in school; if they're not in line, then where is the corrective measure that should be taken?
 - Principal: look at examples to see how where parents need to work with child
 - other things to consider
 - in a school, we have more leeway in the support that we can give to students (can provide more explanation, for example; with EQAO, teachers can't explain the question) – so the level of difficulty may be different
 - how to not let a student who has trouble with reading affect their math skills (this could be a factor in EQAO performance)
 - students get 100 minutes to complete (parent: maybe I can teach my child test management – time management in a test)
 - material tested on tests may be fresher/more recent vs. material tested in EQAO (because being tested on a range of content) - so it's possible, if students aren't practicing all of those skills throughout the year, that they may have forgotten (per Ms. Brown: some of the teachers are starting to spot what's called spiral to focus on all of the skills and keep working on them)
- generally
 - last year is when we did a lot of work in math
 - for many years reading was the focus; hope to see some improvement in math; right now we are in an implementation stage (until students get more skilled at it, this is when we are going to see improvements)
 - we generally see a dip in Grade 6 b/c the demand of the assessment is greater (for example there are literal tasks in reading in G3 vs. G6 where there aren't as many)

- parent suggestion: have after school program for kids who need the help – per Principal, we have had this in the past for students who needed the help (level 2 or lower) but he relies on teachers volunteering their time, so it depends on teacher availability
 - Ms. Brown: there is a program where we can look into called Math Consultants (they can come in during the school day) – these are board consultants

PRINCIPAL’S UPDATE: PROFESSIONAL LEARNING FOCUS

- professional learning focus
 - this year our professional learning focus in on assessment
 - specifically, it is focused on supporting teacher to deconstruct curriculum expectations, develop learning goals and success criteria and implement diagnostic assessments so we can closely track students’ progress
 - deconstructing curriculum expectations together
 - diagnostic assessments: this is where they are at the beginning and this is where they are now (can compare this to their progress)
- Grade 1 curriculum expectations:
 - want to take apart the curriculum to help plan lessons (deconstructing)
 - represent; compare; order; read; print; demonstrate, using concrete materials; relate numbers; identify; describe
- intentional alignment:
 - “matching” the source of learning to the evidence
 - not all curriculum expectations can be assessed through products alone

SAMPLE SKILLS FOUND IN CURRICULUM	SOURCES OF EVIDENCE THAT MIGHT BE AN “OPTIMAL MATCH”
justify	product, conversation
communicate	conversation, writing (product)
represent	observation, product
use tools	product
explain	conversation, product



- observations and conversations
 - lot easier to take a paper, mark it and send it home
 - but when we are asking teachers to observe and have conversations, it’s a little trickier to assess and share with parents
 - Google forms is a tool that a teacher may use
 - app called Google Keep
- supporting teachers
 - we want teachers to become more skilled at collecting student data beyond paper and pencil tasks (i.e. conversations, pictures)

- we want to support teachers (who are presently willing) in this practice by purchasing mini-iPads for them to take pictures and collect data using apps such as Google Forms and Google Keep
- this, along with school's request for gym padding, is the schools current funding request (through Cost Sharing)

PRINCIPAL'S UPDATE: TECHNOLOGY AND FUNDING REQUEST

- Principal purchases mini iPads for teachers to take pics; teachers advised not to use their own phones generally (some programs they cannot use their own phones – mandated)
- information/photos captures should be on a board device (vs. teacher's personal phone)
- so iPad will belong to the school and to that class for that year and then redistributed
- **Principal to look into iPad and how they are being used to support students (how many and what cost would be for Cost Sharing)**
- so Principal is going to be requesting iPad minis to support school's work on assessments
- thought Boxwood isn't a Performance Plus school, bc of our enrollment number, we are eligible for the higher ratio for Cost Sharing
- per Ms. Brown: teachers use the technology to take samples of kids work one day (and takes samples from different students on different days, so all students' work is captured at some point)
- **question for Principal from parent: iPad mini vs. iPad Touch – which one is better for the school? Principal to look into whether they are still made (look into what types of iPads are available)**
- teachers are using tech more
- parent: what sort of technology can parents have at home for their kis? computer for older students and iPad for younger students

PRINCIPAL'S UPDATE: FUNDRAISING

- Pizza Pizza
 - we started Term 1 Pizza Pizza this Friday
 - we have some money in the Pizza Pizza rewards bank (don't know how much in the bank – we are going to try to use whatever is in there b/c it's gone as of November 1)
 - we are not going to be leaving anything behind in the rewards bank **(as of this Friday it's going to be 0 – to get update for next meeting)**
 - parents are paying for pizza and we will use those funds for other items we need to purchase
- Paramount
 - forms already went out
 - parents have until this Friday to decide
 - Chair meeting with former Chair Chan on Sunday to understand how to do it it's (very similar to Pizza Pizza)
- Boston Pizza
 - per Chair: December is perfect for BP
 - if Subway (see below) doesn't pan out for January, then we can do BP again
- Subway
 - owner has reached out to us
 - **Chair will reach out to him soon to get costs pricing**
 - per Chair: hopefully by next meeting we can have subway for January
- generally
 - we can do two a month to generate funds
 - parent offer to assist with keying in pizza, etc. lunch orders (offer made to Chair)
- Rouge Fairways donation
 - haven't heard from them

- Chair spoke with former Chair Chan who reached out to them – **she said she will follow up with them and will introduce current Chair to them so he can take over and get follow-up**
- **gym mats: Principal to get an update amount**
 - **action item for next meeting once we have a better idea of how much we have in the bank**
 - **hopefully vote on it in November meeting**

MEETING ADJOURNMENT

- meeting adjourned @ 8:51 PM