

# School Council Meeting

November 17, 6th  
2020

Once the meeting begins  
please mute your sound and



**15:00**

# AGENDA

**6:30 Welcome**

**6:40 Presentations**

- New Math Curriculum
- Navigating Google and D2L Classrooms for Parents

**6:45 Treasurer Report**

**6:50 Principal/VP Report**

- Updates on School Guidelines
- Progress Report Cards
- November PD Day
- November Re-entry point
- High School Transitions
- Spirit wear
- Halloween
- Remembrance Day

**7:15 New Business**

- Speakers and topics for future meetings

**7:30 Adjournment and next meeting – TBD**

**Co-Chairs**

Miss Moore

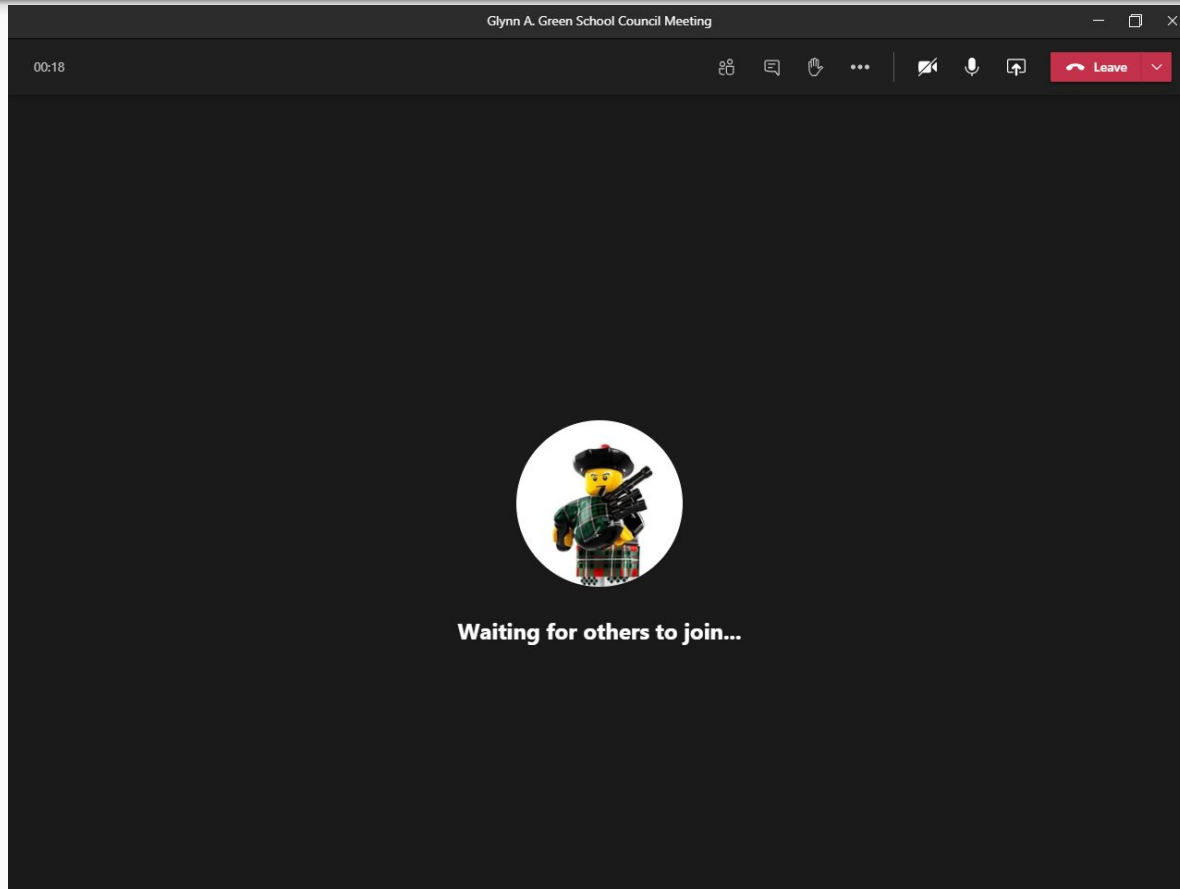
Todd

**Cherie**

**Todd/Ryan**

**Co-Chairs**

# Microsoft Teams Walk Through



# COVID-19

## Safety – Well-Being – Learning



**Welcome**

**Co-Chairs**

# A Parent's Introduction to the Mathematics Curriculum 2020



*(Parent Council Meeting November 17th, 2020)*

# Overview

A: Why a new Math Curriculum?

B: What has changed?

C: “What to expect on the Progress Report”

D: Helpful Links and Resources for Parents

# Why a new Math Curriculum? The Vision

- **Technology has changed** how we access information and how students interact with mathematics
- All students bring to school their **mathematical experiences learned in various contexts**, so classrooms become places of diverse and inclusive learning that **value multiple ways of knowing and doing**
- Want to allow all students to become **flexible and adaptive learners in an ever-changing world**
- The vision of the new mathematics curriculum is to help all students **develop a positive identity** as a mathematics learner and see themselves as mathematically skilled, to **support them as they use mathematics to make sense of the world**, and to **enable them to make critical decisions based on mathematically sound principles.**



# What has changed? “The Old”

## Ontario Mathematics Curriculum, 2005 (Revised)

### 5 Strands

- **Number Sense and Numeration**
- **Geometry and Spatial Sense**
- **Data Management & Probability**
- **Measurement**
- **Patterning & Algebra**

Each strand was graded on the report card.

The Mathematical Processes incorporated into instructional practice and assessment. **Problem Solving, Reasoning and Proving, Reflecting, Selecting Tools and Computational Strategies, Connecting, Representing, Communicating**

**Overall and Specific Expectations** were stated.

## Ontario Mathematics Curriculum, 2020

### 6 Strands

- A: Social Emotional Learning (SEL) Skills & The Mathematical Processes**
- B: Number**
- C: Algebra**
- D: Data**
- E: Spatial Sense**
- F: Financial Literacy**

### The Mathematical Processes

- **Problem Solving**
- **Reasoning & Proving**
- **Reflecting**
- **Connecting**
- **Communicating**
- **Representing**
- **Selecting Tools and Strategies**

**Strand A is measured across Strands B to F.**  
**There are Overall and Specific Expectations for each strand.**

## Social-Emotional Learning Skills

- Identify and manage emotions
- Recognize sources of stress and cope with challenges
- Maintain positive motivation and perseverance
- Build relationships and communicate effectively
- Develop self-awareness and sense of identity
- Think critically and creatively

## Mathematical Processes

- Problem solving
- Reasoning and proving
- Reflecting
- Connecting
- Communicating
- Representing
- Selecting tools and strategies

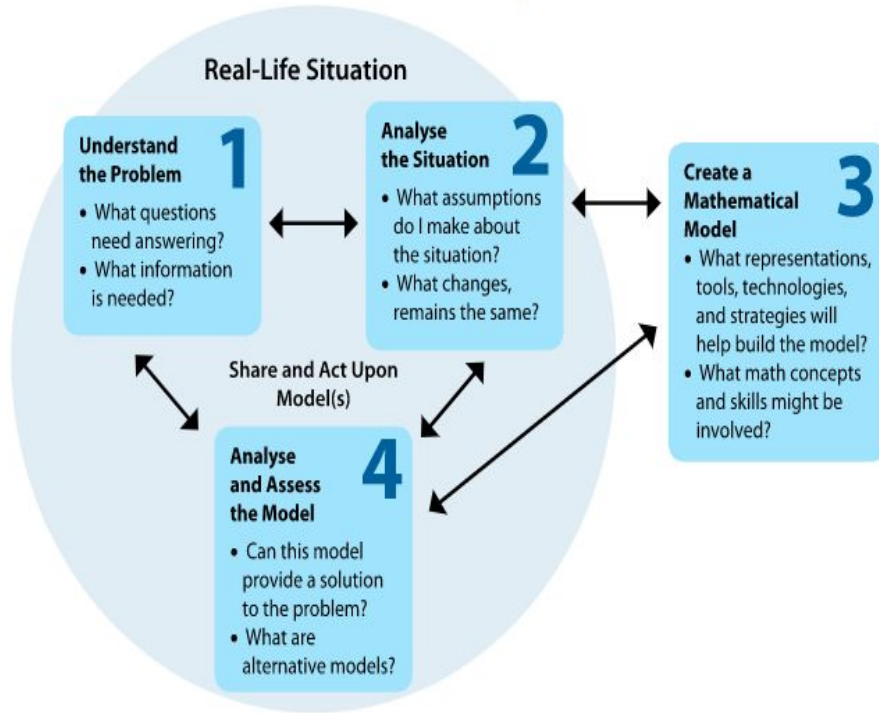
The SEL skills support students in understanding mathematical concepts and in **applying the mathematical processes** that are key to learning and doing mathematics. They help all students – and indeed all learners, including educators and parents – **develop confidence, cope with challenges, and think critically**. This in turn enables them to improve and demonstrate mathematics knowledge, concepts, and skills in a variety of situations. Social-emotional learning skills help every student **develop a positive identity as a capable “math learner”**.

# Strands B to F

Strand B. Number	Strand C. Algebra	Strand D. Data	Strand E. Spatial Sense	Strand F. Financial Literacy
<p><b>B1. Number Sense</b></p> <ul style="list-style-type: none"> <li>• whole numbers</li> <li>• rational and irrational numbers</li> <li>• fractions, decimals, and percents</li> </ul> <p><b>B2. Operations</b></p> <ul style="list-style-type: none"> <li>• properties and relationships</li> <li>• math facts</li> <li>• mental math</li> <li>• addition and subtraction</li> <li>• multiplication and division</li> </ul>	<p><b>C1. Patterns and Relations</b></p> <ul style="list-style-type: none"> <li>• patterns</li> </ul> <p><b>C2. Equations and Inequalities</b></p> <ul style="list-style-type: none"> <li>• variables and expressions</li> <li>• equalities and inequalities</li> </ul> <p><b>C3. Coding</b></p> <ul style="list-style-type: none"> <li>• coding skills</li> </ul> <p><b>C4. Mathematical Modelling</b></p>	<p><b>D1. Data Literacy</b></p> <ul style="list-style-type: none"> <li>• data collection and organization</li> <li>• data visualization</li> <li>• data analysis</li> </ul> <p><b>D2. Probability</b></p>	<p><b>E1. Geometric and Spatial Reasoning</b></p> <ul style="list-style-type: none"> <li>• geometric reasoning</li> <li>• location and movement</li> </ul> <p><b>E2. Measurement</b></p> <ul style="list-style-type: none"> <li>• attributes</li> <li>• length</li> <li>• mass, capacity and volume</li> <li>• area and surface area</li> <li>• angles</li> <li>• time</li> <li>• the metric system</li> </ul>	<p><b>Grades 1 to 3:</b></p> <p><b>F1. Money</b></p> <ul style="list-style-type: none"> <li>• money concepts</li> </ul> <p><b>Grades 4 to 8:</b></p> <p><b>F1. Finances</b></p> <ul style="list-style-type: none"> <li>• money concepts</li> <li>• financial management</li> <li>• consumer and civic awareness</li> </ul>

# Strand C: Algebra “Mathematical Modelling”

## The Process of Mathematical Modelling



## The Mathematical Modelling Process

Mathematical modelling provides **authentic connections to real-life situations**. The process starts with ill-defined, often messy real-life problems that may have **several different solutions that are all correct**. Mathematical modelling requires the **modeller to be critical and creative and make choices, assumptions, and decisions**. Through this process, they create a mathematical model that describes a situation using mathematical concepts and language, and that can be used to solve a problem or make decisions and can be used to **deepen understanding of mathematical concepts**.

# *In the Ontario Mathematics Curriculum 2020, there will be*

- relevant, real-life examples that help connect math to everyday life, such as developing infographics, creating a budget, e-transfers and learning to code. (**REAL LIFE CONNECTIONS**)
- more focus on fundamental math concepts, such as learning multiplication facts of  $0 \times 0$  to  $12 \times 12$ , to enhance problem solving and mental math. (**NUMBER FACTS**)
- use of spatial relationships and shapes to help young children prepare to learn later math. Across all grades, students will understand basic number concepts, patterning and geometric concepts. (**SPATIAL SENSE**)
- concepts about equal sharing to make fractions easier to understand, starting in Grade 1. (**FRACTIONS**)
- use of tools and strategies that are part of the curriculum to help students develop confidence, cope with challenges and think critically. (**MATH CONFIDENCE**)
- starting in Grade 1, coding skills to improve problem solving and develop fluency with technology. (**CODING**)
- there will be mandatory financial literacy learning in Grades 1 to 8, including understanding the value and use of money over time, how to manage financial well-being and the value of budgeting. (**FINANCIAL LITERACY**)

# What to Expect on the Progress Report

**One Grade for all Strands** (Progressing Very Well, **OR** Progressing Well, **OR** Progressing With Difficulty)

**Comment** will incorporate the student's progress with the Mathematics expectations being taught in combination with the student's development of Social Emotional Learning Skills and application of the Mathematical Process Skills.

**Example A:**

*Kim is a keen mathematician who always adopts a growth mindset while problem solving. She looks for and finds math in her world. This is evident when she solves shape patterns that change in more than one way, as well as in number pattern activities. Kim thoroughly enjoys our "Notice and Wonder" conversations, "Number of the Day" activities, and using open number lines to solve addition and subtraction questions during "Strings" activities. She is finding that visuals and math tools are helpful while solving word problems. Her ability to make many connections between the math we are learning and how it applies in our world, adds much to whole class learning.*

**Example B:**

*Kim is an active member of our math community. She shares her thinking regularly during "Notice and Wonder" conversations, and "Number of the Day" activities. Kim enjoys looking for patterns in our world that change in more than one way, as well as extending number patterns. She requires teacher assistance to effectively use an open number line to solve addition and subtraction questions during "Strings" activities. Kim is being encouraged to persevere and take risks when problems challenge her. This will become easier as her math confidence grows. She will continue to work on improving her ability to make connections between the math we are learning and how it applies in our world.*

# Helpful Links and Resources for Parents

**The Ontario Mathematics Curriculum, 2020**

<https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-mathematics>

**Strand A: Connecting Social Emotional Skills & The Mathematical Processes Chart**

[https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-mathematics/grades/g1-math/strands#a1-social-emotional-learning-\(sel\)-skills-and-the-mathematical-processes](https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-mathematics/grades/g1-math/strands#a1-social-emotional-learning-(sel)-skills-and-the-mathematical-processes)

**The Ontario Curriculum, Grades 1–8: Mathematics – Curriculum Context, 2020**

[https://assets-us-01.kc-usercontent.com/fbd574c4-da36-0066-a0c5-849ffb2de96e/dab22a67-d9e8-4c42-a2a7-8c98cf1bbbb1/Math\\_Curriculum%20Context\\_AODA.pdf](https://assets-us-01.kc-usercontent.com/fbd574c4-da36-0066-a0c5-849ffb2de96e/dab22a67-d9e8-4c42-a2a7-8c98cf1bbbb1/Math_Curriculum%20Context_AODA.pdf)

**Parent's Guide to Mathematics**

<https://www.ontario.ca/page/new-math-curriculum-grades-1-8>



# D2L and Google Classroom

Google classroom - Run time 2 mins - <https://www.youtube.com/watch?v=liTdE2bfX-Y>

D2L - Brightspace for Parents <https://www.youtube.com/watch?v=NDmeDT1qg4w>

Notifications <https://www.youtube.com/watch?v=w59XdGuMFWA&feature=youtu.be>

# Treasurer's Report

## School Council Fundraising

\$6030.94

Glynn A. Green Elementary School  
Meridian Credit Union  
Chequing

Detailed Category Summary - All Transactions To Date

Report #2  
05/12/2020 .... 11/13/2020  
Date ... Range  
2020-2021

Summary for: School Council Fundraising  
Cat. #: 9007

Contact Person:  
Balance Forward: \$6,030.94

Date	Transaction	Description	Debit	Credit	Tax Paid	Tax Rebate	Cleared	Balance
							<input type="checkbox"/>	\$6,030.94
Opening Balance: \$6,030.94			0.00	0.00	0.00			\$6,030.94

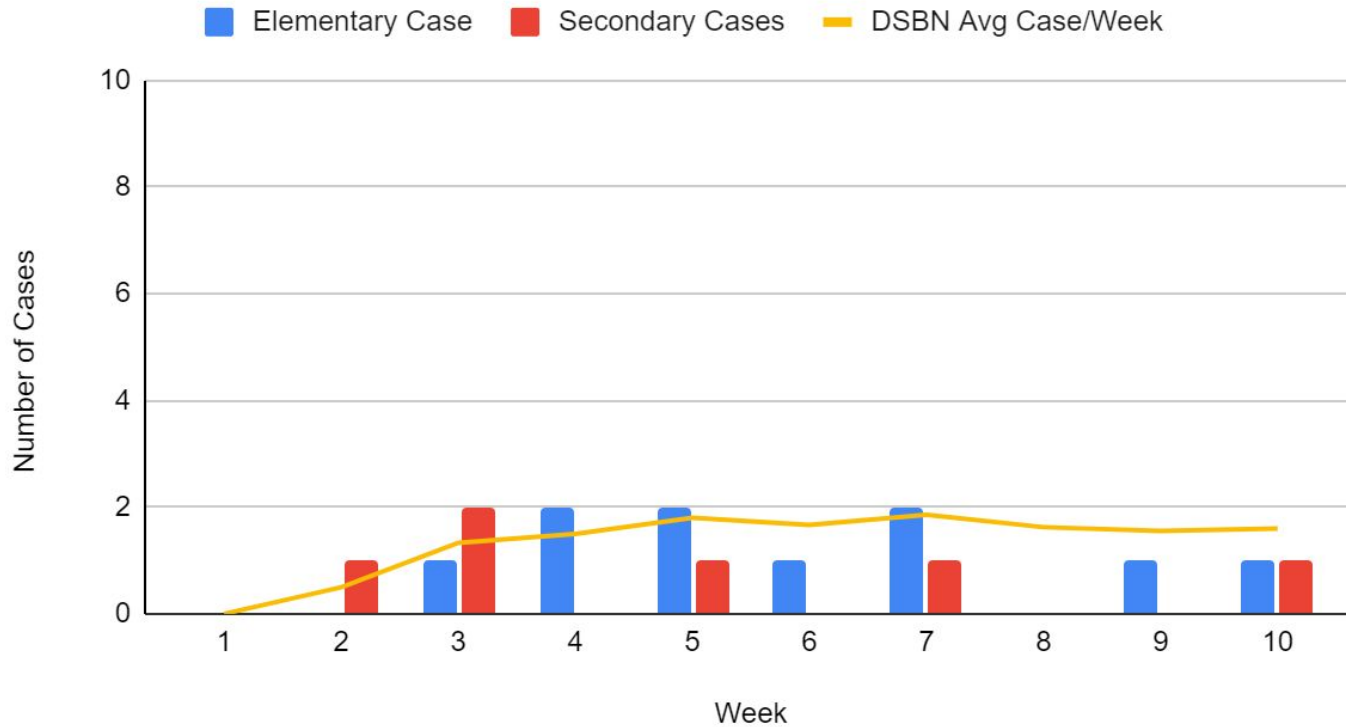
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## Principal/VP Report

Todd/Ryan

- Updates on School Guidelines
- Progress Report Cards
- November PD Day
- November Re-entry point
- High School Transitions
- Spirit wear
- Halloween
- Remembrance Day

## Elementary Cases, Secondary Cases and DSBN Avg Case



## Principal's Report

On November 19th, your child will bring home their Elementary Progress Report. Although it looks much like the Report Card, the Progress Report has a very different intent. The purpose is to share early and specific feedback on your child's development of work habits and the learning skills. Reporting on the Progress Report is about looking forward and setting a course for the learning journey ahead. Based on the evidence that teachers see, as well as what teachers know about learning at this grade level, the report communicates the path your child is on toward achieving the grade level expectations by the end of the year. The Progress Report does not include letter grades or percentage marks for academic subjects; it instead identifies whether your child is progressing very well, well or with difficulty. For subjects in which your child is Progressing with Difficulty, the teacher will discuss specific next step plans needed for success.

## November PD Day

- Equity and Inclusion
- MATH PD - Divisional Meetings
- EA Team - Safety/PBSP updates/ETC
- Individual Planning Time

# November Re-Entry

800 Students returning from On-line across the DSBN  
200 Students moving to On-line across the DSBN

Glynn A Green Public School

Students out of the building  
4 to online  
1 moved

Students into the building.  
6 returned to school  
4 moved in

Total enrollment In-person: 312

# TRANSITION TO HIGH SCHOOL

<b>November 23rd- December 4</b>	Course Selection overview
<b>November 23rd, 3:45pm</b>	Grade 8 Transition: Make the Move to Highschool D2L/IPP training
<b>December 7th, 7pm</b>	<b>Sneak Peek of Crossley!</b> Traditionally referred to as our Grade 8 Open House, this year's venue will showcase a professionally crafted video highlighting all of the great things going on within the walls of Crossley. Live breakout sessions will also be available.
<b>December 14th – January 8th</b>	Careercruising is unlocked! Course selections are due!
<b>January 8th</b>	Alternate and Specialized programming Requests due to elementary school Principals



- Spirit wear - Front Row Sports
- Halloween
- Remembrance Day



# New Business

**Adjournment and next meeting – TBD**

THANK YOU

