Clinton Junior Public School
School Council Minutes

Meeting Date	March 27, 2019	
Start/End Time	18:10 – 20:00	
Minutes Approved		
Attendees – Elected and Appointed Members	TK DC SH NL KM	
Attendees	Sign in Sheet: SJS DM IB ES HH CL AF RS JD SP JD JS SR KM KL	JT MA JL ST SG VK SA JCR JW LK
Attendees – Staff & Administration	PR SA AW CB (3 Clinton Students for Math Presentation)	

Upcoming Events and Meetings	
2018 – 2019 School Council Meetings April 25, 2019 May 22, 2019 June 18, 2019	Come to School Council meetings to: • Improve the education experience of our school's children • Provide input and enhance school system accountability • Learn more about what's going on
2018-2019 School Council Events	April 17, 2019 – STEAM Night May 23, 2019 – Clinton Rocks II Concert June 13, 2019 – Spring BBQ June 19, 2019 – Teacher Appreciation Luncheon

Action Items

1. Parents/Volunteers should submit receipts for Parent Social or other events as soon as possible after event (within 30 days).
2. ~~Council to post online additional information about how parents or community members can donate to Clinton JPS and how those donations are used.~~
3. Council to post online and encourage parents to seek out corporate donation programs for those parents employed by companies which may offer these incentives. More info to follow.
4. Council to post results of 2016-2017 TDSB Census to website.
5. Council to post additional information to website regarding TDSB after-school support programs, such as programs operated by Toronto Foundation for Student Success (TDSB charity for food programs)

6. Admin to investigate translation of vital information in initial school year package into relevant languages for school community.
7. School Council exec to investigate pre-fab or other schoolyard items which may be donated to the Schoolyard revitalization project. Investigate partnership with Palmerston Area Residents Association.
8. Council will investigate requirements of School Crossing Guards at nearby intersections (refer to School Safety Committee)
9. Council will investigate the Value Village – 'by-the-pound' fundraiser opportunity
10. Council will investigate funding options for JUMP math and other math supplement programs.
11. Principal to set up lunch n learn for teachers on JUMP Math.
12. Council to seek out foundation and corporate grants for the schoolyard improvement project.
13. Council to circulate petition to community in support of speed bumps on Manning.
14. Council to launch online auction in support of schoolyard improvement project.

TDSB Math Resources

The TDSB is committed to supporting students as they develop valuable math skills and want to help them become active participants in their learning. A variety of resources and technologies that actively engage students, and assist them with making real-life connections with mathematics are used to deliver Ontario's math curriculum.

http://www.edu.gov.on.ca/eng/curriculum/elementary/math.html

1. Intro and Welcome

Chair TK welcomes all to the meeting and outlines agenda. Tonight will include a discussion on Math.

Introductions of elected School Council members are given.

TK outlines the goals of the current School Council and thanks all for attending.

2. Approve Last Meeting Minutes

Motion to approve minutes of February 26, 2019, with financial statements attached.

Motion: KM
Seconded: SJS

3. Principal's Report

SA welcomes all and delivers a report from the administration.

2019-2020 Resource Allocation

- As reported in February 2019, the annual staffing and resource allocation process for TDSB schools for next year (2019-2020) has begun. A formula is used to assign resources per grade based on historical average of enrolled students – this is an annual TDSB process. School administration and teachers review projections and are able to respond if projections do not match real enrolment figures.
- A new Provincial budgeting process has resulted in a two-phase allocation of staff this year – this is the first year of this process. The first phase covers only teaching staff for general stream classes. Does not include Vice-principal allocation, ESL teaching allocations, and support staff. Clinton JPS has access to an itinerant ESL teacher that visits school. On April 23 Phase 2 resources will be announced.

- Learning Opportunities Index (LOI) resources have also not been assigned. LOI is explained (see https://www.tdsb.on.ca/About-Us/Research-old-site/Learning-Opportunities-Index). Clinton JPS ranks approximately 315 (out of ~450) on the LOI, with a low number indicating a higher need. Historically Clinton JPS has not been assigned LOI resources.
- Teacher allocation for 2019-2010 is 24 full time teachers. In 2018-2019, 25.5 teachers were assigned. Other TDSB elementary administrations have noted similarly lowered allocations for next year – the full allocation on April 23 will provide better clarity. Kindergarten received a full allocation of 3 teachers and 3 ECEs for 2019-2020.
- SA notes it is unfortunate that one DD resource and class have been removed from Clinton JPS f2019-2020 but that is mostly due to less students. Spec Ed programs represent approximately one half of the student population at Clinton.
- Final update on staffing for next school year will be given at April 2019 School Council Meeting.

4. Chair's Report

TK delivers a brief report from School Council executive.

School Safety Initiatives

- School Safety Committee has been making efforts to improve pedestrian safety. Speed signs are now up on Ulster, Manning and Clinton indicating a school zone. Speed Display sign on Manning Ave.
- Currently circulating petition for houses on Manning Ave to have speed humps installed. 45 of 181 homes are needed to have petition tabled at Community Council. Currently at 18 homes.

CLINTON Rocks! Fundraising Concert for Music Program

- This year will feature the band Orangeman, which includes a local musician and parent CB.
- Date has been set as Thursday, May 23, 2019. Ticket sales will be announced in about a week.

Volunteering

Volunteer positions are open and required for the following future events:

- Clinton Rocks! Potluck Coordinator – coordinate and organize potluck that precedes the concert (salads, mains, desserts, etc.)
- Pizza Day Coordinator – beginning of school year organizes mass pizza order; organizes twice monthly pizza orders (hard copy and online) and coordinates day-of volunteers.
    - This year School Council trialed 2X/month pizza days – this is by far our largest fundraiser. However, there is currently no volunteer for the 2019-2020 school year, and pizza days will not be held without a volunteer coordinator.

Question from Floor: what is involved in the pizza-day volunteer position?

- 5-8 volunteers are required to manage distribution on each pizza day, from approximately 10:30am-12:30pm.
- 2-3 hours of order coordination is required each pizza day to process orders, and order pizza. A larger amount of time is required in September to coordinate the first mass pizza order and yearly schedule.

Next School Council email will include further information on the currently proposed Provincial education changes.

5. Treasurer's Report

DC delivers a brief update from the Treasurer.

- Only change this month was income from the raffle. Raffle raised $2600. Online auction for the remaining items from the cancelled Parent Social event will be held in the upcoming weeks. All funds go towards the Schoolyard Revitalization Project. Raffle funds put us up to approximately $15,000 of the $20,000 committed by Council.
- TK promotes community and corporate grants for further funds and promotes these for any parents who may have access via work or other connections. Council will continue to apply for grants to support the schoolyard project.
- Background on the Schoolyard Improvement Project is available here: https://clintonschoolcouncil.ca/schoolyard-improvement-project

6. Discussion on Mathematics and Math Supplement Programs

TK introduces participants for tonight's discussion. Parent inquiries regarding after school programs to support mathematics initiated the discussion. Tonight's presentations will outline supplemental math programming available at Clinton, like Knowledge Hook and Mathletics, as well as JUMP Math, an independent program.

Knowledge Hook – Supplemental Math program at Clinton JPS

SA introduces participants. Tools presented today are just one example of tools used at Clinton to deliver the mathematics curriculum. STEAM challenges given as an example of hands-on application of math.

Teacher AW and 3 Clinton students present the Knowledge Hook Program.

- TDSB has purchased the Knowledge Hook program for all employees and students, beginning in 2018-2019. Staff and students are just learning the program. Knowledge Hook operates as an online portal similar to Razz Kids / KidsA-Z reading programs.
- Teachers have independent logins for their classrooms. Students have individual accounts. Teachers can assign lessons or 'missions' online. Students have access to the computer cart approximately once per week and during that class will use Knowledge Hook program. Use at home is optional for teacher AW's class.
- Teacher reports benefits of being able to assign pre-, during, and post-lessons using this tool – these are assigned as 'missions'. Due dates are assigned online and teacher can track individual progress. Knowledge Hook also has a 'game show' mode to allow entire class to participate in friendly competition or in a collaborative competition.
- Students presented the benefits of the program from their perspective. Avatars, badges, and benchmarks all provide incentive for some student to use regularly. Students who complete the entire set of missions/exercises are said to have completed a 'math-alon' – students who complete this get a pennant and/or an actual medal mailed to them (depends on level reached).
- Content of Knowledge Hook exercises is linked directly to the curriculum. Parents can view what lessons were applied to the exercise, provide encouragement etc.
- Knowledge Hook program will adjust exercise/questions to focus on students' required areas of learning – Ex. If a student is challenged by a particular type of question, future questions may be of the same type but presented in a different way, or with different numbers. Students are presented with hints for more difficult questions or questions they are struggling with.
- Knowledge Hook has a video/multi-media component to support lessons; these functions are demonstrated by the students.

Question from Floor: Does math need to be done in your head or as a paper exercise?

A: Students are given all options. Knowledge Hook includes a built-in calculator and many of the exercises may have 'digital manipulatives' (similar to video game elements – digital components that can be moved or quantified etc. Example would be digital coins that could be counted).

Question from Floor: can exercises be printed from the site?
A: Yes, option for both teachers and students to print. Teachers can print lists of questions.

Question from Floor: Is Knowledge Hook used for homework assignments? Is use of Knowledge Hook mandatory?
A: Generally the online work is assigned to be done at school only during time when students have access to computers/ipads. However, if student has internet access they can sign in at school. Helpful for some students who may have forgotten to bring home work, for instance. Sheets can be printed off if assigned for homework as well. Currently grades 3-6 are using Knowledge Hook (Junior classes)

Question from Floor: can kids work at their own pace through the exercises/missions?
A: Yes, students work at their own pace and are not obligated to finish all missions (student presenting have completed much of the available exercises). Teachers are able to view progress or lack of interest from a student to help inform their workplan.
Students add: Once you are done with all assigned work, or if you have completed all missions in the program, there are a variety of 'skills' games that you can choose from another menu. Student values the competition/quest aspect to make math engaging, and also likes that questions come in triplets, which makes the content easier to digest (through practice).

Question from Floor: are questions repeated exactly or do they vary if first answer incorrect?
A: Wrong answer will result in the same question, but with one of the multiple-choice options removed, as a hint or prompt. Similar questions follow, but not with the exact same numbers/answer. To achieve the 'mastery' level, all questions in that lessons must be answered correctly the first time (Extra challenge for interested students).

Question from Floor: do students who struggle with math still have an opportunity for badges/rewards?
A: Yes, these are awarded at all levels to provide all with incentives.

Question from Floor – for students: do you find yourselves using the program at home to do additional work, or only doing the amount assigned by the teacher?
A: Students present express strong interest in the program, all have gone beyond just the assigned work. Enjoy the skills games, etc. (note – students presenting are from a grade 4 gifted class)

Question from Floor: As a teacher, can you see if a student is being over-challenged/not challenged sufficiently?
A: Yes, you can see in both real-time (during class) or by reviewing reports online what is being done by each student, and identify subsets of the type of questions they find most challenging/need support in.

Question from Floor: Can a student work "up a grade" – i.e. can they use the program for a year above their current grade?
A: Knowledge Hook offers extensions brain riddles, etc., but not necessarily questions based on the next years' curriculum.

Question from floor – for students: Is there a 'play' option – i.e. where you are not just doing assigned work?
A: Yes, you can play extra missions, and once you achieve a badge new options open up.

Question from Floor: Is there a cost to families?
A: No, no additional expense for families.

Question from Floor: is this a pilot program or approved program?
A: TDSB has contracted with this company to provide the software across the board. Staff understanding is the program is permanent/long-term, they have not been told there is a time limit on its use. Helpful as teachers don't feel pressure to use more than they are comfortable with. Does not provide a financial pressure 'to use'.

Chair TK adds that last year the School Council sponsored Mathletics as a pilot program for two classes. Teachers provided good feedback, and those students who did use the program enjoyed it. Cost for that pilot was approximately $1200 (for 2 classes), as that program costs $25/student (lowers with more students on program). Benefit of Knowledge Hook is that it is available to all students at no extra cost. DD students really benefitted from Mathletics and those parents expressed disappointment that the pilot program is over. They would have liked to see it renewed.

JUMP Math – Mathematics / Numeracy Instruction Program and Registered Charity – Dr. John Mighton

JUMP Math

Visit the website to learn more and see the educational resources:
https://jumpmath.org/

See Dr. John Mighton speak about JUMP Math:
https://youtu.be/Qbxnk5SKaTA

Appendix A: Dr. John Mighton's presentation.

JUMP Math is a numeracy program and registered charity. JUMP Math is dedicated to enhancing the potential in children by encouraging an understanding and a love of math in students and educators. The JUMP Math program offers educators, tutors, and parents materials and training to help reach all students. JUMP Math draws on cognitive science research to build upon the best aspects of math programs from around the world to provide a unique combination of depth, careful scaffolding, continuous assessment and a variety of innovative instructional approaches.

- JM presents his history with mathematics. Originally majored in mathematics, only to change subjects and rediscover interest in mathematics as a tutor. Gives example of a grade 6 remedial student who was told as a youngster he could not learn math effectively and is now a math professor. JUMP Math is JMs solution to solving the problem of equity and closing the achievement gap in math.
- JUMP Math operates as a charity. JM indicates charity experienced difficulties in growth due to opposition to the program by some bureaucrats, which is fading. Goal of JUMP Math is to expose teachers to cognitive science about how students learn math. Program is not intended to be a rote-learning program or workbook program. JM emphasizes the most important components are the teachers guides, which are free online and can be accessed by parents.
- Board of professional researches review the materials supporting the JUMP Math program and suggest revisions or updates. Program has been the subject of many randomly controlled studies on effectiveness.
- JM believes success with mathematics is key to social and emotional well-being of students as well; if students can learn math they will feel excited about school.
- JM presents a variety of research on how to best teach math – break into manageable steps (scaffolding), remove extraneous info and focus on basic knowledge to begin
- JM presents a variety of demonstration math lessons – examples given include the 6 (six) times table using patterns – replacing the initial column of multiplier with the final digit in the answer. Playing with patterns and these types of discoveries can help kids learn. Another example given compares flat colour bar charts to those constructed of icons; removing the icon yields better results in students as it

removes extraneous information. Later in presentation, JM presents long division as taught to younger students using tangible examples such as dividing money amongst peers.

- Method of instruction is called 'structured inquiry'. JM has recently met with the TDSB Chair who expressed interest in piloting program in schools. Some TDSB teachers are already using the worksheets and lessons plans voluntarily in their classrooms.
- JM presents an example of implementation of JUMP Math at the Mabin School. Average mark on math tests went from 54th percentile to the 98th in one year. Further examples of successful implementation are mentioned in Lamsbeth, England.
- JMs goal with JUMP Math is to develop a classroom environment where everyone enjoys or struggles with math together in a collective effort. Collective effort/activity raises everyone's knowledge levels together. Hierarchies of intelligence may develop very early in school, where students are identified as being strong/weak in a subject and grouped together. Mathematics uses the same spatial sense as kindergarten children discovering, so all ages and abilities can learn when engaged effectively.
- Deliberate practice is required to become an expert in any subject. Some methods of practice are more effective than others, and JUMP math seeks to use the most effective methods. JM provides example of learning chess, where mini-games dedicated to specific scenarios create the most effective players (versus playing match after match).
- JUMP Math instruction and exercises build step-to-step (scaffolding) and word problems are the final component of each lessons plan. Challenge questions are also available for each lesson, which students can tackle once they've completed the smaller unit questions.
- JUMP Math has modules that align to Canadian or American curriculum. Cost is $13/child typically for materials. Does not include components for educators/parents.
- JM ends presentation with lesson that 'children are more alike than they are different in terms of how they think and learn'. Guidance, practice, scaffolding and positive attitude are all needed to help students master mathematics.

Question from Floor: Parent has JUMP workbook and has noticed repetition of questions, with small variations in the delivery of each question – is this deliberate?
A: JM – yes, JUMP math material can be used flexibly but the small variations are critical for students. They are designed to reflect a step-by-step process to discovering solutions to each type of question.

Question from floor: Success of the program seems to be dependent on teacher's delivery of material – does the teacher's guide give examples of questions to ask, assessments, etc?
A: JM – Yes, not meant to be prescriptive but flexible. JUMP also offers professional development or coaching and can give demo lessons. Finds that most teachers can pick it up on their own if dedicated to material.

Question from Floor: what are the reasonable objections to using JUMP Math?
A: JM – feels that many math/instruction programs fail if they are foisted upon teachers. Teachers should be allowed to volunteer to use the resource and are more likely to engage with it in that way. JM indicates that JUMP Math differs from existing pedagogy that does not include scaffolding but proceeds more quickly to word problems, etc. More math instruction time during the day can be the strongest predictor of academic success in mathematics.

Question from Floor: Could JUMP math be applied in an after-school type program?
A: JM – preference is that program is introduced in classroom setting. More efficient and powerful to have entire group engaged, but yes some schools have brought the program in as an after-school offering.

Question from Floor: Are any of the teachers guides available for split-grade classes?
A: JM – material is based per school year, but JUMP math can offer assistance to teachers in split classes on how to deliver lessons.

Question from Floor: If TDSB approved this program, what is JUMP Math seeking / how would implementation work? Does TDSB get to decide on program, or the Provincial Ministry?
A: JM – JUMP Math is already operating in many TDSB and TCDSB schools, however it is not currently on the TDSB approved programs list, but some teachers may use in individual classrooms throughout the Board. Some Schools are using as their entire mathematics instruction program. JM and JUMP Math are seeking pilot or model schools to demonstrate the program and gather good data on its effectiveness.

Question from Floor: What is required to be a model school for JUMP Math?
A: JM – would work best if the principal champions the program and teachers volunteer to implement the JUMP program in their own classes. JUMP would provide source materials as well as coaching and teaching support.

Question from Floor: Is JUMP Math endorsed by the TDSB?
A: JM / SA – program is not endorsed by the TDSB nor is it prohibited. Teachers are free to use JUMP math if they feel it is the best program for their class. However, costs of program would not be covered by the TDSB. Rose Avenue public school is a TDSB Model school (where programs are piloted) that is currently trialling the JUMP program.

Question from Floor: Is the cost of the JUMP program typically borne by parents?
A: Unclear on how that would work at Clinton JPS. JUMP Math is not TDSB endorsed, so consumables (worksheets, lesson plans) would not be paid for by TDSB. School Council will investigate how / if they are able to fund this program and report at a future meeting. SA will discuss program with staff and invite JM to present at a future lunch meeting if staff are interested.

MEETING ADJOURNED AT 20:00. Next meeting is April 30, 2019 in the Library. TDSB Trustee Moise will attend the April meeting.