

Cumberland Community School Parents Association
October 18, 2018
6:00 pm

Present:
Dana Starritt
Pat Anglos
Cheryl McDougall
Tracy Bono
Dionne Brown
Thea Cockerton
Sarah Jane Howe
Cheryl Hilton
Sheena Tobacca
Brianna Lawrance
Vickey Brown
Erika Petrie
Mike Tunnal
Aimee Tunnal
Jen Coulombe
Erin McNamara
Kelsea Lochhead

Apologies
Terra Brown
Warren Colegrave – V.P.
Tracey Croonen - Principal

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- 1 **Call to Order:** Meeting called to order at 6:26 pm
Delayed to do AGM prior to meeting.
 - 2 **Adoption of Agenda:** **M** Cheryl Hilton **S** Sheena Tobacca
 - 3 **Minute from September meeting:** **M** Sarah Jane Howe **S** Cheryl Hilton
 - 4 **Principal Report:** Dana Starritt presented and report attached in lieu of principal and vice-principal at prior meeting. PAC requested to further discuss dress code with them at next meeting. Initial parent response was how is the message being delivered and is it gender neutral and no body shaming.
 - 5 **Trustee Report:** Vickey thanked the PAC for a great 4 years and she encouraged Royston and Cumberland PAC to work together. Look at having a joint meeting, social gathering to build relationship as eventually their children join our school. She announced officially that our very own Sarah Jane Howe will be taking over as the trustee.
 - 6 **DPAC Report:** Nil Report
 - 7 **Other Reports**
 - a. Chair – Dana Starritt- Nil report

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- i. Financial – Pat Anglos – financials attached **M** Sarah Jane Howe **S** Cheryl McDougall
- b. Lunch – PAC lunch every Friday and volunteers welcome. Thank you to Cheryl Hilton support. Erika Petrie to volunteer going forward. Recommend to come to the lunch room for 10:30 on hot Dog days and Pizza days 11:15.
- c. Fundraising –
 - i. Rocky Mountain or Purdy's – Rocky Mountain wins. Tracy Bono and Pat Anglos to support for upcoming holiday.
 - ii. Butchers Block – next in fall Dana Starritt with support from SJ Howe.
 - iii. Steeped Tea – Sheena Tobacca to organize in Spring
 - iv. Aimee Tunnal to set up calendar for PAC fundraisers to share with all parents/guardians of the school along with a letter with financial donation request to send out.
 - v. Cancuks Ticket Raffle again this year. Motion to pull gaming license. Approved **M** Sarah Jane Howe **S** Cheryl Hilton
 - vi. Fundraising Goal – ties in with iv.
 - vii. Stripes Gear & KidLED were tabled for another meeting.

8 **New Business**

- a. Teacher Ann Kraft joined us to discuss her Masters Program; Knowledge Holders.
 - Connecting kids with experts in our community
 - Bringing members of the community to share their knowledge to the students
 - 6/7 class focusing on one subject whole year and then to present.
 - Survey to be sent out to collect data to find opportunities to bring your knowledge to our students.
 - Please visit her Facebook page CRAFTY ANN and share!
- b. Cycling awareness: Meaghan Curson was unable to attend meeting.

9 **Adjourned : 7:50 pm**

Next Meeting: November 15, 2018 @ 6:00pm

Cumberland Community School Parents Association (CCSPA)

PO Box 430

Cumberland, BC V0R 1S0

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✓ ninee

→ NO principals

Cumberland Community School Parents Association
October Meeting
Thursday October 18, 2018

AGENDA

1. Call to Order
2. Adopt Agenda – additions
3. Adopt Minutes from September meeting (5 minutes)
4. Principal’s Report – Tracey Croonen (20 minutes)
5. Trustee – Vickey Brown, with passing the torch to Sarah Jane Howe/Kat Hawksby (10 minutes)
6. DPAC – new rep? (10 minutes)
7. Other Reports

- ~~a~~ Chair - Dana Starritt *NIL*
- ~~b~~ Financial – Pat Anglos (5 minutes) *Vickey write letter. SD 71 Garlap can*
- ~~c~~ Lunch – Sheena Tobacca (5 minutes)
- d. Fundraising

- i. Purdy’s? or Rocky Mtn? Volunteer to take this on?
- ii. Gina Taylor - canuck tickets to give away
- iii. Stripes Gear - see info form - *table*
- iv. discussion of development of fundraising committee/volunteer coordinator
- v. set a fundraising goal - project? set annual calendar of fundraisers
- vi. KidLED (Dana) - *table*

*Ready to go
Guage Drive
Dana look over
& send out.*

8. New Business (15 minutes)

- ~~a~~ Teacher presentation for funding (Ann Marie Kraft)
- b. Cycling awareness/education/training for K to Gr.3 - Meaghan - *NIL*

9. Adjourn

Next Meeting: November 15 2018 @ 6pm

Cumberland Community School Parents Association
Annual General Meeting
Thursday October 18, 2018

AGENDA

1. Call to Order 6:07pm.
2. Adopt Agenda – additions *Rest Angelo
Sheena Feb.*
3. Minutes from 2017-2018 AGM *Rest
Sheena* → *Cheryl
Mike*
4. Elections
5. Financial Report on 2017-2018 school year *Mike
Bname.*
6. Set date for Budget Meeting for 2018-2019 school year *FRIDAY NOV 2nd @ 9.00am.*
7. Administration Report – School Learning Plan, Communicating Student Learning
8. Adjourn 6:25pm.



Cumberland Community School

Principals Report to PAC For October 2018

Presentations:

1. Earth Rangers: September
Canadian environmental education and conservation program
Live animal demonstrations
Grade K-5
2. Phyllis Webstad: October
Phyllis will share her story: The original Orange Shirt – whole school presentation
30min workshop for Grade 8
30 minute workshop for Grade 9
3. White Hatter: October
Educational program on internet safety, digital literacy, savvy and resilient while participating in the online world
Grade 6 -9
There is no Parent night booked in the District at this time
** requesting to use PAC funds to pay for this \$837.38 ***

Clothing Orders: Hoodies and T shirts in house colours with House logos
148 items sold
We will have another wear your house colour day when they arrive

Terry Fox Run: Another successful run that all classes participated in
We run two courses – one on school property and one off
Donation of \$365

Cops For Cancer: Great visit with the team – in the bus loop
Donation of \$365

Student Learning Plan – School Goals:

1. Social/Emotional Learning
 2. Growth Mind Set in Math
- Survey for students: share what the survey looks like
Survey for parents: We had lots of feedback to the email sent out. Student and family names removed when compiling the results.

Dress Code;

- We have been revisiting our dress code and getting input from our Grade 8 and 9 students
- Looked at dress codes for other schools including Lake Trail and Vanier – to be fair to our Grade 7 -9 students
- We want to make it simple and clear language
- New dress code will be sent out and posted by the end of October
- Looking like the following ideas included in the dress code
 1. Students and Staff are expected to dress appropriately (our current does not include staff)
 2. Clothing that promotes or advertises violence, alcohol or drugs in any way is not permitted
 3. Undergarments must not be exposed with the acceptance of bra straps on the shoulders
 4. Tops must cover the majority of the upper body including the back, stomach and chest (looking at crop tops/knotted shirts having to touch the waist of pants when standing with arms down)

*** Feedback from PAC appreciated on this item***

K/1 Math Growth Mindset Survey

Student's name: _____

Date: _____

1. I believe I can count.



Show me how you can count: (Offer manipulatives. Teacher comments in this space)

2. I believe I can make a pattern.



Show me how you can make a pattern: (Offer manipulatives. Teacher comments in this space)

3. I believe I can sort things into groups.



Show me how you can make a pattern: (Offer manipulatives. Teacher comments in this space)

Primary Math Survey

Name: _____

Please use the colours Red, Yellow and Green to answer the following questions

Red – I disagree / I don't feel good

Yellow – I sort of agree / I feel ok

Green – I agree / I feel good

1. How do you feel about math?	<input type="radio"/>
2. How does your family / important adult feel about math?	<input type="radio"/>
3. When do you see math in your world?	
<input type="radio"/> School	<input type="radio"/>
<input type="radio"/> Home	<input type="radio"/>
<input type="radio"/> Playtime	<input type="radio"/>
<input type="radio"/> Family time	<input type="radio"/>
<input type="radio"/> Outside	<input type="radio"/>
4. Do you think you can get better at something with practice?	<input type="radio"/>
5. Is math something you can get better at?	<input type="radio"/>

Complete the following with words and pictures

Show us your favourite part of math?

What do you do when a math question is hard? What strategies do you have?

Growth Mindset in Math

Name: _____

Grade: _____

1) Only a few people will truly be good at Math- You must be born with it. (circle)

Strongly agree Agree Disagree Strongly disagree

2) Trying new things is stressful for me and I avoid it. (circle)

Strongly agree Agree Disagree Strongly disagree

3) A bad mark on a test is just proof that I'm not good at math. (circle)

Strongly agree Agree Disagree Strongly disagree

4) With time and support I can understand new math concepts. (circle)

Strongly agree Agree Disagree Strongly disagree

5) I have strengths in the following areas of math (circle those that apply):

- | | | |
|--------------------------------------|-----------------------|--------------------------------------|
| Finding patterns | Multiplication tables | Algebra |
| Calculations | Factions | Building things (lego and mindcraft) |
| Budgeting for real life situations | Finding the odds | Estimating |
| Playing games like betting and poker | Word Problems | Integers |
| Measurement | Mad Minutes | Graphing |
| Geometry | Long Division | Measuring recipes |

6) I associate these feelings with Math (circle all that apply):

confident interested frustrated embarrassed fearful

bored

useless

determined

great

incapable

annoyed

confident

hesitant

excited

comfortable

7) How have you changed over time?

How are you feeling about Math?

My intelligence is something that I can't change very much

✘ ←————→ ✓

I can become smarter at math

✘ ←————→ ✓

Some people are just naturally better at math than others

✘ ←————→ ✓

Challenging myself in math won't make me any smarter

✘ ←————→ ✓

I can get better at math through practice

✘ ←————→ ✓

There are some things in math that I am not capable of learning

✘ ←————→ ✓

With time and support I can understand new math concepts

✘ ←————→ ✓

If I am not naturally smart in math, I will never do well in it

✘ ←————→ ✓

Asking for help when I am stuck will improve my math ability to solve the next challenge

✘ ←————→ ✓

When I run into a problem in math, I give up and move on to the next question

✘ ←————→ ✓

A bad mark on a test is just proof that I'm not good at math

✘ ←————→ ✓

If I get a problem wrong, I go back and figure out where I made my mistake

✘ ←————→ ✓

Parent Question

Do you feel confident helping your child(ren) with math? Why? Why not?

- Yes, math is fun
- Yes, we like to learn how to count together – one of our favourite games is “my bridge” a counting game
- Up until Grade 3
- Confident – would love more ideas to be creative and keep it fun
- At Kindergarten level – I feel confident helping because if I don't know an answer I can easily research it and find out
- I feel confident – I too can research and do my homework to help if I need
- Yes, I can help Math at this age if fun
- Yes, we have a math educator in the family and she (child) is very keen on learning
- Yes, both parents feel confident doing math because we have taken multiple courses including statistics, algebra, physics and calculus. Yes, I feel confident to help my child with math for the most part. If I don't understand the question I will try to find some help on the internet. Sometimes though I wish I was a math teacher so helping would be so much easier!
- Yes, I feel confident, I have a strong math background and use math and algebra everyday. As we both work full-time and I also am going to school, I do find it hard to fit it in sometimes.
- Yes. because I enjoy math.
- Yes, my wife and I are and have been confident in teaching and helping our sons with Math. It is the one subject that is used in everyday of life.
- No, it is taught differently then how I learned
- Yes, with great support from teachers, allowing for extra work as needed
- Lower grades – yes Middle/High School – no
- Yes, Math is strong in our house
- Yes, personal familiarity of math helps to teach the kids- Yes, because I am Economist and have a bit knowledge in math especially advance and we have books for reference when internet is not available.
- Yes, because I was good at math back in school and still seem to understand the concepts.
- Yes, we feel confident about helping our child with math at home as both of us have science degrees (Physics and Biology).
- Yes, I do feel confident helping my son with his math. I also work at a credit union so I am consumed by numbers daily
- I feel confident to help my children with math. I may look up a reminder for some of the work not in day to day life but usually can do the work after that.
- Yes, comes from a math intense family
- The math method is different how we learned it that makes it sometimes more difficult.
- We don't mind helping out, but also think on elementary level there should be no math homework
- So far yet. Pretty comfortable but definitely a little rusty - lol

- At this point yes, I can easily help my kids with math.
- Our son is Grade 1 - Yes, we feel confident
- Yes, I feel confident helping my child with math. I took maths and sciences in school up to a grade 12 level. and continue using math every day.
- At grade 3 and 5 level as my children are I feel confident in assisting in helping with their math at this time
- I absolutely do with all three of ours and we have Our oldest daughter going to Math Tutoring 3 times a week at this time. In addition to this we work on Math homework together quite often and it is an absolute priority in our household. We identified it as a tough subject for our daughter a couple years back and she has been working super hard at it and making a lot of progress. Our house hold is fully aligned with helping out at home in terms of not only Math but all subjects any time the kids need. We have also made use of the Thursday homework session at school and when mtn bike club is not running it is mandatory for our two oldest to go and put that time to use. Setting good study habits is the goal of this.
- No. The changes in how you present it, and how they are supposed to show their answers are so confusing we have not tried for ages to help with any of the math homework. (Which is horrific as I have had years of accounting experience.)
- Yes, I do basic math in my job and like it. And my hubby is a builder so we are both comfortable with the basics. Grade 11 or 12 may be a different story!
- Yes. This will change as my son gets older (K this year). I understand math, but I'm not familiar with new teaching methods for multiplication, division etc.
- Yes, we have no problem helping our kids with math
- I am fine to help with math, I did take some physics Etc. at NIC
- Not 100%, because methods have changed so much and I've discovered in the past trying to show them a method we were taught to solve a problem just causes more confusion. Plus, I have forgot a lot over the years.
- I enjoy helping my grade 4 with math now. It was a weak point but he loves that I watch him ring up points in mathletics. It's more time together.
- Yes, I feel confident helping in math at homes at least up until pre-calculus...after that...I forget!
- Yes, I am confident talking about math at home. And being able to help out my kids
- Yes, at the level he is at now
- Yes, I feel confident helping with math.
- Yes, I can do the math and we use our homework tools to help work out the problem with the use of counting aids
- I am confident in my math skills (i took calculus for no reason in high school). However, I am not up to speed in the new approaches to teaching them.
- My son is in grade 1 so at this point I am comfortable helping him with math. Even though I did well in math in high school and college I do worry I won't remember enough to be able to help him when he's in older grades. So, I'm preparing myself to have to brush up on things as he gets older so I can help him.
- Yes, we do feel confident at helping our two children with math- perhaps it will be more challenging as they reach the intermediate levels.
- Yes, I do feel confident to help my children with mathematics. As an electrical engineer, I have an intermediate understanding of a number of branches of mathematics; nothing

advanced, but a solid foundation. More importantly, I thoroughly enjoy sharing that with my children.

- No, I don't feel confident in helping my child as I had always struggled in math.
- A lot of anxiety also comes with math and frustrating not understanding it. If steps are missed at any grade it's hard to progress
- Yes, somewhat possibly with calculator.
- Yes. I love math
- Yes, I feel comfortable teaching my kid math.
- We have a hard time helping our daughter with her math homework because we were not sure how to do it. She usually seems to be able to do it and if she struggles too much I get her to call her dad as he is good at math.
- I can't help with a lot but I still like to try and learn something with my children.
- Yes, I feel confident talking to them about math to a certain point. What I fear I'll have troubles with I am certain we will be able to figure out when we cross that bridge! Things such as algebra are most intimidating.
- Yes, I feel confident talking about math with my kids I explain tell them to figure out their own unique way to figure it out I explain things so they understand it there is no right answer to figuring it out
- I don't feel confident to help with math. My math skills are horrible and I have all the formulas I need for work in my head. I have 3 kids that are weak in math. I think it's genetic.
- Yes - up to a certain grade. Helps to have instructions/reminders on methods coming home. I liked math in school.
- I would say that I'm mostly prepared to help our son, my husband is for sure. It would be beneficial if he brought notes home to support his work, which he doesn't. We have talked to him about this so hopefully, that will change.
- No. I don't know how to speak the math language to her brain. It took us until gr5 before she could perform simple subtraction in attempt to complete long division.
- I am getting more comfortable now that they have been at a tutor that has insured they have the proper foundational blocks in place for them to even get what I am saying. I feel like this was missed in the earlier grades. I'm ok reiterating what they already know, but if I am trying to introduce foreign concepts they don't understand or haven't heard of, then I can't help, I get frustrated and it is just stressful on everyone.
- Mom's answer: Yes. I find it fun...not the more advanced grade 11 and 12 stuff! Even some easy math I've forgotten so I just refresh my memory online.
Dad's answer: No, I don't feel confident but feel Math is important. I can't remember a lot of the math concepts. Fortunately, the internet is a big help and my wife is more math savvy.
- I do not feel confident to assist my child in math. Math has always been a struggle for me, my worst and least liked subject when I was in school. I still struggle with it.
- Yes, we feel confident to help our child with math. With guidance from the school we will learn together. We may not know all the strategies; however, we are open and encourage continuous learning in our home.
- Yes, for sure, my son is in Kindergarten, so the math is easy:).
- In most regards, yes, even though there are some types of math - algebra and quadratic equations, for example - in which I'll likely need to do a little refreshing myself beforehand. Sometimes, however, kids are more enthusiastic learning from people who

are not their caregivers, in which case I'd consider trading homework duties with another parent or hire a tutor. I don't know if I'd feel so confident if I had several children at different levels of education - I imagine there's considerably more challenge in that situation.

I'm not entirely clear on what this "new math" is that I keep hearing about, or how it differs from what/how we learned back in the dinosaur era, and our daughter can't seem to tell me either, given that she doesn't know how we were taught. So, if you can provide any information or link to websites about that I'd certainly appreciate it.

- Yes I feel confident talking about numbers and math. If I'm not sure how to teach my son, I could study and learn it too.
- No. I do not feel confident talking math with my son. My math knowledge has highly diminished over time.
- Both my husband and I enjoy math and is one of our favourite subjects. So we feel confident in helping or children with math.
- Yes, I feel comfortable helping my child with math. If there is ever a time I could not, I would hire a tutor.
- Not confident in math. It has been a very long time since I've had to do math. It's never been my best subject.
- Yes
- I'll be confident with math help for a few more years yet - luckily there is time before calculus!
- Yes
- Yes. I'm a carpenter I use math at work.
- Yes. There are lots of online resources available that allow me to refresh my math skills to match whatever my children are learning at school.
- Very comfortable. I'm a scientist, and spend my days doing math
- I do feel confident in helping my son with his grade 4 math. I do notice, however, that his thought process on some math is different from how I would approach the problem. That leaves me somewhat reluctant to show him how I would do it so he doesn't unlearn the way he was taught.
- Yes I feel comfortable helping my son in math because math is his strong subject and anything that I have forgotten from math in my school years I can google and figure out
- I love to help my kids with math, and should do it more often. With a bachelor degree in mechanical engineering I can get a little carried away ;)
- It's been a while since I've done that math, so I'm more than a little rusty. However, I feel relatively confident that I could help or figure out how to help - that, if necessary, we could figure it out together if my child wanted my help.
- Yes! Math is everywhere and can be applied to so many things. I am confident in helping with Math for the early school years, but was never strong in high school math, so we may need outside help at that time.
- I can handle up to about grade 9 after that I just don't have the math skills (or memory of), my husband is more confident so he is able to help through grade 9.
- I do not feel confident helping with math at home for the higher grades because it is not one of my strengths. My spouse is confident and capable. He works away so we get creative if his help is needed at the grade 7 level when he's away.
-



Parent Question

How do you talk about math at home?

- Cooking, measuring, sizes, comparisons, with blocks, chocolate chips, folding paper (origami) and lots of board and card games
- Card games, books, baking and games
- We play board games, read counting and matching books, cook/bake and we play some card games
- Splitting and sharing meals
- Real life scenarios are full of math – numbers everywhere
- Real life scenarios – store, \$, distance, making math and number sense fun
- We count dots on Lego pieces and try to find different combinations to make the same sum
- We think about something special we want to buy/save for and check our piggy bank – count coin
- We count and play with money
- Skip counting while waiting
- While cooking – measurement
- Smartie – quizzes while driving
- We bake cookies – measuring
- Math isn't really talked about other than when there is homework but it is always worked in to everyday conversations with regard to cooking/baking, saving money and when talking about jobs and hours worked...that kind of stuff :)
- We try to let the boys know it's important to know math as an adult. It is used everyday in small ways. Also, we encourage our boys to ask for help when ever they are stumped or overwhelmed with math.
- Number games, card games, telling time, building/construction projects.
- We play math games all the time at home and while driving. Always counting things, adding etc. Math is one subject that can be practiced and taught constantly. It's easy because it can be done on the fly.
- We don't – leads to fights every time
- We ask them how to do a math question, we don't know the answer to, to keep the conversation going on learning math
- Used in real life everywhere always talk to my son that math is like vegetables that he hates to eat but he needs to love it and eat or else he won't get nourishment. Just like Math even if you hate it but you won't finish your school without passing it so better loving it.
- try to explain how math is important to know in real life situations. Estimating tax, splitting bills, quickly adding numbers to get a rough total, figuring out gas mileage etc.
- We talk about math constantly at home. We are very nerdy :-) We have many math philosophy books as well as ones on operations and using math in day-to-day life. We talk about math as a language like music and I think our kids have a strong understanding of the underlying principles of math not just the sums and problem solving.

- We are very proactive at home. I print of math sheets to help build up my son's math skills. He really wants to make sure that he can understand what he's doing. We talk about different ways that people learn. Sometimes the teacher can't explain it to him in a way that he gets. I simplify things in a way that it does. And it works out well, everyone learns thing a little differently 😊
- We talk about how math is used every day in different ways and can be fun.
- We talk about math in practical ways at home.
- I assist under employed folks with their income tax returns, from home, so my two sons talk with me about all the math that surrounds that, tax rates, gst rebates and such.
- Both my sons seem to have natural math aptitudes so I talk about math in approachable way. We recently discussed the techniques of doing sale percentages in our heads.
- talk about math everyday.
- we discuss math when he's doing his homework and try to make sure he understands it not just getting the answer right
- We discuss math during and after dinner
- We do lots of counting on our fingers with adding and subtracting. We also count change and other objects
- We have our child count out portions. Count up the figures on the face of playing cards playing crazy eights. Working toward number recognition and counting up to double digits with help.
- We talk about math in terms of money and saving and counting etc. Playing games like monopoly help.
- I have a subscription to IXL math and our kids are required to spend time at home working on all parts of math. Although we fall off the regular routine of this time to time we are always asking how the kids are doing in this subject as it is so important in the long run of High School, College, University and life. I also am constantly asking for the kids to bring extra work home as I can appreciate the lenient homework policy in many grades but I genuinely enjoy sitting down with my kids at home and seeing them grow confidence in this area. It is a fine balance to discuss math as we have 2 of our kids that absolutely excel in the subject and 1 that has to work hard to stay on top of the subject.

Mr Tattersal has been absolutely amazing with our daughter in terms of helping her and connecting with her for Math sessions. She responds extremely well to his approach and we are incredibly fortunate to have connected with him and have him supporting her with her math studies. Over last summer we continued to connect with Chris and we are seeing our daughter show a lot more confidence in an extremely tough subject.

My father who is a doctor had tremendous struggles with Math and talking to our kids about this I find is helpful with someone who was able to take their studies to that level that struggled I think this builds confidence to know other people struggle and you can be successful! We promote kindness in our home with our kids and this will take you furthest in their journeys.

- Yes, to a point. We drill on multiplication tables
- we work math into basic conversations about weather, travel, money, etc. Our son finds it interesting so we make a point of elevating math in conversation.
- We count things, I ask how many would be left if we take one away, we cook together and measure ingredients and talk about the amounts etc.
- We try to break down the question to explain how you get to the answer

- I ask what they are working on a weekly basis
- We do weekly check-ins
- We also try to incorporate math in to everyday tasks, counting change, etc.
- I enjoy math, and math is everywhere! math is every particular of our life and dimensions of life, so I sure am very positive about the topic of math
- We take everyday situation. And turn it into a learning experience. Since Marc loves puzzles and likes Math
- We talk about it positively explaining how it is a useful too
- As far as math goes in our home we enjoy playing rounds of crib and other card games. as well as my kids help with cooking/baking and measuring ingredients. Thanks
- We talk about math any chance we get through everyday activities. This evening we were picking up take out and my son asked us how many chicken nuggets we thought he could eat at once. He said he thought he could eat 100 so he would have to buy two 50 packs of nuggets. Or last week before school I pretended to be a food truck so my son could order his breakfast. I told him his order came to \$7. He said I have a \$10 bill. I asked him how much change I owe him. It took him a minute but he said \$3. He doesn't feel pressured when we talk about math like this. He really enjoys it in fact.
- At home Math is not a focus so much as reading
- We talk about math at home in various ways: games, puzzles, baking, dates and times, money, etc. We have conversations about sequences and series, important numbers like 0, 1, e, pi, and infinity. We talk about pattern recognition, shapes and volumes, prime numbers, binary numbers, imaginary numbers... and I should point out that much of this is not completely understood by my 8 and 4 yr olds. However, consider that we all fully accept that our children learn to speak languages through immersion in a world of conversations. Why then do we leave out conversation and exposure to topics in mathematics? It's nonsensical
- There is an appalling norm in our culture to take pride in what can be considered a false math ineptitude. The mythos of the difficulty of mathematics is pervasive, so the challenge to improving math scores may be more cultural than academic.
- I ask how it's going, but proactively pay for a tutor specifically for math for an hour per week as my son struggles.
- Real life situations like money and baking.
- We talk about it with positivity. My daughter likes it.
- We talk about math more in a general context around normal household objects in her house. For instance, we might have three pieces of Apple on the table and then we may add a couple more and ask what the some maybe. Generally, the focus is very relaxed and on addition and subtraction only. There's no formalized math training yet as our kids are quite being only four and five.
- Honestly, I've only just started to really think about math and how to talk about it a guess we do simple things with toys.
- Not really, but the kids do their own lunch orders
- As far as math conversation at home they only happen through authentic experiences. I remember Kim Sutton sharing a story about how her father drilled math facts at the dinner table. I refuse to do that!
When we are baking we talk about fractions organically through the experience. I don't ask him to convert $\frac{1}{4}$ cup of sugar to a percent though. It can't be contrived or he would call me out. There are times when we talk about time. What time is it? 5:45 so that is? A quarter to 6 kind of thing.

We also talk about practical applications of math (such as within careers) in the real world. We have lots of conversations related to life beyond school and how to prepare for it. I could do a better job of having him work more directly with money, including making change. I did with him in the past but need to revisit it.

- Any time math comes into play outside of math like in baking or constructing then I reframe it in such a way for her to go OHH!! That's what that means! Like for fractions and decimals. Math outside of math doesn't cause her stress
- We stress its importance and use examples of why we need to know these things. This works for the basic math principles. When they start getting more advanced this might be a hard sell as I'm still not finding a use for algebra in real life! Like I mentioned, they see a math tutor, so that in itself shows them how important we feel having a proper math education is.
- Mom: We talk about how anyone can get better at Math. It's a choice.
Dad: We are good about talking about Math. We encourage the kids to not give up and keep learning
- I really don't talk much about math, other than relating its importance to the careers my children show interest in, and that it is a mandatory part of growing different parts of our brain and learning in general.
- To be honest we don't talk about "math" specifically. We do talk/play games about numbers, concepts of measurements, more/ less, patterning, time, basic prices/cost of things etc. Functional real-life math and how it applies to our family. We sing do sing songs, read books about numeracy etc.
- We do a lot of adding up and taking away food items, toys, treats. "How many strawberries do you have if you take these 3 and add 4 more, etc".
- We've always incorporated "real-life" math whenever there is opportunity - how much buying different things in combination will cost, and how much money will be left over, using measurements in metric or imperial (fractions) in recipes or estimating bandwidth allowances for a certain number of days (this was actually important where we used to live!)
- We play games, read and play cards at this stage.
- We often talk about math in practical terms; how much something costs, measuring volume in glasses etc.
When talking about math homework I ask Ian to explain his understanding and we research what we are not clear on.
- We do practice math at home as a family. My husband uses math on a regular basis for work.
- We often talk about math at home. We practice with cards, dominos, random questions, and counting objects in our day to day life.
- I stay very positive about math at home. I don't mention my shortcomings to my son. I try and make it fun and give lots of praise
- Our child is in Kindergarten, so at this point it's just counting, and maybe some adding of small numbers
- Yes we talk about math at home although he usually leads – telling us what he's working on at school and then we work through a few examples of what he is doing. We don't push it a lot though – seems like he has a pretty good handle on it.
- We count money.

- We emphasize that math isn't inherently hard and that by simply learning the appropriate rules it becomes easy to solve all of the work my children are doing at school. We also talk about the importance of math to most of the computing and engineering that make modern life function.
- We talk about math frequently. My son gets an allowance, and so we use money to help him with addition and subtraction. We're working on fractions, and I set him up with a times table matrix that he uses sometimes. Everything involves numbers, and therefore math. We often build things around the house, so he's starting to measure the wood, and try to work on his fractions that way
- We work on math from a workbook sometimes and go through his multiplication tables. If he is struggling, we will offer a suggestion for remembering/learning such as other approaches to getting to the answer. We also bring up math when we play certain board games and/or dice games.
- We don't have many conversations about math at home.
- When I have a chance I'll add some history and perspective. Like that the zero was added thousands of years after the one to two three part of counting. How math is not based on theories like other sciences (e.g. how nobody knows why gravity even exists). I also like to point out every day places where math matters like music (beat, pitch), cooking (quantities), what kind of jobs people need to be able to do some fancy math (programmers, engineers, economists, and probably many more)
Math can be a wonderful subject... or very boring. I would like my kids to understand that math is fundamentally a part of everything humans do. That it's as important as language. Some scientists believe that math could be used to communicate to other forms of life in the universe. Our planet has thousands of languages, but one common understanding of math.
- I try to encourage a positive attitude around math. I like math, I use basic math regularly. I think higher math is cool :-)
- We use addition and subtraction daily for every day things. It's something that just comes up naturally. We've also gotten an abacus to aid with the visual.
- With great enthusiasm, and some humour :-) and encouraging practice.
- We talk about math positively and I always encourage the kids to seek out help at school if needed. I am also open to a tutor should either child ever need one. We stress it's importance in the world and basic knowledge isn't negotiable



**Cumberland Elementary Parents Association
Balance Sheet As at 09/30/2018**

ASSET

Current Assets

Fundraising - Cumberland Credit	19,713.32	
Fundraising - Equity Shares	38.58	
Total Fundraising - CCU		19,751.90
Gaming - Cumberland Credit	521.36	
Gaming - Equity Shares	39.45	
Total Gaming - CCU		560.81

Total Assets 20,312.71

TOTAL ASSET 20,312.71

LIABILITY

TOTAL LIABILITY 0.00

EQUITY

Equity		
Current Earnings		5,137.83
Retained Earnings		15,174.88
Total Equity		<u>20,312.71</u>

TOTAL EQUITY 20,312.71

LIABILITIES AND EQUITY 20,312.71

Cumberland Elementary Parents Association

Income Statement 10/01/2017 to 09/30/2018

REVENUE

Revenues	
General Revenue	330.00
Gaming Grant Revenue	8,680.00
Weekly Lunch	13,781.57
Butcher Block Fundraiser	10,527.00
Purdy's 2016	1,037.86
Purdy's Fall Fundraiser	3,656.42
Quiz/Karaoke Night	2,039.00
Rocky Mtn Chocolate-Spring	510.57
Summer Concessions	1,009.70
Steeped Tea	422.39
May Day Concession	3,644.84
Total Revenues	45,639.35
TOTAL REVENUE	45,639.35

EXPENSE

Expenses	
General Expense	639.76
Concessions	247.74
Bank Charges & Interest-F	38.00
Bank Charges & Interest Gaming	42.00
Breakfast Club	504.81
Weekly Lunch	7,071.34
Butcher's Block Fundraiser	9,490.00
Purdy's Fall Fundraiser	2,922.15
Quiz Night Fundraiser	370.00
Class Support	3,960.00
Cultural Events - G	873.79
Educational Field Trips - G	5,309.45
Total Educational Field Trips	5,309.45
Library - G	590.00
Total Library	590.00
Mathletics	1,200.00
Principals Trust - F	1,200.00
School Beautification - F	367.58
School Support - F	304.13
YE School Activities	1,120.50
Sports Equipment/Teams - G	1,930.47
Total Sports Equipment	1,930.47
Teachers Wish List	1,329.80
Christmas Dinner	550.00
Year End Awards	440.00
Total Expenses	40,501.52
TOTAL EXPENSE	40,501.52
NET INCOME	5,137.83

**Cumberland Elementary Parents Association
Income Statement 10/01/2017 to 09/30/2018**

REVENUE

Revenues

General Revenue	330.00
Gaming Grant Revenue	8,680.00
Weekly Lunch	6,710.23
Butcher Block Fundraiser	1,037.00
Purdy's 2016	1,037.86
Purdy's Fall Fundraiser	734.27
Quiz/Karaoke Night	1,669.00
Rocky Mtn Chocolate-Spring	453.90
Summer Concessions	818.63
Steepled Tea	422.39
May Day Concession	3,644.84
Total Revenues	<u>25,538.12</u>

TOTAL REVENUE 25,538.12

EXPENSE

Expenses

General Expense	639.76
Bank Charges & Interest-F	38.00
Bank Charges & Interest Gaming	42.00
Breakfast Club	504.81
Class Support	3,960.00
Cultural Events - G	873.79
Educational Field Trips - G	<u>5,309.45</u>
Total Educational Field Trips	5,309.45
Library - G	<u>590.00</u>
Total Library	590.00
Mathletics	1,200.00
Principals Trust - F	1,200.00
School Beautification - F	367.58
School Support - F	304.13
YE School Activities	1,120.50
Sports Equipment/Teams - G	<u>1,930.47</u>
Total Sports Equipment	1,930.47
Teachers Wish List	1,329.80
Christmas Dinner	550.00
Year End Awards	<u>440.00</u>
Total Expenses	<u>20,400.29</u>

TOTAL EXPENSE

20,400.29

NET INCOME

5,137.83

Generated On: 10/18/2018

**Budget 2018-2019 - Proposed
CCSPA Meeting October 18, 2018**

	Budget	YTD - Actual Spent	Remainder to be spent	24 divisions
Gaming				
Oct 1 Total Amount	\$ 11,945.00			
Cultural Presentations	\$ 1,500.00			
Health & Wellness	\$ 1,850.00			
Educational Field Trips	\$ 6,414.00			K-5 286 @ \$ 12.00 per student 6-9 213 @ \$14 per Student
Library/Guest Author	\$ 800.00			
9 YE Celebration, Primary Beach Day and Fun Day	\$ 1,300.00			
Total	\$ 11,864.00	\$ -		
Unallocated	\$ 81.00	\$ -		
Fundraising				
Oct 1 Total Amount	\$ 19,700.00			
Class Support	\$ 5,640.00		\$ 5,640.00	24 Divisions @ \$235.00
Discretionary Fund	\$ 2,000.00		\$ 2,000.00	
Christmas Dinner	\$ 550.00		\$ 550.00	
Principals Trust	\$ 1,200.00		\$ 1,200.00	
Earthquake	\$ 800.00		\$ 800.00	
School Support	\$ 400.00		\$ 400.00	
Sports Equipment	\$ 800.00		\$ 800.00	
Teachers Resource Needs	\$ 1,400.00		\$ 1,400.00	ie. Teacher's Wishlist
Breakfast Club	\$ 500.00		\$ 500.00	
grade 6-9 awards	\$ 440.00		\$ 440.00	
School Community Art Project	\$ 1,000.00		\$ 1,000.00	
Nature Based Activity	\$ 960.00		\$ 960.00	
capital Reserve	\$ 4,000.00		\$ 4,000.00	
Total	\$ 19,690.00	\$ -	\$ 19,690.00	
Unallocated	\$ 10.00			

**Budget 2017-2018 APPROVED
CCSPA Meeting November 16, 2017**

	Budget	YTD - Actual Spent	Remainder to be spent	21 Divisions
Gaming				
Oct 1 Total Amount	\$ 10,170.00			
Cultural Presentations	\$ 1,500.00	\$ 873.79	\$ 626.21	
Health & Wellness	\$ 1,000.00	\$ 1,930.47	\$ (930.47)	
Educational Field Trips	\$ 5,874.00	\$ 5,309.45	\$ 564.55	K-5 @\$ 11.35 per student 6-9 @ \$13.35 per Student
Library/Guest Author	\$ 800.00	\$ 590.00	\$ 210.00	
9 YE Celebration, Primary Beach Day and Fun Day	\$ 1,000.00	\$ 1,120.50	\$ (120.50)	
Total	\$ 10,174.00	\$ 9,824.21	\$ 349.79	
Unallocated				
Fundraising				
Oct 1 Total Amount	\$ 13,750.00			
Class Support	\$ 3,465.00	\$ 4,033.00	\$ (568.00)	21 Divisions @ \$165.00
Discretionary Fund	\$ 2,000.00	\$ 1,839.76	\$ 160.24	
Christmas Dinner	\$ 550.00	\$ 550.00	\$ -	
Principals Trust	\$ 1,200.00	\$ 1,200.00	\$ -	
Earthquake	\$ 800.00	\$ -	\$ 800.00	
School Support	\$ 400.00	\$ 284.13	\$ 115.87	
Physical Activity	\$ 800.00	\$ 170.00	\$ 630.00	
Teachers Resource Needs	\$ 1,400.00	\$ 1,329.80	\$ 70.20	ie. Teacher's Wishlist
Breakfast Club	\$ 500.00	\$ 500.00	\$ -	
grade 6-9 awards	\$ 440.00	\$ 440.00	\$ -	
School Community Art Project	\$ 1,210.00	\$ 367.58	\$ 842.42	
Nature Based Activity	\$ 960.00	\$ -	\$ 960.00	
Total	\$ 13,725.00	\$ 10,714.27	\$ 3,010.73	
Unallocated				

