



## PARENTS' ASSOCIATION MEETING MINUTES

**d Time:** February 4<sup>th</sup>, 2020 from 8:30 AM – 9:30 AM

**n:** UNIS Café

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**Welcome** - Amanda Dubois (PA President Manhattan)

**PA Announcements**

**Dr. Jennifer Amos** - overview and updates

**Q&A**

Discussant	Discussion
<p>ie from PA nt – Amanda</p>	<p><i>Amanda welcomed everyone to the meeting and announced the aforementioned agenda.</i></p> <p><b>Events</b></p> <ul style="list-style-type: none"> <li>● Staff appreciation lunch is a month earlier this year and will be held on Friday, March 6. An email will be with all relevant details to the parent body in the week ahead.</li> <li>● The Food and Fun Fair will be April 18<sup>th</sup>, and there are a myriad of ways to volunteer. Please contact M Setien at <a href="mailto:maricruz.setien@pa.unis.org">maricruz.setien@pa.unis.org</a>.</li> <li>● UNIS UN – This is our 44<sup>th</sup> year of the UNIS UN. It's fully student led and run. This year 7 continents will be represented. We host between 60-80 students, and we're looking for families to host. Please contact M Bertrand (<a href="mailto:michelle.bertrand@unis.org">michelle.bertrand@unis.org</a>) with questions.</li> <li>● UNIS Gala 2020 will be held on February 28<sup>th</sup>, 2020; there is one more week of Early Bird discount tickets. If you buy tickets at school, you'll receive a complimentary Swell UNIS bottle. Auction items will soon be listed.</li> </ul>

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	<p>the raffle is open, and each ticket is \$25 or 5 for \$100. Contact Angela Tolosa at <a href="mailto:angela.tolosa@pa.uni.edu">angela.tolosa@pa.uni.edu</a> if you'd like to volunteer.</p> <ul style="list-style-type: none"> <li>The Book Drive will be held from March 2<sup>nd</sup> to March 6<sup>th</sup>, and collected books will be donated to Bellevue Reach and Read program. All books are welcome except for adult books, text books, reference books and religious books.</li> </ul>
<p><b>Lifer Amos and Sochenda Samareth, MEd (PK-M4 Math specialist on Science), and Jennifer Labbe (PK-M4 Math specialist on Humanities)</b></p>	<p><i>Overview of the K-12 Math, English, Science Humanities</i></p> <ul style="list-style-type: none"> <li>Dr. Amos <ul style="list-style-type: none"> <li>Started teaching at college level and then went into teaching middle school/high school English curriculum, and then last nine years at a high school principal</li> <li>Students want to know: Why do they need to know that and why do they need to know that in the world?</li> </ul> </li> <li>Curriculum designed with the end in mind (IB program) <ul style="list-style-type: none"> <li>Every child at every level is gaining knowledge and skills to getting them ready for IB and life</li> <li>UNIS is one of the founding schools of IB (1970 – first IB founding school)</li> <li>Class of 2018 – IB pass rates is 96%; 88% earned IB diploma; 32% earned IB bilingual diploma; 100% graduated with UNIS diploma; two years in a row, there has been a UNIS student with a 45 IB score – this is limited to no more than 200 children globally.</li> </ul> </li> <li>K-12 Curriculum structure <ul style="list-style-type: none"> <li>Chief Academic Officer &gt; Director of Curriculum and Instruction &gt; Diploma Program/IB Coordinator &gt; M3/T4 Team leaders (changed this year so that the transition between MS and TH is seamless) &gt; Curriculum Specialists in PK-M4 (Math/Science and Literacy/Humanities)</li> </ul> </li> </ul> <p><i>MESH renewal (Sochenda Samareth)</i></p> <ul style="list-style-type: none"> <li>In June 2017, started to provide professional development and design of renewed MESH programs and to deliver the renewed program. This year you should feel the effects of this hard work and implemented changes. <ul style="list-style-type: none"> <li>Phase 1 - Define</li> </ul> </li> </ul>

Discussant	Discussion
	<ul style="list-style-type: none"> <li>○ Phase 2 – Professional Development &amp; Design of the renewed MESH program</li> <li>○ Phase 3 – Deliver the Renewed Plan</li> <li>○ Phase 4 to reflect and refine</li> <li>• Science and Engineering program <ul style="list-style-type: none"> <li>○ More focus on nature of science and concepts that connects all sciences together</li> <li>○ More space science and study of the human impact on earth (sustainability)</li> <li>○ More connection between Science and Engineering Practices (to understand design to solve a program)</li> <li>○ How to design it? – 4 IB science courses (Biology, Physics, Chemistry, Environmental systems science); redesigning Tut 1 and Tut 2 )</li> <li>○ Main changes in TH science structure <ul style="list-style-type: none"> <li>▪ 3 years sciences are offered during all; Tut1 will have 2 years of science including disc with equal amount of time</li> </ul> </li> </ul> </li> </ul> <p><i>English and Humanities (Audra Rabe)</i></p> <p><b>Finding Deep Connections</b></p> <ul style="list-style-type: none"> <li>• IBDP Assessment Objectives <ul style="list-style-type: none"> <li>○ Know, understand and interpret a range of texts and their meanings and interpretations</li> <li>○ Analyze and evaluate ways in which texts may offer perspectives on human concerns.</li> </ul> </li> <li>• Lifelong Practices of Readers <ul style="list-style-type: none"> <li>○ Readers read often and widely from a range of global and diverse texts</li> <li>○ Readers make connections to self, other texts, ideas cultures, eras</li> <li>○ Interactive discussion <ul style="list-style-type: none"> <li>▪ TH Parent offers connections about how love of reading can build their skills</li> <li>▪ If students are expected to do high level analysis work, we must get used to doing this time; the habit between making connections between texts are going to be helping to n different perspectives</li> </ul> </li> </ul> </li> </ul>

Discussant	Discussion
	<ul style="list-style-type: none"> <li>• Aims for our English program <ul style="list-style-type: none"> <li>○ In JS and MS looking to maximize the time for students to read and write during class; practice important</li> <li>○ Help students in selecting diverse texts as anchors and connecting independent student reading units of study</li> <li>○ Vertical alignment of expectations PK-T4 (e.g. M4s read “To Kill a Mockingbird” and also relate that discussed various perspectives on race in America)</li> <li>○ New for Tut House: Implemented IB “Language A” course changes</li> <li>○ For Middle School: volume of reading and writing is important because it helps them build stamina and automaticity</li> <li>○ For Junior School: solidifying workshop structure</li> <li>○ Will have professional development for T1-2; junior school summer institute about instructional methods</li> </ul> </li> <li>• Aims for our Humanities program <ul style="list-style-type: none"> <li>○ Focus on concepts common to all social studies disciplines</li> <li>○ Thinking about what it means to be a social studies practitioner</li> <li>○ Lot of assessment work taking place in humanities and cross-grade conversations</li> <li>○ IB courses in Tut House ((History in French and Spanish (also happening in MS); allows students take IB in second languages); more spring and summer professional development</li> </ul> </li> </ul> <p><b><i>K-12 Math Content Progression (Amy Morris) - Integrating math and spiraling throughout the grades</i></b></p> <p><b>Finding Deep Connections</b></p> <ul style="list-style-type: none"> <li>• IBDP Assessment Objectives <ul style="list-style-type: none"> <li>○ Communication and interpretation:</li> <li>○ Sketch mathematical diagrams, graphs or constructions</li> <li>○ Use appropriate notation and terminology</li> </ul> </li> <li>• Mathematical Practices</li> </ul>

Discussant	Discussion
	<ul style="list-style-type: none"> <li>○ Model with mathematics</li> <li>○ Attend to precision</li> <li>○ Construct viable arguments</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• TH: Implemented IB Math Courses, IB Math Application, IB Math Analysis</li> <li>• JA-T2: Focus on assessment, feedback, rubrics and opportunities for synthesis and application.</li> <li>• JS: Refining learning experiences and solidifying workshop structure.</li> <li>• MS: Integrated math program – every year they get some stats and algebra starting in 8<sup>th</sup> grade (M4)</li> <li>• Integrated science program</li> <li>• Aligning our practices with the way the students are going to be assessed</li> <li>• Professional development</li> </ul> <p><i>Dr. Amos</i></p> <ul style="list-style-type: none"> <li>• Seeking continued renewal of relevant UN-related topics and content to embed in our curriculum to make we're intentional and connecting what's being taught to the goals of the UN.</li> <li>• We are probably the most diverse school in the world.</li> </ul>

Discussant	Discussion
	<p><i>With the spiraling curriculum in math, are you requiring them to master the topics? What justifies the decision to courses that are covering several topics as opposed to just a singular topic (e.g. algebra or geometry) in math?</i></p> <ul style="list-style-type: none"> <li>• Math builds on itself, and there are opportunities for the spiraling to happen across topics. This applies move into higher level math.</li> <li>• It's about connecting topics to one another (this is required by the IB)</li> <li>• For example, T1/2 Physics is two year course (deep dive on mechanics in T2)</li> </ul> <p><i>With respect to math and science, you mentioned how instead of doing a year of geometry or a year of biology students will do this in chunks over the course of a single academic year. What is the reason for doing this instead focusing on a single subject for a year at a time?.</i></p> <ul style="list-style-type: none"> <li>• The simple response is the IB. In math and sciences, they need exposure to the variety of subjects.</li> <li>• The IB is a rounded program with six domains. At UNIS, we believe that we need to provide them with a rounded program and connect those subjects with each other.</li> </ul> <p><i>Sometimes it seems like some mastery may be lost with so much moving around?</i></p> <p>It depends. On T1-2 Physics, first year is electricity and second year is mechanics. They are deep dives.</p> <p><i>We are new to UNIS and my daughter is doing parts of the IB in French?. When my daughter is in T4, will she be behind compared to her peers who are studying in English (do you learn the same in the French department as learn in English) ?</i></p> <ul style="list-style-type: none"> <li>• It is the same syllabus; It is the same type of material across different languages. It provides the student opportunity to graduate with a bilingual diploma.</li> <li>• IB is translated in many languages</li> </ul> <p><i>My child is in middle school; are they being prepared?</i></p> <ul style="list-style-type: none"> <li>• AP/College Board doesn't translate well into SAT preparation; I think this is far superior pathway for students in other schools</li> <li>• Re: subject area tests – fewer colleges are looking for this – but this is one place we need more bolster skills.</li> </ul>

Discussant	Discussion
	Next meeting: Friday, April 10 <sup>th</sup> , 8:30 AM-9:30 AM.