ONTARIO ASSOCIATION FOR MATHEMATICS EDUCATION
ASSOCIATION ONTARIENNE POUR L'ENSEIGNEMENT DES MATHEMATIQUES

MINUTES OF O.A.M.E. BOARD OF DIRECTORS MEETING
Feb 4/5, 2005, Holiday Inn Select, Toronto Airport

PRESENT:

Executive: Gord Cooke (President),Kathy Kubota-Zarivnij (President-Elect),Stewart Craven (Past President), Dan Charbonneau, Judy Dussiaume, Anna Jupp(Vice Presidents)

Chapter Representatives: Lynda Ferneyhough(CHAMP), Joanne Anas (COMA) , Chris Kirkpatrick (ISOMA), Andrew Morrison (MAC2), Sue Melville (NOMA), Maribeth Williams (NWOAME), Sandra Price (PINE RIDGE), Robert Sherk (QSLMA), David Petro (SWOAME), Pat Margerm (TEAMS), John Ferguson (WOMA), Rosey Mastrofrancesco (Y^4MA)

Elected Directors: John Kersley, Kevin Maguire, Irene McEvoy, Bill Otto, Kirsten Boucher, Laurie Moher, Dean Murray, Jack Weiner, Beverly Farahani, Shawn Godin, Jacqueline Hill, Silvana Simone, Connie Quadrini, Heather Boychuk, Fred Ferneyhough

Other: Sue and Dave Hessey (Exec. Directors), Greg Clarke (Webmaster), Anthony Azzopardi (Saturday guest)

Regrets: Marilyn Hurrell (Gazette Editor), Laura Tonin(GOLDEN), Trevor Brown (Abacus Editor), Mary Bourassa , Joyce Tonner, Tara Tasker, Barb Vukets (GVMA), Lyn Vause,

Fri: Jack Weiner , Sat: Rosey Mastrofrancesco (Y^4MA), Sat pm: Dean Murray, Jack Weiner, Shawn Godin

Absent: Sumintra Koowar(SAME)

FRI Feb 4, 2005

Chapter Reps Meeting (6:30-7:50 pm)

1. OAME information items: Sue Hessey welcomed all and introduced Andrew Morrison. She reported that
a) annual chapter reports have now been received from 13 chapters and rebate cheques were given to 10 chapters. The other 5 will be held in trust pending finance committee approval of annual chapter reports. SAME and ISOMA reports are still to come in. Prizes (T shirts) for best % increase over 2003 were given to COMA, NWOAME and PRMA to be used as door prizes at their local events.
b) chapter updates were distributed as of Dec 2 and it shows how the chapter rebate was calculated. A list of lapsed members as of Dec 2 from Nov 15 was also distributed. Some may have renewed since that time. Chapter reps may request an updated EXCEL file of members anytime or look at this on the website available in ch rep links
c) chapters can request a promo case for use at their mini-conference. It costs about $70 to send it and get it back, so please make use of it. The Requests for Cases before June 1 was circulated. No requests were received.
d) the proposed 2005/06 dates should be looked at and conflicts reported ASAP. Chapter reps for next board year that begins on May 15 are required.

ACTION: Let Sue know if you are not continuing and the name and email of your replacement.

2. OMO 2005: Sue Melville distributed the OMO 2005 information package to each chapter

ACTION: EDs to distribute it electronically to all OMO co-ordinators and chapter reps.

3. Website update: Members Only- Chapter Reps Section: Greg Clarke related the value to our website for chapters: a) chapters can now have their website housed on the OAME one, b) chapters can receive email through their website c) there is a "ch rep" link in the members only section where the rep can update their events and can get a list of their current members **(ACTION: Greg to make sure this function is working for ch reps)**

4. OAME MCIS- On line Reg'n System for mini-conferences: Greg Clarke demonstrated the MCIS system and how a chapter could use it for their on-line reg for a mini-conference.

ACTION: contact Greg for help

5. Chapter Announcements: Chapter Reps reported the following:
COMA: A Jan Forum attracted 135 on the topic of Math Literacy, presented by Beata Myhill.
PRMA: J Hill distributed a Pizza Math handout. On Apr 6, their mini-conference focuses on pedagogy and assessment
ISOMA: A Fall conference was held in Nov, focusing on AP courses
SWOAME: No report since they have had no activities
NOMA: They are focusing on OMO 2005
NWOAME: The Feb mini-conf was postponed till Sept
TEAMS: They are focusing on OAME 2005: Nexus
CHAMP: they are trying to generate more elementary interest
Y4MA: No activity since Fall conference
QSLMA: The numbers were down at their Fall conference
GVMA: 160 attended the Fall conference. They are considering an OMO team
WOMA: The 2 night Dinner and a Manipulative at $10 for both nights had sessions in all 4 divisions. The Spring conference on Apr 14 is called Mathemagic. WOMA is hosting OAME 2006 "Everyone Counts".
MAC^2: They will pay the costs for 2 OMO teams and buy the coach an OAME membership. The Spring conference is Apr 21 in Barrie. They will host OAME 2007.

Board of Directors Meeting

Call to Order: Time: 8:05 p.m
Welcome and President's Remarks: Gord Cooke welcomed all to our Valentines board meeting and introduced Andrew Morrison, the new rep from MAC^2
Equity: John Ferguson reported that the Equity breakfast was trying a new location on Saturday, 200 steps from the Holiday Inn. At OAME 2005, there will be an Equity Lunch with Andrew Alan as guest speaker. John asked directors to consider the following as equity issues:
a) money for inservice not equitable for long distance boards that have to pay for travel and accommodation
b) resources at workshops may not be distributed equitably
Website Presentation: Greg Clarke reported on the Members Only section and MCIS. He demonstrated the members only section, the board links and the MCIS system for the annual conference and mini-conferences. Gord Cooke thanked him for all his hours and efforts on the website and the board presented him with a golf shirt with the OAME logo.
Housekeeping : Sue Hessey reviewed the following:
1. Expense forms were to be returned to Dave. Cheques issued are to be cashed as soon as possible.
2. An address list was circulated. Any corrections are to be noted and returned to Sue. It is important that EDs be immediately advised of any change in email addresses
3. The Gazette Board list from the Dec Gazette was circulated. Changes were to be noted and returned to Sue.
4. All standing committees were to submit a brief report to the Executive Directors by the end of the day updating their work or email by Feb 9/05.
5.Any complaints about the hotel accommodation or service were to be made through Sue
6. Golf Shirts and sweatshirts with the OAME logo embroidered were available for ordering by prepaying. Delivery will be at the annual conference or June board meeting
Standing Committees met on Friday evening as well as Saturday morning. See Saturday for minutes.

SOCIAL HOUR: OAME Suite # 1146, 9:30-11:00 pm

Saturday, Feb 5, 2005

Equity Committee Breakfast: John Ferguson reported that the committee met at Williams Coffee Pub. He noted the bigger turnout and no complaints about the cost. Previous minutes were discussed
1.a. The powerpoint we had discussed at last meeting appears to have been created already. The "Moving Away…Moving Towards" ppt from TIPS is exactly the sort of thing John had in mind.
b. John was given time at the Friday night meeting where he mentioned a couple of issues:
i. Ministry funding for things like TIPS where the cost of attending the roll-out comes out of the funds to be used for implementation. Northern boards spend 100% of their funding to attend the roll-out whereas boards close to Toronto would lose a small fraction of their funding.
ii. Distribution of resources within boards: are resources given to all schools, or only to those teacher who volunteer to come to a workshop after school? Boards want to give resources only to those who will use them BUT what if you

are a student whose teacher coaches or has other commitments. Opinions differ on this issue, but it's worth considering, especially if we want to be fair to all students.

2. **Details of Equity Lunch**: a. Menu: Stewart had provided a menu from the restaurant/caterer for the Equity Lunch. The group went through it, made selections, and passed them on to Stewart. The selections were: penne primavera, chicken parmesean, and grilled mushroom and peppercorn beef. The cost was $10.95 plus taxes. The group suggested adding water/juice/pop as well. b. Speaker update: Nothing to really update as Andrew Allen had already agreed to be the speaker before last meeting. John F will contact to Lyn Vause; John or Lyn will contact Andrew to see about fees/expenses and the topic. c. Door prizes: John will purchase the NCTM book on Equity as he did last year. He will also purchase some Chapters/Indigo gift certificates from our budget. Others are invited to seek donations if they are so inclined; however do not contact the usual hits (publishers etc) as John will do that and we don't want requests coming from different sources. d. Slide show/posters: John suggested running the "Moving Away…Moving Towards" slide show from TIPS during lunch.

ACTION: John will bring laptop, projector and power cord; Stewart will check on screen/wall space. We will also put up some posters which we have produced (see item # 3)

e. Other details: Huge THANK YOU to Jacqueline and Sandra, who will look after the draw and taking tickets. John will ask Lyn to do the intro; if she is not available, John will do it. John will look after getting speaker gifts, similar to those purchased last year.

3. **Raising the Equity Profile** a. Jacqueline and Sandra will work on the poster. When complete, the possibility of printing on a larger scale will be examined.b. Joyce Tonner has worked on a powerpoint, but was unable to send it due to a problem with the size of the file.

Standing Committees

Publications: Kevin Maguire reported that

GAZETTE: Marilyn sent a report that said:

1.The Dec 2004 *Gazette* arrived at schools the second week of Dec. Some members may have received this after Christmas.

2.The March 2005 *Gazette* is in production as I write this. The second draft has gone out to the Associate members and will be returned to me by Feb 6. We hope to have this to Pole for Feb 10 for distribution in early March.

3.The Stats Canada column concluded with the Dec 2004 issue. Joel Yan was thanked for his contribution and I mention him in My Editor's message and thank him.

4.Mary Lou Kestell is now officially listed as an Associate Editor. She participated in the Dec 2004 issue and really liked it! So much so she is presenting a workshop on her experience at OAME 2005, great advertising! I will also participate in this. She is a very valuable addition to the editing staff.

5.I have two manuscripts on file for the June 2005 *OMG*. Not much received lately.

ACTION: Follow-up items

- add colour(red?) to the cover of the Abacus – follow up again(Kevin)
- Marylou Kestell is a new Associate Editor. It was suggested that Marilyn consider asking Marylou to contribute.
- reiterated request – could the cover be one large photo?

Flag - Dean mentioned that the weight of the Gazette had increased, and was very close to "moving up" to the next price category

ABACUS - no report was received (but one was requested)

WEBSITE Greg only mentioned a couple of things, as he had already made a comprehensive report to the Board as a whole -a)link to the Gazette articles is not yet live- b) "teasers" for the public side – one article from Gazette and Abacus; rotating topics/interests(Committee liked this idea)

Chapter Affiliation Motion The minutes from the October meeting included a motion that "the issue of 'OAME members who do not designate a chapter' be reviewed by the Publications and Promotions Committees with a view to developing a protocol to deal with this situation." Publications drafted a motion, concurred with Promotions, with accompanying protocol that went to Board and was passed. Further details should be found in the Board minutes.

New Ideas…

The Committee reviewed new "projects" that had been suggested at the October meeting.

1. Promoting mathematics as a positive and worthwhile goal. Joyce Tonner had been working on a Powerpoint. She was unable to attend, and will present her idea at the June meeting.

2. Handbook for beginning teachers? Publications spent a large chunk of time discussing possibilities for a New Teacher Guide. See attached file for details.**ACTION: For the June meeting, committee members were asked to a) Look at any resources, in their Board or otherwise, that related to this topic b) Talk to beginning teachers to informally assess their needs.**

The Committee agreed on the following premises:

1) The Guides should be practical, but it should also embody the principles of sound mathematics learning envisioned

by OAME.
2) There should probably be two guides – one for elementary and one for secondary
3) The Guides should be brief, and to the point. Beginning teachers do not have time to read through a lot of text.

Draft Structure:

Part 1

Use the organizers from Growing Up Mathematically to present(succinctly) a vision of sound mathematics learning. The categories are:

- Engaging students
- Developing understanding
- Developing communication
- Consolidating and sharing
- Conversations about student work

Part 2

Use a Frequently Asked Questions(FAQs) structure, organized by categories(e.g., cooperative learning, concrete materials, technology) to highlight and explain key ideas and resources related to mathematics learning.

Futures: Dan Charbonneau reported that at the October meeting, a motion was passed that "the Futures Committee investigate the issue of using the OAME website for the annual OAME elections with a view to developing a position and any recommendations on this issue. This position would be presented to the board and voted upon by the end of June 2005." The Committee discussed this issue at length. A full position and recommendations will be presented at the June meeting but the group felt that some of our preliminary work must be reported now in order to get the ball rolling. Of the over 1100 eligible ballets sent out, only about 10% are mailed in. With this in mind, the committee recommends that the members only area of the website should be used as the only method of voting for the annual OAME elections beginning in 2006. This will not require changes to the Constitution but will require changes to the Bylaws and Terms of Reference.

ACTION: The Constitution Committee is asked to review these documents in light of the decision to recommend a website voting process.

ACTION: Greg Clarke has been asked to investigate and possibly create and pilot a trial on line election process (votes not used) for this years election.

Other issues that need to be resolved are: how the elections are advertised in the Gazette, should members be notified by e-mail about the elections, should members that have not voted be sent a final e-mail reminder prior to the election deadline, should the nomination and election timelines be changed, what is the latest date that a new member can be eligible to vote, should hard copies of the candidate blurbs be sent out with the March Gazette or only displayed on the web. Your suggestions on these issues can be forwarded to Dan Charbonneau.

The Committee members continued their work on three subgroups.

•The first subgroup worked on an OAME brochure and letter that could be sent to prospective companies requesting financial support and sponsorship for the OMO, the Annual Conference or any other OAME initiatives.

ACTION: A copy of these will be forwarded to the Executive by May 15 for approval prior to our June board meeting.

A list of prospective companies to approach for sponsorship was created. Committee members were assigned companies for which they would find a contact and report it to both Dan Charbonneau and Connie Quadrini by March 18. A list will be sent to the members shortly. All other board members are encouraged to seek out local contacts that the committee could approach for donations. Please forward the company name, address, contact person, position and phone/e-mail as well as any additional info about the company to both Dan Charbonneau and Connie Quadrini. We hope to send out the packages after our June meeting.

•The second subgroup worked at updating the annual OAME conference guidelines including implementing suggestions from past hosts and any recently passed motions pertaining to the annual conference. These guidelines have not been updated in recent years.

•The third committee worked on a fifth draft of the OMO Draft Guidelines using both the third and fourth drafts as well as input from Jacqueline Hill (OMO 2004 host) and Heather Boychuk (OMO 2005 host). The subcommittee hopes to blend all of these into the fifth and hopefully final draft form of the OMO guidelines.

Promotions: Heather Boychuk reported the following

1.GROWING UP MATHEMATICALLY: Nothing new at the moment.Executive did not provide any direction as directed in last report.

ACTION: the Executive will provide direction for the Promotions committee prior to the June board meeting if Promotions help required

2.PROMOTIONAL ITEMS

•T-SHIRT: Sue Hessey provide us with prices for lanyards and Shirts.Sue Hessey informed the committee that the OAME Fractal was not what the exec was looking for at this time. We were asked to provide a new T-shirt design. Design Description: People standing in the express Checkout Line behind a person who has not followed the rules (1-8 items?). Two people with thinking bubbles, one thinks: That person can't add, the next person thinks that person can't read. The cartoon is in Leading Math Success, p. 24, Carolina Biological Supply Company, Burlington, NC.

ACTION: Joanne will send a soft copy of the Graphic to Sue & Dave

We decided that the cartoon used in the early math strategies training would make a nice t-shirt. Issues relating to copy right was investigated.

ACTION: Pat will provide details regarding copy right issues.

•LANYARDS: Prices provided by Sue Hessey. Design: Repeated pattern of OAME/AOEM www.oame.on.ca should be written on them.

• POSTERS: Nothing to report at this time

• CARDS: Committee attempted the card tricks and reviewed instructions for the card tricks and revised them as needed. It was suggested that the Teacher's Notes to accompany them require links to the curriculum expectations for elementary and secondary teachers, as well as modifications based on level of the student. We discussed this issue and at this time we will do our best to fulfill this but at the same time we wish for this to be ready for the OAME 2005 conference.

ACTION: Heather & Jack will work on teachers notes. Teacher notes need to be reviewed. Other ideas about using cards to play the integer game and guess my rule, sorting patterns and cooperative learning (making groups). This could be an attachment at a later date.

Sue provided prices and a supplier for oversized cards. (4 1/2' by 7') that are plastic (apparently then can be soaked in water). Prices ranges from hmiller@monogrammatiks.com (Harold Miller)

100-299	$9.25 per deck
300-499	$8.85 per deck
500-799	$7.76 per deck
800+	$7.55 per deck

Graphic must be 600dpi . Ideally we think 300 boxes should be purchased and people could purchase them for $10.00 a box. Sue Melville is the initial contact. OMO 2005 is interested in purchasing cards for each student.

ACTION: Sue M will look into 52 cards with 4 cards with text.

Design on the back of the card has two colours: Black and Red with a white background

ACTION: When cards are being displayed at the OAME booth, it was suggested that it will appeal more to elementary teachers if the cards were placed in a "pocket chart" with a caption like guess my sorting rule. For example, it could be sorted by colour or by odds and evens or by suit.

• RULERS: Heather provided cost information from two promotional companies to create rulers. See attached documents from: www.branders.com, http:// brymark.promocan.com. Rulers should have OAME logo and web address.

3.PARTNERSHIP WITH STAPLES

Jack has submitted initial proposal to Mary. Exec looked at it briefly and sent it back to Promotions for further consideration. Also contact Spectrum and Louis Kool and Galt.

ACTION: Sue & Gord will get presentation together?

NOTE: We were given an increase in budget up to $4000 to allow the cards portion of this project to go forward.

Constitution : Jacqueline Hill reported that Friday night two tasks were accomplished. Firstly the committee worked through the terms of reference for the Annual conference. Changes are being proposed to tighten up the running of the conference. Secondly the committee worked through Bylaw 6, Chapters in Good Standing. With wording around who need to be OAME members. Saturday was spent on continued clean up of the constitution as written.

ACTION: Revised bylaws will be sent to the Exec for approval

Awards: Judy Dussiaume reported that the awards committee selected 4 OAME award winners. Winners were announced at the OAME meeting.The selection process was discussed and this year's committee recommends the development of a template that will facilitate the selection process and make it more equitable (samples template areas: contributions to OAME, contributions to extracurricular activities, demonstration of leadership, committee involvement, etc.)

General Meeting of Board of Directors

Approval of agenda
Moved by Bill Otto , seconded by Jack Weiner that "the agenda be approved". carried

Approval of Minutes , Oct 1&2, 2004
Moved by Bill Otto , seconded by Jacqueline Hill that "the minutes of the Oct1/2, 2004 board meeting be approved". carried

OAME 2004 final report: Dean Murray submitted his final written report and reported that the committee had received a letter of thanks from the Exec. Directors in May/04. Many comments from delegates included thanks for free parking, lunches and end of day refreshments. Excellent keynotes were noted. Both GVMA and OAME expected a profit but unfortunately did not get one. Gord Cooke thanked GVMA again for the excellent conference and reported that the OAME accountant had reviewed our constitution, bylaws and Terms of reference and recommended some changes. The accountant's report was sent to GVMA indicating that some items did not follow the guidelines. OAME and GVMA have an honest disagreement on the interpretation of these items. OAME is taking steps to clarify these items in the future by following some of the accountant's recommendations.

Financial Picture Dec 31, 2004: Dave Hessey presented the current financial picture and balance sheet
Moved by Lynda Ferneyhough, seconded by Dan Charbonneau that "the financial picture be approved". Carried
Dean Murray asked how OAME is using our profits. Dan Charbonneau recalled that 7 years ago times were quite different and OAME was struggling financially.OAME received $90 00 from Union Gas and has not paid for all the GUM expenses yet. It was suggested that we brainstorm ideas for promoting math in Ontario. The SQC process wants OAME/OMCA to support teachers. Stewart Craven pointed out that OAME needs some cash flow to cover losses received from annual conferences and OMO as occurred in both cases in 2004. Labour unrest may cause similar difficulties in 2005. OAME must have funds on hand to save for these situations. To maintain our non-profit status, we should not carry more than two years of revenue as cash on hand.

NCTM Delegate/alternate- annual conf. John Kersley asked for delegates for the NCTM annual conference in Anaheim. Bev Farahani will be our delegate. John recommended NCTM members consider the dollar rate when renewing their memberships.

Recognition of departing board members Gord Cooke recognized the contributions to the OAME board of Directors and Executive.and thanked Judy Dussiaume, Stewart Craven and Irene McEvoy They have all been heavily involved in their professional lives with mathematics and have become friends and associates. Judy thanked the board for letting her be a part, Irene recalled how excited she was to join the board 5 years ago and appreciated the sharing group, Stewart remembered his journey through OAME from his first conference, to chapter rep, to director, to executive and reported that OAME will always be an important part of his life.

Proposed Dates for 2005/06 Sue Hessey proposed the following dates for 2005/06:
Exec: May 27/28 /05, Sept 16/17/05, Jan 13/14/06, Apr 21/22/06
Board: June 10/11/05, Oct 21/22/05, Feb 3/4/06
OMO 2005: June3/4/05, Leadership 2006: Feb 16-18/06, OAME 2006: May 11-13/06
Concern was raised about the Feb board date conflicting with the first day of Sem 2.

Motions: 1. Moved by Bill Otto, seconded by Jacqueline Hill that " By-Law # 25 Ontario Mathematics Olympics be added to the bylaws" carried

By-Law # 25 Ontario Mathematics Olympics

1. A provincial Ontario Mathematics Olympics (OMO) shall be held each year on the first weekend in June or at another time approved by the Board of Directors.
2. Any chapter, individual or group of individuals may submit an application to host an annual OMO.
3. Applications to host an OMO should be submitted at least one year in advance to the Executive Committee as outlined in the Terms of Reference for the OMO.
4. The final decision relating to selecting the host group shall be made by the Executive Committee and ratified by the Board of Directors no later than one year in advance where possible.
5. The organizing committee shall be known as the Ontario Mathematics Olympics (insert year of the OMO) Host Committee and be members in good standing with OAME/AOEM. This Committee shall be responsible for acting in accordance with the policies in this By-Law, the Terms of Reference and the Guidelines for the

OMO.
6. The host group is encouraged to seek local financial partners to help defray the costs. OAME /AOEM will provide letters recognizing all charitable donations.
7. Within one year of the OMO date, the Host Committee
a) may be advanced a $3 000 loan by the Executive Director after the Host Committee has submitted a request which includes:
1) a list of members of the planning committee
2) a financial plan detailing sources of revenue and verified program costs;
b) may be advanced an additional $2 000 loan by the Executive Director upon receipt of a written request which includes a detailed accounting of the disbursement of the initial $3 000 loan.
8. Losses up to $5 000 incurred in the conducting of the OMO shall be borne by OAME/AOEM unless the Host Committee fails to provide OAME/AOEM with an acceptable financial plan at least six months prior to the event or the Host Committee is deemed negligent in the management of the event. Losses above $5 000 will be borne by the host group unless an alternate agreement is ratified by the Board of Directors
9. Acts of negligence may include but are not restricted to, the misappropriation of funds, the careless handling of funds, or careless business practices.
10. Any profit from the OMO event shall be paid to OAME/AOEM within ninety days of the date of the OMO event.
11. Any profits from the OMO event received by OAME/AOEM will be held in trust for future OMO events.

2. Moved by Dean Murray, seconded by Lynda Ferneyhough that " Registration for new memberships/renewals in OAME automatically includes membership in a chapter" carried
ACTION: PROTOCOL:
1. to be written on the membership application and on the website on-line membership: " OAME membership includes a chapter affiliation. Membership in a chapter will keep you informed of events in your designated chapter."
2. The chapter list choices include "Not Sure of chapter". If they choose this option on the website, they will be directed to look at the map on the website or contact the OAME membership chair (presently EDs) for help.
3. By mail if they select not sure, they will be contacted by email by the OAME chair to help select a chapter.

Questions from Members to Authors of Written Reports (See reports below)
1. Robert Sherk inquired about a report he heard that the MoE was considering destreamed courses in grade 9. Gord Cooke reported that the idea came from a small schools summit held at UCDSB. A white paper was submitted to Gerard Kennedy.

Announcements

OAME 2005: Stewart Craven reported that the programs had been mailed.
OAME 2006: John Ferguson reported that WOMA was hosting : Everyone Counts"at Fanshawe College in London. Steve Smith (alias Red Green) will be a major keynote. SM will contribute 1200 rolls of duct tape for delegate bags. WOMA is watching the on-line reg process for 2005 and will job shadow at Nexus.
OMO 2005: Heather Boychuk reported plans are in progress. Chapter reps received their info package and an electronic copy will be forwarded to OMO co-ordinators and chapter reps. The program includes a 4D Imax movie at Science North. Job action is a concern.
Leadership 2005: Gord Cooke reported that there will be 174 delegates, 11 workshop leaders, and 2 keynotes (Richard Hoshino and Tom Steinke). All plans are in place.
Nominations : Stewart Craven reported that the ballot will be distributed with the March Gazette:
Pres-elect acclaimed: Dan Charbonneau
VPs: (2 of 3): Jacqueline Hill, Kevin Maguire, Bill Otto
JK-6 Directors acclaimed: Merilyn Fox, Tara Tasker, Blanche Thomas
7-12 Directors (at least 3): Mary Bourassa, Heather Boychuk, Charlotte Cutajar, Kevin Maguire, Bill Otto
Awards: Judy Dussiaume reported the following award winners:

Life: Dr Eric Muller
Fryer: 2003 Central Peel Math Dept
Secondary: Louis Lim
Elementary: none
Outstanding Contribution: Gord Banks
Union Gas awards are due by Feb 25, through directors of boards of education.
ACTION: EDs to send letters to recipients and new nominations not receiving an award this year.

Sharing Information, Ideas

Canadian Association of Teachers of Mathematics: Stewart Craven explained the catalyst and noted that 7 of 10 provincial reps attended the first two meetings. The association is bilingual. A $5000 grant was received from CMS. A constitution is drafted. They want to share issues and solutions in Canada, share articles and create a national market for resources. We should be able to meet Canadians in Canada, not just at the NCTM annual caucus. At the CMS math Forum in May, people and associations will be invited to be charter members.

SQC: Anthony Azzopardi reported on the SQC process and answered questions. He referred to the 64 feedback surveys and the database to organize them. They looked for common messages. The MoE received letters from OAME and OMCA regarding the process. The MoE held meetings in December to look at the feedback. In Jan, they incorporated ideas from the Early Math Strategy, etc. They are trying to build on the strengths. They anticipate a release of the 9/10 at the end of Feb, and the 1-8 by the end of March. Board training would be Apr/May, so that training in boards would be June/early Fall.
Questions/comments :
• Is the content relevant (see our Vision statement)? Examples are real but not relevant to age/experience
• timelines are so tight to plan board implementation. What does 2 day training look like? Could OAME help plan it?
• how can it be implemented in Sept?
• Is Spring or Fall better for inservice?
• Could boards pool money to look at links to current resources, ie small groups to realign for whole province?
• will Fac of Eds be involved in training?
• how can teachers cope with so many initiatives (K-6)? Will they see the connections?
Some answers from Anthony:
• the new parts would be highlighted with links to existing resources
• would welcome help from OAME/OMCA for training
• will try to share training plans with us ahead of formal release
• there will be old and new comparison charts for teachers
• the new curriculum is the foundation block for new initiatives.
• The executive of OAME/OMCA is invited to a meeting on Feb 18 to address concerns.
ACTION: Email concerns/questions to Gord Cooke prior to Feb 18

LUNCH

OPC Supporting Math Education in Schools: Gord Cooke reported that he will provide more details at another time.

Algetiles: Jacqueline Hill distributed a way to make paper algetiles

Ministry Initiatives:
a) Grades 4-6 Rollout: Irene McEvoy reported the report identifies what junior math needs to look like.
b) TIPS update: Judy Dussiaume reported that notable strategies were distributed on Nov30/Dec 1.

Student Success Leaders have them. There are 3 new TIPS units.
c) K-3 and Geometry: Anna Jupp reported that last year 1 lead teacher per school received 6 days of training. Now the pedagogy guide is out.

PRISM: Gord Cooke reported that boards can apply for funding for remediation projects. Steering committees must include OAME/OMCA members so that they may provide feedback to their associations.

PD SESSION on GSP 4

Gord Cooke and Judy Dussiaume conducted an interactive workshop on some new ideas for using GSP 4 that come out of the Leading Math Success sessions. A CD was given to each participant. Sketches are available at www.vlearning.ca

Reports, Feedback

Futures: Dan Charbonneau reported that a letter requesting financial support has been designed.
ACTIONS: 1. Email Dan if you know the name of a person in a company to send the letter to. 2. The executive should consider a motion that all voting be done on line for 2006 and send it to the Constitution committee for editing, revision of constitution, bylaws, terms of reference.

Promotions: Heather Boychuk described the 4X7 cards with tricks and teacher notes. A T shirt design and lanyards were considered.
ACTION: moved by Jacqueline Hill, seconded by Bill Otto that " Promotions receive additional funds in their budget to a maximum of $4000". carried

Gord thanked the board for their co-operation during his time as President. Bill Otto responded and thanked Gord on behalf of the board.

adjournment: 2:50 pm

Written Reports

SQC Reports from Bev Farahani

1. Date: November 26, 2004, Location: University of Toronto, 89 Chestnut Street
Participants, a member from each of the school boards, were seated at tables. These tables formed the working groups for the day. The morning sessions were devoted to gathering information relating to the Applied and Academic courses. The focus was to highlight strengths of each course and then make suggestions for possible changes. Strengths included items such as using a variety of technology and manipulatives to increased importance of communication. It was felt that Grade 10 Academic could be easily implemented. The list of strengths were always much smaller than the list of improvements. The amount of material and timing for three of the courses was a recurring issue, as well as, funding issues, relating to maintaining and purchase of new technology and teacher training. It was felt that 'the train the trainer model' used in the previous implementation was not successful.
Some time was devoted to looking at the introductory material, the achievement chart and the mathematical processes. The group felt that it was a positive step forward by including responsibilities of all parties involved, but wanted the word parents changed to community. Was the locally developed course being devalued by not mentioning it specifically?
The biggest discussion came when the pathways were discussed. A potential problem with the on line survey was that some votes for pathway A may not have been registered if the survey was not fully completed at one sitting. After much discussion, and clarification, Pathway A was chosen. Many wondered if any other pathway options were being considered, such as eliminating Calculus from grade 12 entirely or having it as an extra grade 12 course that would be completed after a grade 12 functions course – the "Alberta model".
2. Date: December 13 and 14, 2004, Location: Ministry of Education – 16th floor Mowat Block
Anne Yeager and Anthony Azzopardi incorporated much of the November 26 feedback into the grade 9 and 10 Applied and Academic draft documents, which the 5 person group was given the opportunity to look at before discussions on possible changes began. M. Ingalls was able to join the group for the morning. After some discussion, two teams of two people were created to look at the applied courses. Jacqueline Hill and I formed one team to look at grade 9 Applied, while two members of OMCA formed a team to look at grade 10 Applied. Each group was to add sample problems, answer questions that Anne had embedded in each course, and finally look at the flow of the course. Anthony gave Kevin McGuire a special assignment. The changes to grade 10 Applied were quite extensive.

Jacqueline and I were able to begin looking at grade 9 Academic before the end of the first day.
On day two Chris Suurtamm and Jay Speijer joined the group. Changes made to the Applied courses were shared. This resulted in further changes to the two Applied courses. Changes to the grade 9 Academic course were also shared. The changes to grade 10 Academic were made by the group as a whole. Kevin and Chris were sequestered in another room with Anthony.
On both days, the members of OMCA stressed that there would be a letter of concern from OMCA sent to the Ministry of Education. They wondered if OAME would also be submitting a letter.
Future items to consider:
a) the timelines for implementation of grade 9 & 10, as well as future timelines for grades 11 & 12.
b) have the pathways for grades 11 & 12 been set in stone? There was some discussion at the first meeting about treating Calculus as they do in Alberta as an extra grade 12 course after a regular grade 12 course. When we asked Anthony at the meeting in December he didn't commit to a particular option but I am not sure if that means he is open to another option or if he just didn't want to say which pathway had been chosen.

SQC Reports from Pat Margerm

The feedback from OAME took the form of quoting a vision statement relevant to the feedback prompt and then analyzing the curriculum in relation to the vision statement. I also attended the OMCA meeting in London in order to participate in their process and gather resources for approaching the task. Anna Jupp and I met and spent a day identifying concerns and issues and gathering specific examples. We also integrated Sandra Prices's written feedback especially at the intermediate level. I am assuming that the process for both November 25 (elementary) and November 26 (secondary) was the same so it is not necessary to identify the process. Both Kathy Kubota-Zarivnij and Anna Jupp also attended the November 25 meeting representing other stakeholders and can provide their insights into the day. I have three observations about my experience on November 25 that I think impact on the decision to communicate with the Ministry about the need for more time to improve the curriculum rather than create new problems with rushed revisions that are designed to meet deadlines rather than goals.
1. The participants in my group identified the difficulty in providing quality feedback within the timeframe allowed because it coincided with a reporting period at the elementary level. Teachers were unable or had limited opportunity to participate in the feedback process.
2. While many are knowledgeable about a grade or division, it is more difficult to find expertise across the elementary grades in order to effectively analyse the developmental sequence across the elementary grades.
3. Upon arrival, I received a copy of a feedback form from another board. Although the ratings were high (5) very limited written feedback was provided (perhaps not surprising given the timelines for feedback). The message that I heard at the meeting was that the feedback was analysed wholistically. This means that OAME's report, which took four days to complete, was weighted equally with a report with very limited critical analysis. This is problematic given that some boards have put limited resources (financial etc.) into developing capacity in mathematics (as evidenced by the difficulties in finding knowledgeable leadership at the board level for the Ministry's math initiatives).
The meetings on December 9 and 10, were structured around responding to questions selected from the feedback process. Many issues continued to be raised around the identification of gaps, inconsistencies in the wording of the expectations, strategies for the inclusion of the mathematical processes, and the connections between the expectations and the achievement chart. There is a message that the goal is to produce a document for the "interim" since it will be revised in 5 years. Perhaps this message was incorrectly interpreted but there was discussion about this topic. Given the fragile state of elementary teachers' confidence in teaching mathematics, it is my opinion that implementing a curriculum that will require extensive revision in 5 years will undermine teachers' confidence in both teaching mathematics as well as in the direction provided by curriculum documents. The result is limited student learning, the very problem that the curriculum revision is attempting to address. Another concern is that there has been limited opportunity for involvement of math educators at the university level. A small sampling of colleagues indicted that, as with school boards, information about the process had limited success in "trickling down" to the math educators.
It is my recommendation that OAME be proactive in both requesting more time to complete the revision process in order to provide a fundamentally sound and research-based curriculum that will require revision in light of new research rather than in order to address flaws and also in providing leadership in making suggestions for both the current revision as well as in anticipating the five year cycle of the renewal process. This may require a new committee or that existing committees (elementary) have only one focus – curriculum development. This will again highlight the need for more OAME representation at the elementary level. It was a huge responsibility to prepare a report that represents all of the math educators in OAME with so few opportunities for consultation. This is a problem that OAME should address.

The Kindergarten Program Technical Analysis Team by Laurie Moher

We began the first day with an introduction to the SQC process. There were groups in the building working on other documents at the same time we were working on the Kindergarten Program (e.g., English as a Second Language, Language). There were also focus groups meeting in the various regions while we were meeting in Toronto. The kindergarten teacher from one of my schools attended a focus group meeting in Barrie.
The breakdown of the work was as follows:
Day 1:
-vision of the learner and curriculum
-exemplary curriculum
-strengths of the curriculum
-areas of improvement (overall document)
-areas of improvement (each learning area)
-areas of improvement in the introduction
Day 2:
-looking at the document through different lenses (e.g., equity and inclusivity)
-what makes an exemplary expectation for young children
-document structure
-looking at the five learning areas
-looking at the overall expectations in detail
Day 3:
-review of days 1 and 2
-overall expectations
-looking at the specific expectations in detail
Day 4:
-specific expectations
Day 5:
-specific expectations
-front matter of the document

Notes:

We broke into teams to examine the specific expectations. This process took a long time to complete. Glynis Fleming from OMCA was brought in for one day specifically to look at the math. She paired up with Eloise Giancola to work on the math. There was pressure for me to work on the science expectations but I expressed my desire to stay with the math expectations. That was what I ended up doing.
Many of the changes that were suggested were modifications to the wording of the expectations. Often clearer examples were provided. Some expectations were added. It was recognized that there were gaps in the area of mathematics. People tried to ensure that suggested changes lined up with the Early Math Strategy, although there was not a lot of time to look at the alignment in detail.
The work that was done by our team will be compiled with the work that happened in the one day focus sessions in the various regions. Writing teams will be brought in this summer to do the revisions to the Kindergarten Program.

The Report of the Expert Panel on Grades 4 - 6 Mathematics by Irene McEvoy

The Expert Panel was created to provide research and experience-based advice on instruction, assessment and intervention practices aimed at improving student achievement in mathematics. The report builds on the foundations of the Report of the Expert Panel on Early Math and provides a bridge to the report of the Expert Panel on Student Success in Mathematics for Grades 7 to 12. It contains extensive support information for teachers, as well as sources and recommendations for school and board leaders.
The ***Teaching and Learning Mathematics*** report provides an overview of the characteristics of effective mathematics instruction, including effective use of manipulatives, children's literature, technology and teachers' resources. The report emphasizes that, in order to meet the needs of students in the 21st Century, there is a need to focus on developing understanding of mathematics, on making connections between ideas, and on students' ability to communicate their reasoning, rather than focusing on rote learning. In addition, it makes recommendations on the roles of board leaders, principals, elementary mathematics specialists, the ministry and faculties of education in building capacity and providing support and professional development for teachers.
In the release of the report, Richard Gauthier, Co-Chair, commented that, "the junior years are a critical time of transition and growth in students' mathematical learning. It is during this period, in particular, that students begin to deepen their mathematical understanding, move to more abstract thinking, and begin to make connections between different concepts that can be applied in new situations."

Mathematically Literate Students:

• consistently try to make sense of mathematics

• are developing a depth and flexibility in their mathematical thinking
• make connections between concepts and see patterns throughout mathematics
• have a sense of numbers and are sufficiently efficient in their work
• are willing to persevere in order to understand and solve mathematical problems
• can communicate their mathematical thinking and can understand the mathematical reasoning of others

Dr. Alex Lawson, Co-Chair added, "we know a great deal about the kind of instruction that is likely to support our students' ability to reason mathematically about a wide range of situations and problems. We find that teachers making use of these methods are able to develop a greater level of mathematical understanding and enthusiasm in students than was the case with earlier approaches. It's very powerful to watch classrooms in which you see the children thinking hard and debating about a mathematical idea - and their pleasure and enthusiasm when the light bulb goes on."

Effective Mathematics lessons

An effective whole-class mathematics lesson contains three parts. In the *Beginning* section, the teacher poses a problem to the class that offers a wide range of entry points for students at different levels. The *Middle* section has students working together to solve the problem in a way that makes sense to them. This offers opportunities for students to look for patterns, connections, communicate their thinking, persevere, and examine their misconceptions together. During the *End* stage students share, explain, and examine a rage of solutions with the whole class, discussing the common elements, looking for patterns, and making sense. This approach fosters a community of learners.

Effective lessons provide opportunities to practice learning in rich contexts which could include the use of games and puzzles. Mental math skills can be developed and practiced in guided mini-lessons. Effective programs contain a variety of instructional methods along with the use of classroom resources such as children's literature, technology and manipulatives, which can deepen student understanding.

Effective Mathematics instruction:

• is focused on having students make sense of mathematics;
• is based on problem solving and investigation of important mathematical concepts;
• begins with the student's understanding and knowledge of the topic;
• includes students as active rather than passive participants in their learning;
• has students communicate and investigate their thinking through ongoing discussion;
• includes all students, whether in the choice of problems or in the communicating of mathematical ideas;
• incorporates ongoing assessment of student understanding to guide future instruction, and
• is at least one hour a day at the junior level.

Instruction plays a central role in the learning and understanding of the junior student. However there are other factors that affect a student's achievement in mathematical literacy as well. The attitudes of students, their parents and their teachers have been identified as particularly critical. A student's background as well as peer group influence also affect the junior math learner.

Professional Development

The requirements of professional development may be greater in mathematics than other subject areas at the junior level because of the dual necessity of developing a strong knowledge of mathematical content and developing new instructional methods. Teachers are asked to teach in ways that they themselves may not have experienced. They need a more extensive knowledge of mathematics than was previously needed, as well as sound pedagogy to deal effectively with student learning. Professional development, which is central to the development of capacity in mathematics education in Ontario, has to be effective, meaningful, and relevant. Genuine improvement in mathematics instruction will take time and support. Intensive professional development, similar to that in the primary division last year, for lead teachers in the junior grades in mathematics is expected to begin in the 2004-05 school year. Ongoing active support by administrators and board personnel will be needed for classroom and school improvement. Board leaders can be instrumental in allocating resources, fostering leadership within, as well as creating a vision and focus for mathematics.

"Mathematics is a fundamental human activity – a way of making sense of the world."
Teaching and Learning Mathematics, p.1

NCTM Report

John Kersley reported that

• NCTM Annual Conference Anaheim, California April 6- 9. Visit Disneyland while there. The Program booklet is available. The OAME Representative to the Delegate Assembly will be Beverly Farahani.
• Rising Canadian Dollar : Presently books and membership has a 25% cap if paid directly in Canadian dollars. Is it to our advantage to continue this or make appropriate adjustments.

ACTION: Suggest Executive to look at this.

• he is learning how NCTM operates

• Forgiveness: In the U.S. President Bush signed a law that expands a student's loan forgiveness from $ 5 000 to $ 17 5000 for secondary school teachers of mathematics or science and for elementary and secondary school teachers who teach special education in high poverty schools for five or more years. Is there any sort of forgiveness in Ontario?
•he distributed an article on Standards-Based Teaching and Test Preparation
• Websites

Custom Class Notes Calendar Generator
www.howe-two.com/download/CustomCalendar/Index.html

Balanced Assessment
300 innovative assessment tasks grades 1 to 12
www.balancedassessment.concord.org

Test Prep Review
free resource and practice exams preparing for standardized tests - high school, university, graduate school
www.testpreview.com

Mathwords and formula
listing of formulae and definitions from algebra to calculus
www.mathwords.com

Executive Directors' Report Jan 25, 2005

Membership
May 6, 2004: 1512 Sept 8, 2004: 1386 Jan 25, 2005: 1532

Chapters: We gave any chapter ordering a case in the Fall, a free T-shirt to use at their mini-conference for a door prize. The GOLDEN rep has changed to Laura Tonin. She is not able to attend in Feb however. Elizabeth Pattison will attend in her place. We have not received the annual chapter reports from ISOMA, SAME, or SWOAME. Chapters whose annual reports were received prior to Jan 14 will receive their chapter rebate on Feb 4. Others will be held in trust pending finance committee approval in April.

Publications:

		INVENTORY			
Document	Last Print Order	Nov 18/03	Mar 8/04	Aug 31/04	Nov 15/04
LAIM PR 4000	514	461	371	314	300
LAIM MS 2000	2135	514	292	138	110

A complete Nov 15/04 Publications report is attached. We recently purchased 1000 more memopads to use for promotion and 500 Certificates of Excellence. We will not reprint LAIM PR, JR ,or MS unless revised to fit new achievement charts and curriculum

LAIM-NCTM: Ralph Connelly reported that to date, the "big thing" that's been done is the "converting" of the charts in the front matter of the document (the ones that show the Ontario Curriculum Expectations broken down by strand/sub-topic) to charts reflecting the objectives (expectations) for grades 5-8 from the Principles and Standards of School Mathematics. The plan now is to get through the rest of the front matter and change "specific Ontario" references there, then "divvy up" the activities, to align them with the PSSM charts and "de-Canadianize" any that need changes.

Website Committee : Greg Clarke does a great job keeping the website up to date . He has worked with us to get the members only section live with our database. Tasso is working on the shopping cart. He is still owed $500 to complete the development. Greg used his PD allowance of $1000 to install high speed at home to enable him to further develop his computer and website skills.

Think Literacy Project: In Dec we received a cheque from CODE for $18891.18. All writers are now paid. We have requested 1680 copies for chapters, board members, Leadership 2005 and OAME 2005 delegates.

Annual Conferences: We have designed a spreadsheet for committees to use to design their budget and to use to give their final report. It has been distributed to OAME 2005 and 2006 for use and feedback. Suggestions for updating the by-laws and Terms of Reference have been sent to the Constitution Committee

OAME 2005: The flyer has been developed and was distributed in January. On-line registration is now available, thanks to Greg Clarke and his MCIS sy stem. York university requested 5 million in liability insurance (we have 2 million). We have increased our liability to 5 million, effective January 18/05.

OAME 2006: WOMA has begun planning OAME 2006 "Everyone Counts" and has signed the contract. Sue Hessey ,John Ferguson, and Paul Fennell are on the planning committee. Co-chairs are Cathy Lynch and Heather Summers.

OAME 2007: MAC2 are planning 2007. We have not received a formal application or contract

L2005: We have 11 workshop leaders and 172 delegates to date plus 17 publishers. Most have used credit cards to register.

OMO 2004: Jacqueline Hill resolved her financial conflicts with Durham College. Pine Ridge appreciated the

additional grant to cover most of their losses. A letter of thanks was sent to Jacqueline and her committee
OMO 2005 OMO 2005 will be held in Sudbury at Laurentian University and Science North on June 3 and 4, a change of date. Information packages will be distributed to chapter reps in February. OMO co-ordinators have been secured in most chapters and their names are posted on our website.
OMO 2006: Linda Edwards and Merilyn Fox of SAME have expressed interest .
UNION GAS: We are discussing with Karrie Vandenberg a contribution of $15000 in 2005 to set up a three year trust fund for OMO (to be called "OAME-Union Gas OMO (year)).

CHAPTER REPORTS

CHAMP- Rep:Lynda Ferneyhough: lynda.ferneyhough@peelsb.com: CHAMP's Fall Conference "More Manipulative Madness" was held Nov. 18th at Rick Hansen S.S. We are looking at ways to appeal to more elementary school teachers and a broader range of high school teachers. The CHAMP chapter held a very successful mathematics contest for high school students. Thanks to Paul Alves and his team for all their extra efforts. The contest for elementary school students is gearing up already and will be run April 4,5. CHAMP will plan its Spring event with more details to follow.
COMA - Rep: Joanne Anas: Joanne_Anas@ocdsb.edu.on.ca COMA's annual Mini-Conference on Saturday November 6th at Ottawa U was a huge success. Two morning sessions were followed by lunch and door prizes. The workshops offered spanned all levels and were attended by both elementary and secondary educators. COMA also hosted its annual after school January Forum at Confederation H.S. on Monday January 24th. 135 educators attended "Developing Mathematical Literacy" where Beata Myhill shared practical strategies for students to communicate mathematically. The Ministry document, Leading Math Success, and the OAME document, Think Literacy, were highlighted and copies were handed out to the participants. COMA events have been profitable and the executive will be looking at ways to put money back into the math community. Plans for the after school Secondary Forum in April and the Math Olympics are currently underway.
GOLDEN - Rep:Laura Tonin: lmtonin@yahoo.ca The Golden sector is busy planning and organizing their annual conference at Brock University. This year's conference has the theme 'Mathematics: Just Do It! and will be held on April 27th. There will be various workshops aimed at primary, junior, intermediate, and senior levels. We hope to have a good turn out.
GVMA - Rep: Barb Vukets:barb_vukets@wrdsb.on.ca After a busy and exciting year culminating with the hosting of OAME 2004, things are "back to normal" at the GVMA headquarters! The Fall Conference was held on October 21 at the University of Waterloo. For the low price of $35 participants were treated to three mini-sessions, a great dinner and entertaining dinner speaker. We expanded the number of sessions for 4-6 and 7-9 speakers this year with the hope of attracting more teachers with interest at those levels. Attendance at the conference was 160 delegates. Planning is underway for the 2005 Fall Conference.
ISOMA - Rep: Chris Kirkpatrick: ckirkpatrick@cogeco.ca On November 24th, 2004, St. Andrews College in Aurora hosted the ISOMA fall conference. Ron Lancaster delivered the keynote address on photography and mathematics and provided participants with a rich resource package. Approximately 40 teachers attended the conference from a variety of Independent schools in the greater Toronto area. The conference gave teachers an opportunity to attend technology specific workshops, make acquaintances and discuss issues unique to the Independent school.
MAC^2 - Rep: Andrew Morrison: amorrison@sha.scdsb.on.ca We have kept ourselves very busy at MAC2 during the past few months. Our most exciting project is preparing for OAME 2007! Plans are well underway, with site selection and recruiting committee members being our first priorities. We are continuing our involvement in mathematics events for students. The Junior Math Challenge, run by members of MAC2, involves junior students from all local school boards. We are already volunteering in schools to help students prepare for this unique problem solving activity. We have also begun preparation for our involvement in the annual Ontario Mathematics Olympics. MAC2 is planning to sponsor three teams this year. Not only will we pay most of their costs, but we will be volunteering in the participating schools to help them prepare! Finally, MAC2 is planning our spring mini-conference for mathematics teachers on April 21. We have chosen St. Peter's school in Barrie for this event.
NOMA - Rep: Sue Melville: melvils@rainbow.edu.on.ca . The NOMA conference held in October was once again a success. We changed from a two-day format to one day; participant feedback indicates most attendees approved of the change. The NOMA executive would like to thank our OAME presenters for contributing to a successful fall conference.NOMA is gearing up for the OAME/Union Gas 2005 Ontario Mathematics Olympics on June 4, 2005. This year's event will be held at Laurentian University and Science North in Sudbury, Ontario. Venues have been booked and sponsorship requests
have been sent out. Information packages will be provided to all chapter reps at the February meeting.
NWOAME- Rep: Maribeth Williams: wiiliams@tbaytel.net. Math Fest planned for this February is tentatively rescheduled to September 29 and 30. The conference was rescheduled as a full complement of presenters was not

available. Plans for the regional Math Olympics are underway.
PRMA- Rep: Sandra Jean Price: price_sandra@durham.edu.on.ca . We are in the midst of planning our Spring mini-conference. The conference, entitled "Would Alex Have Passed With a Different Teacher?" is being held at Holy Cross Secondary School in Peterborough on April 6th from 4:30-8:00 p.m. The fabulous Don Fraser is our keynote. We are hoping to increase chapter membership in the northern area by holding one mini-conference per year in the northern area of our chapter. We are also
looking forward to planning our annual general meeting and social.
QSLMA -Rep: Robert Sherk: sherkr@limestone.on.ca. This past fall, QSLMA has maintained contact with members through email newsletters, encouraged attendance in the annual Leadership and provincial conferences, worked on developing a web site (near completion), adopted a new logo, and organized another fall mini conference on November 9th. (approx. 50 in attendance) with workshops for senior elementary and secondary teachers. Plans are in place to host another local OMO and to co-sponsor a two day workshop for teachers of the Grade 12 Data Management course in March.
SAME- Rep: Sumintra Koowar: sumintra.koowar@tel.tdsb.on.ca NO REPORT
SWOAME- Rep: David Petro: david_petro@wecdsb.on.ca. NO REPORT
TEAMS- Rep: Pat Margerm: pmargerm@edu.yorku.ca. Preparations for OAME 2005 have been going very well. The "new look" program booklet has been mailed to all OAME members, as well as all presenters. The booklets are also starting to show up in the schools across the province. Registration is up and running on the website (thank you Kevin).~A full pdf file of all the workshop descriptions has been included, along with a daily schedule of the program. The featured speakers have been highlighted on the Website and within the registration pages. Presentations by James Stigler and Akihiko Takahashi will support the province-wide rising interest in the lesson study model for professional development. Please visit www.oame2005.ca. In addition, detailed plans have been completed for the local OMO to be held on April 2. This makes for busy times at TEAMS.
WOMA - Rep: John Ferguson: fergus@xcelco.on.ca. On November 10 and 17, WOMA once again successfully hosted a 2 part workshop series titled "Dinner and a Manipulative". The workshops were held at Saunders SS in London. The cost was $10 per teacher (total, for both nights) .Plans are underway for the spring conference "MatheMagics". It is to take place at Fanshawe College on April 14. Look for details on our website: http://www.math.uwo.ca/woma/. WOMA is hosting OAME 2006: *Everyone Counts*
May 11-13,2006 at Fanshawe College in London. A joint WOMA/OAME 2006 meeting was held January 19 at Fanshawe where those in attendance toured the facilities. The tasks of the various committees were discussed, notably: facilities, keynote speakers, logos, and shadowing OAME 2005. Our next meeting will be April 7.
Y^{4}MA - Rep: Rosey Mastrofrancesco: roseym5@rogers.com. No new activities since October.