

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MARCH 19, 2024**

PUBLIC SESSION

**TOPIC: UNAPPROVED MINUTES OF THE COMMITTEE OF THE
WHOLE MEETING OF MARCH 5, 2024**

RECOMMENDATION

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the Committee of the Whole Meeting of March 5, 2024, as presented.

The following recommendations are being presented for the Board's consideration from the Committee of the Whole Meeting of March 5, 2024:

7.1.1 *Student Transportation Policy (500.2)*

THAT the Niagara Catholic District School Board approve the Student Transportation Policy (500.2), as presented.

7.1.2 *Niagara Catholic Parent Involvement Committee Policy (800.7)*

THAT the Niagara Catholic District School Board approve the Niagara Catholic Parent Involvement Committee Policy (800.7), as presented.

7.1.3 *Code of Conduct Policy (302.6.2)*

THAT the Niagara Catholic District School Board approve the Code of Conduct Policy (302.6.2), as presented.

7.1.4 Niagara Catholic Math Achievement Action Plan 2023-2024 – Interim Report

THAT the Niagara Catholic District School Board continues to endorse the Math Achievement Action Plan 2023-2024 – Interim Report, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

TUESDAY, MARCH 5, 2024

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, March 5, 2024 in the Father Kenneth Burns c.s.c. Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 6:30 p.m. by Vice-Chair Burkholder.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Huibers.

2. Roll Call

Vice-Chair Burkholder noted that Trustee Benoit, Joyner and Student Trustee Geremia are excused.

Trustee	Present	Present Electronically	Absent	Excused
Natalia Benoit				✓
Joseph Bruzzese	✓			
Rhianon Burkholder	✓			
Danny Di Lorenzo	✓			
Larry Huibers	✓			
Doug Joyner				✓
Jim Marino	✓			
Paul Turner	✓			
Student Trustees				
Charlotte Johnstone	✓			
Emilio Geremia				✓

The following staff were in attendance:

Camillo Cipriano, Director of Education; **Lee Ann Forsyth-Sells, Kimberly Kinney, Gino Pizzoferrato, Pat Rocca, Domenic Massi, Joseph Zaroda**, Superintendents of Education; **Giancarlo Vetrone**, Superintendent of Business & Financial Services; **Clark Euale**, Controller of Facilities Services; **Julia Tiessen**, Executive Officer of Human Resources; **Anna Pisano**, Recording Secretary/Administrative Assistant, Corporate Services

3. Approval of the Agenda

Moved by Trustee Turner

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of March 5, 2024, as amended.

In-Camera Item G1 added

CARRIED

4. Declaration of Conflict of Interest

Declaration of Conflict of Interest was declared by Trustee Di Lorenzo with In Camera Agenda item G1. This trustee has family members who are employees of the Board. This Trustee left the meeting during discussion of this item.

5. Approval of Minutes of the Committee of the Whole Meeting of February 13, 2024

Moved by Trustee Marino

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of February 13, 2024, as presented.

CARRIED

6. Consent Agenda Items

6.1 Niagara Student Transportation Services Annual Plan

Presented for information.

6.2 Capital Projects Progress Report Update

Presented for information.

Moved by Trustee Bruzzese

THAT the Committee of the Whole adopt consent agenda items.

CARRIED

B. PRESENTATIONS

C. GOVERNANCE POLICIES

1. Governance Policies for Recommendation to the Board

1.1. Student Transportation Policy (500.2)

Director Cipriano presented feedback received from the vetting process and highlighted recommended amendments to the Student Transportation Policy (500.2), following the vetting process.

Following discussion, the Committee of the Whole recommended the following additional amendments:

- No amendment

Moved by Trustee Bruzzese

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Student Transportation Policy (500.2), as presented.

APPROVED

1.2. Niagara Catholic Parent Involvement Committee Policy (800.7)

Lee Ann Forsyth-Sells, Superintendent of Education, presented feedback received from the vetting process and highlighted recommended amendments to the Niagara Catholic Parent Involvement Committee Policy (800.7), following the vetting process.

Following discussion, the Committee of the Whole recommended the following additional amendments:

- No amendment

Moved by Trustee Huibers

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Niagara Catholic Parent Involvement Committee Policy (800.7), as presented.

APPROVED

1.3. Code of Conduct Policy (302.6.2)

Domenic Massi, Superintendent of Education, presented feedback received from the vetting process and highlighted recommended amendments to the Code of Conduct Policy (302.6.2), following the vetting process.

Following discussion, the Committee of the Whole recommended the following additional amendments:

- No amendment

Moved by Trustee Marino

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Code of Conduct Policy (302.6.2), as presented.

APPROVED

2. Governance Policies Prior to Vetting

2.1. Purchasing/Supply Chain Management Policy (600.1)

Superintendent Vetrone, presented the Purchasing/Supply Chain Management Policy (600.1).

The Committee of the Whole suggested the following amendments:

- No amendment

The Committee of the Whole requested that the Purchasing/Supply Chain Management Policy (600.1), be vetted from March 6, 2024 to May 1, 2024 with a recommended deadline for presentation to the Committee of the Whole in May, for consideration to the Board in May.

2.2. Employee Workplace Harassment Policy (201.7)

Julia Tiessen, Executive Officer of Human Resources, presented the Employee Workplace Harassment Policy (201.7).

The Committee of the Whole suggested the following amendments:

- No amendment

The Committee of the Whole requested that the Employee Workplace Harassment Policy (201.7), be vetted from March 6, 2024 to May 1, 2024 with a recommended deadline for presentation to the Committee of the Whole in May, for consideration to the Board in May.

2.3. Employee Workplace Violence Policy (201.11)

Executive Officer Tiessen, presented the Employee Workplace Violence Policy (201.11).

The Committee of the Whole suggested the following amendments:

- No amendment

The Committee of the Whole requested that the Employee Workplace Violence Policy (201.11), be vetted from March 6, 2024 to May 1, 2024 with a recommended deadline for presentation to the Committee of the Whole in May, for consideration to the Board in May.

2.4. Occupational Health and Safety Policy (201.6)

Executive Officer Tiessen, presented the Occupational Health and Safety Policy (201.6).

The Committee of the Whole suggested the following amendments:

- No amendment

The Committee of the Whole requested that the Occupational Health and Safety Policy (201.6), be vetted from March 6, 2024 to May 1, 2024 with a recommended deadline for presentation to the Committee of the Whole in May, for consideration to the Board in May.

3. Governance Policy Review Schedule

Director Cipriano presented the Governance Policy Review Schedule.

D. COMMITTEE AND STAFF REPORTS

1. Interim Math Achievement Action Plan

Kimberly Kinney, Superintendent of Education presented the Niagara Catholic Math Achievement Action Plan 2023-2024 Interim report.

Superintendent Kinney answered questions of Trustees.

Moved by Trustee Marino

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board continues to endorse the Math Achievement Action Plan 2023-2024 – Interim Report, as presented.

APPROVED

2. Monthly Updates

2.1 Student Trustees' Update

Charlotte Johnstone, Student Trustee, presented a brief verbal update on the current activities of the Student Senate.

2.2 Senior Staff Good News Update

Senior Staff highlights included:

Superintendent Zaroda

- Niagara Catholic skills competition took place last week with 200 students participating in 27 different events. The event culminated in an awards assembly where students received their medals and many students received prizes and monetary gifts from a variety of community partners. These students will move on to further competitions. In addition, 100 grade 7 students participated in their own workshop.

Superintendent Pizzoferrato

- We've expanded our partnership with Learnstyle to enhance our education services. Learnstyle, the creator of our new software, Rise, provides technology coaching for students using supportive devices to optimize their use. We're also administering individualized literacy screeners to assess reading skills. Students identified for additional instruction may join the Corrective Reading program, supporting Tier 3 reading interventions for grades K-12.
- Holy Cross Catholic Secondary School hosted a Mardi Gras-themed Special Education Formal for students from across Niagara Catholic on February 13th. The event featured a colorful parade, a photo booth, a music video, and an art exhibition.

Participants enjoyed a delicious lunch and a lively dance. Saint Michael Catholic High School will host a Mustang Hoedown on May 17th at Heartland Forest in Niagara Falls. Students can explore the forest's Nature Discovery Centre, accessible trails, and Sensory Garden. There will be guided activities like face painting, bubbles, and games, followed by music for line dancing after lunch.

E. INFORMATION

1. Trustee Information

F. OTHER BUSINESS

1. General Discussion to Plan for Future Action

- 1.1 Trustees are reminded of the Lenten retreat taking place on Wednesday, March 20, 2024 at Holy Cross Catholic Secondary School.
- 1.2 Reminder of the Niagara Foundation Gala on Thursday, March 21, 2024 at Club Roma.

G. BUSINESS IN CAMERA

Moved by Trustee Huibers

THAT the Committee of the Whole move into the In Camera Session.

CARRIED

The Committee of the Whole moved into the In Camera Session of the Committee of the Whole Meeting at 7:49 p.m. and reconvened at 7:56 p.m.

H. REPORT ON THE IN-CAMERA SESSION

An update was given on OECTA negotiations.

I. ADJOURNMENT

Moved by Trustee Marino

THAT the March 5, 2024 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 7:57 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **March 5, 2024.**

Approved on **April 9, 2024.**

Rhianon Burkholder
Vice-Chair of the Board

Camillo Cipriano
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MARCH 19, 2024**

PUBLIC SESSION

TITLE: STUDENT TRANSPORTATION POLICY (500.2)

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Student Transportation Policy (500.2), as presented

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services

Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services

Recommended by: Committee of the Whole

Date: March 19, 2024



Niagara Catholic District School Board
STUDENT TRANSPORTATION POLICY
STATEMENT OF GOVERNANCE POLICY

500 – Auxiliary Services

Policy No 500.2

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: February 26, 2019

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, and in accordance with the *Education Act*, school boards may provide home-to-school or school-to-school transportation for their students who are resident pupils within the jurisdiction of the Board.

Transportation may be provided for elementary and secondary school students when the walking distance from the student's residence to their home school is equal to or greater than the distance listed below:

Grade Level	Kilometers
Kindergarten	.80
Grades 1-8	1.60
Grades 9-12	3.20

All distances referenced shall be the shortest walking route, measured from the point at which the laneway or driveway of the student's residence joins the roadway to the nearest roadway or pathway/sidewalk entrance to the school property. The distance from a student's residence to the bus pickup or discharge location shall not exceed the transportation eligibility distances. Where a student encounters safety hazards on his/her walk to school with the approval of the Family of Schools' Superintendent of Education and the Executive Director of Niagara Student Transportation Services, consideration may be given to providing appropriate transportation for the student.

In some cases, requests for transportation may be considered for students with special education needs, with the approval of the Family of Schools' Superintendent of Education and the Superintendent of Student Support Services (Special Education).

In consultation with the Executive Director of Niagara Student Transportation Services, transportation may be provided to students, who attend a school other than their home school for approved program attendance, with the approval of the Family of Schools' Superintendent of Education and the Superintendent of Program and Innovation.

Whenever possible and practical, transportation time from home to school is not expected to exceed one hour.

It is the parent's responsibility to ensure that their child gets to and from school safely when a student is ineligible for Board transportation.

The Director of Education, in consultation with the Niagara Student Transportation Services (NSTS), will issue [Administrative Operational Procedures](#) for the implementation of this policy.

References

- [Education Act](#)
- [Niagara Student Transportation Services Consortium](#)
- [Niagara Catholic District School Board Policies/Procedures](#)
 - [Accessibility Standards Policy \(800.8\)](#)
 - [Admission of Elementary and Secondary Students Policy \(301.1\)](#)

- [*Educational Field Trips \(400.2\) AOP*](#)
- [*School Operations for Inclement Weather and Workplace Closure Policy \(500.1\)*](#)

Adopted Date:	March 27, 2007
Revision History:	September 29, 2008 April 28, 2009 June 15, 2010 May 27, 2014 February 26, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MARCH 19, 2024**

PUBLIC SESSION

**TITLE: NIAGARA CATHOLIC PARENT INVOLVEMENT
COMMITTEE POLICY (800.7)**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Niagara Catholic Parent Involvement Committee Policy (800.7), as presented

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education

Recommended by: Committee of the Whole

Date: March 19, 2024



Niagara Catholic District School Board

NIAGARA CATHOLIC PARENT INVOLVEMENT COMMITTEE POLICY

STATEMENT OF GOVERNANCE POLICY

800 – Schools and Community Councils

Policy No. 800.7

Adopted Date: May 24, 2011

Latest Reviewed/Revised Date: November 24, 2020

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board recognizes the Niagara Catholic Parent Involvement Committee (NCPIC) as a regional body of representative stakeholders that supports Catholic education by providing a communication link to parents/guardians, Catholic School Councils, the Diocese, the Director of Education, and the Board.

The Niagara Catholic Parent Involvement Committee promotes, encourages, and supports parent engagement at the Board and school levels, building strong Catholic identity and community, nurturing the distinctiveness of Catholic education, and advancing student achievement and well-being of all students in the Niagara Catholic District School Board.

The Director of Education will issue [Administrative Operational Procedures](#) for the implementation of this Policy.

References:

- [Ontario Regulation 330/10 School Councils and Parent Involvement Committees](#)
- [Parents in Partnership...A Parent Engagement Policy for Ontario Schools](#)
- [Education Act-Section 1](#)
- [OAPCE By-Law and Constitution](#)
- [Niagara Catholic District School Board Policies/Procedures](#)
 - [Board By-Laws Policy \(100.1\)](#)
 - [Catholic School Councils \(800.1\) AOP](#)
 - [Complaint Resolution Policy \(800.3\)](#)
 - [Niagara Catholic Parent Involvement Committee By-Laws](#)
 - [Trustee Expenses and Reimbursement Policy \(100.13\)](#)

Adopted Date:	May 24, 2011
Revision History:	October 25, 2011 February 28, 2012 June 18, 2013 June 21, 2016 November 24, 2020

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MARCH 19, 2024**

PUBLIC SESSION

TITLE: CODE OF CONDUCT POLICY (302.6.2)

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Code of Conduct Policy (302.6.2), as presented

Prepared by: Domenic Massi, Superintendent of Education

Presented by: Domenic Massi, Superintendent of Education

Recommended by: Committee of the Whole

Date: March 19, 2024



Niagara Catholic District School Board

CODE OF CONDUCT POLICY

STATEMENT OF GOVERNANCE POLICY

300 – Schools/Students

Policy No 302.6.2

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: February 25, 2020

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board is committed to a whole school approach to create safe, caring, equitable and inclusive learning and teaching environments, so that all students can reach their full potential and become living witnesses of Christ. A positive school climate exists when all members of the school community feel safe, included and accepted and actively promotes positive behaviours and interactions.

Standards of behaviour for all members of the school community promote and support respect, civility, responsible citizenship and safety, along with justice, integrity and accountability consistent with Gospel values. All stakeholders; students, parents/guardians, staff, trustees, volunteers, and visitors, are to be treated with respect and dignity at all Niagara Catholic schools/sites, Board/school-related activities or events. Inappropriate, aggressive or hostile behaviour or language toward, these stakeholders will not be tolerated.

The standards of behaviour apply to all individuals including students, Principals, Vice-Principals, teachers, support staff, parents/guardians, school bus drivers, volunteers and members of various community groups. This applies whether they are on school property, in a virtual learning environment, on school buses, at school-related events or activities, in before-and-after school programs, or in other circumstances that could have an impact on school climate.

Principals must communicate the Board Code of Conduct to their staff, students, Catholic School Councils and parents/guardians to address what is acceptable behaviour and what is unacceptable behaviour for all members of the school community on an annual basis.

The Board Code of Conduct will be posted on the Board and school websites.

The Director of Education will issue [*Administrative Operational Procedures*](#) for the implementation of this policy.

References

- [*Matthew 25:40 “And the king shall answer, and say to them, ‘Truly I say to you, inasmuch as you have done it to one of the least of these, My brothers, you have done it to Me’.”*](#)
- [*Accessibility for Ontarians with Disabilities Act 2005*](#)
- [*Bill 13, Accepting Schools Act, 2012*](#)
- [*Child, Youth and Family Services Act 2017*](#)
- [*Education Act, Sections 301, 302, 303*](#)
- [*Municipal Freedom of Information and Protection of Privacy Act*](#)
- [*Ontario Human Rights Code*](#)
- [*Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education*](#)
- [*Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct*](#)
- [*Policy/Program Memorandum 144: Bullying Prevention and Intervention*](#)
- [*Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour*](#)
- [*Regulation 472/07: Behaviour, Discipline and Safety of Pupils*](#)

- [Smoke-Free Ontario Act 2017](#)
- [Supporting Students Who Identify as Transgender in our Catholic Schools: Institute for Catholic Education 2019](#)

- **Niagara Catholic District School Board Policies/Procedures:**
 - [Access to Board Premises \(302.6.3\) AOP](#)
 - [Bullying Prevention and Intervention Policy \(302.6.8\)](#)
 - [Catholic School Councils \(800.1\) AOP](#)
 - [Complaint Resolution Policy \(800.3\)](#)
 - [Dress Code-Secondary Uniform Policy-Safe Schools \(302.6.6\)](#)
 - [Electronic Communications System \(Students\) \(301.5\) AOP](#)
 - [Elementary Standardized Dress Code Policy-Safe Schools \(302.6.10\)](#)
 - [Employee Workplace Harassment Policy \(201.7\)](#)
 - [Equity and Inclusive Education Policy \(100.10\)](#)
 - [Ontario Student Record \(301.7\) AOP](#)
 - [Opening or Closing Exercises \(302.6.1\) AOP](#)
 - [Privacy Policy \(600.6\)](#)
 - [Progressive Discipline \(302.6.9\) AOP](#)
 - [Records and Information Management Policy \(600.2\)](#)
 - [Safe Arrival \(302.3\) AOP](#)
 - [Safe Physical Intervention with Students \(301.8\) AOP](#)
 - [Safe and Accepting Schools Policy \(302.6\)](#)
 - [Student Expulsion Policy \(302.6.5\)](#)
 - [Student Suspension \(302.6.4 AOP\)](#)
 - [Student Transportation Policy \(500.2\)](#)
 - [Volunteers in Catholic Schools Policy \(800.9\)](#)
 - [Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program](#)
 - [Privacy Breach Procedure](#)
 - [Protocol between Niagara Catholic District School Board and Family and Children's Services Niagara](#)
 - [Protocol between the Niagara Regional Police Service and the Niagara Catholic District School Board-Revised 2019](#)

Adopted Date:	June 26, 2001
Revision History:	May 28, 2002 February 1, 2008 June 17, 2008 June 16, 2009 February 26, 2013 February 25, 2020

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MARCH 19, 2024**

PUBLIC SESSION

**TITLE: NIAGARA CATHOLIC MATH ACHIEVEMENT ACTION
PLAN 2023-2024 – INTERIM REPORT**

RECOMMENDATION

THAT the Niagara Catholic District School Board continues to endorse the Math Achievement Action Plan 2023-2024 – Interim Report, as presented.

Prepared by: Kimberly Kinney, Superintendent of Education
Amit Sansanwal, Administrator of Research & Data Analytics

Presented by: Kimberly Kinney, Superintendent of Education

Recommended by: Committee of the Whole

Date: March 19, 2024



REPORT TO THE COMMITTEE OF THE WHOLE MARCH 5, 2024

NIAGARA CATHOLIC MATH ACHIEVEMENT ACTION PLAN 2023-2024 – INTERIM REPORT

BACKGROUND INFORMATION

The Ministry of Education launched the Math Achievement Action Plan for the 2023-2024 school year to support student achievement and results in math. The Ministry developed Taking Action in Mathematics, an interactive framework to capture areas of focus and guide improvement actions.

Math Achievement Action Plan

The Niagara Catholic District School Board Math Achievement Action Plan includes three sections:

- All schools report to provide board-wide improvement efforts and results in mathematics
- Priority Schools report to provide intensive improvement efforts
- Priority Schools Provincial KPI (Key Performance Indicators) report to provide intentional monitoring of student achievement KPI's common to all priority schools across the province.

The Math Achievement Action Plan outlines the board's concrete, visible, and measurable strategies as well as key performance indicators at the board, school, and classroom level under the four areas of focus:

1. Curriculum Fidelity
2. Math Content Knowledge for Teaching
3. Knowing Your Student
4. Measurable Results: Improvements in Math Achievement

Goals:

All schools will see an increase in student achievement as measured through Classroom assessment data, Report Card data and EQAO data.

Staff survey information will show increase in teacher understanding of math content knowledge for teaching.

There will be an increase in the percentage of students whose individual attendance rate is equal to or greater than 90 percent.

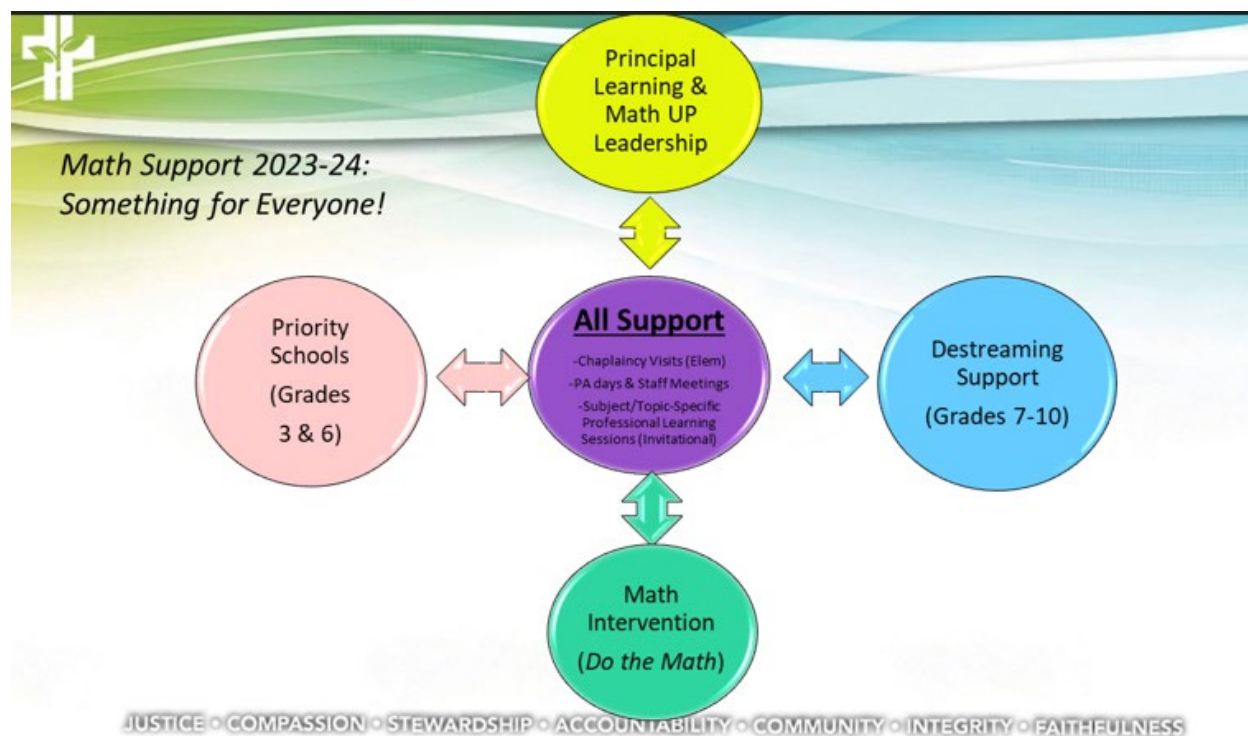
There will be an increase in the percentage of Grade 3, 6 and 9 students who report positive results regarding math attitudes and confidence.

Implementation of the Math Achievement Action Plan

Niagara Catholic District School Board is committed to ensuring high quality instruction for all students from K-12 and therefore believes that support should be provided to all schools, and not only Priority Schools. A cohesive, aligned plan has all schools receiving intentional support while Priority Schools will receive targeted support based upon their identified areas of need and strategies from their individual school math achievement action plans.

The visual below highlights the Math Achievement Action Plan. While the Math Achievement Action Plan is grounded in the work and learning that happens at the school level for both staff and students, with collaboration with Program and Innovation staff, learning must also occur for School Principals and Senior Administration to achieve coherence. Throughout the year School Principals and Senior Administration (Academic) have been engaged in mathematics learning for leaders.

All schools at the elementary level receive direct support through Chaplaincy visits to work with Program and Innovation staff to deepen an understanding of the curriculum and high impact instructional practices, develop content knowledge for teaching mathematics, and support instruction that is responsive to student learning needs. These support visits happen throughout the year and have built in monitoring and data collection as well as addressing curriculum content and content knowledge for teaching. Identified Priority schools receive additional time and support that is more targeted and is comprised of in-classroom coaching and professional learning sessions. Math Intervention is provided for small groups of primary and junior students at identified schools to close gaps and provide increased access to grade level curriculum. De-streaming support is also taking place in elementary schools with a focus on working with Grades 6-8 as well as Grades 9 and 10 in secondary schools to support the three priority areas identified in the Math Achievement Action Plan.



Highlights of Implementation to Date

- All principals are actively involved in Principal Learning Teams focused on the learning work occurring in their schools. Small Principal Learning Teams meet together with Family of Schools Superintendents and the Superintendent of Program and Innovation to engage in a Learning Conversation Protocol that supports their professional community of practice.

- All principals have participated in professional learning sessions both at monthly Principal and Family of Schools Meetings as well as additional opportunities with consulting professionals.
- 108 educators receive regular support through priority school and de-streaming visits.
- All schools and all educators (K-8) receive regular job-embedded learning sessions through the Chaplaincy visits and Program and Innovation staff (2 for Numeracy and 2 for Literacy)
- Initial data obtained from students reflects the following:
 - “Since the beginning of this school year, I feel more confident in my understanding of Math.”
 - Priority Schools – 83.1% YES 16.9% NO
 - Destreaming Support Schools - 83.2% YES 16.8 % NO
- Staff were surveyed in early January to correspond to certain Key Performance Indicators (KPI’s) that will be reported to the Ministry and provide detailed information about staff knowledge of curriculum, math content for teaching and professional learning. Please see APPENDIX A for this information.

The Board is required to submit a mid-term update to the Math Achievement Action Plan. The plan outlined will continue to be implemented and monitored at both board and school/class levels. A final report will follow with updated information and results in June 2024

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board continues to endorse the Math Achievement Action Plan 2023-2024 – Interim Report, as presented.

Prepared by: Kimberly Kinney, Superintendent of Education
 Amit Sansanwal, Administrator of Research & Data Analytics

Presented by: Kimberly Kinney, Superintendent of Education

Recommended by: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: March 5, 2024

Survey Report: Math Achievement Action Plan Educator Survey (Jan 2024)

Introduction

The purpose of the Math Achievement Action Plan Educator Survey was to **gather evidence** regarding the impact of professional learning on **Key Performance Indicators (KPIs)** at the system, school, and classroom levels. This survey focuses on the alignment with our **Math Achievement Action Plan** and provides baseline data specifically for the following goal:

Goal: Staff survey information will show an increase in teacher understanding of math content knowledge for teaching.

Survey Context

- **Respondents:** Educators who participated in math professional learning during the **2023-24 school year**.
- **Data Collection:** We collected responses from educators across various elementary schools, ensuring that individual school names were captured for targeted reporting.

Report Structure

This report presents the **survey results** and is organized as follows:

1. **Priority Actions and Strategies:** Based on the **Ontario Ministry of Education Math Action Planning template**, we highlight key actions and strategies.
2. **Survey Findings:** We summarize responses related to professional learning and its impact on KPIs.
3. **Visualizations:** Graphs and charts enhance data presentation.

Key Insights

1. 501 Educators expressed their views on math professional learning.

2. We analyzed responses to identify trends and areas of strength.
3. The report provides actionable insights for improving math achievement.

PRIORITY ACTION # 1: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement

Question 1. I am familiar with the High Impact Instructional Practices.

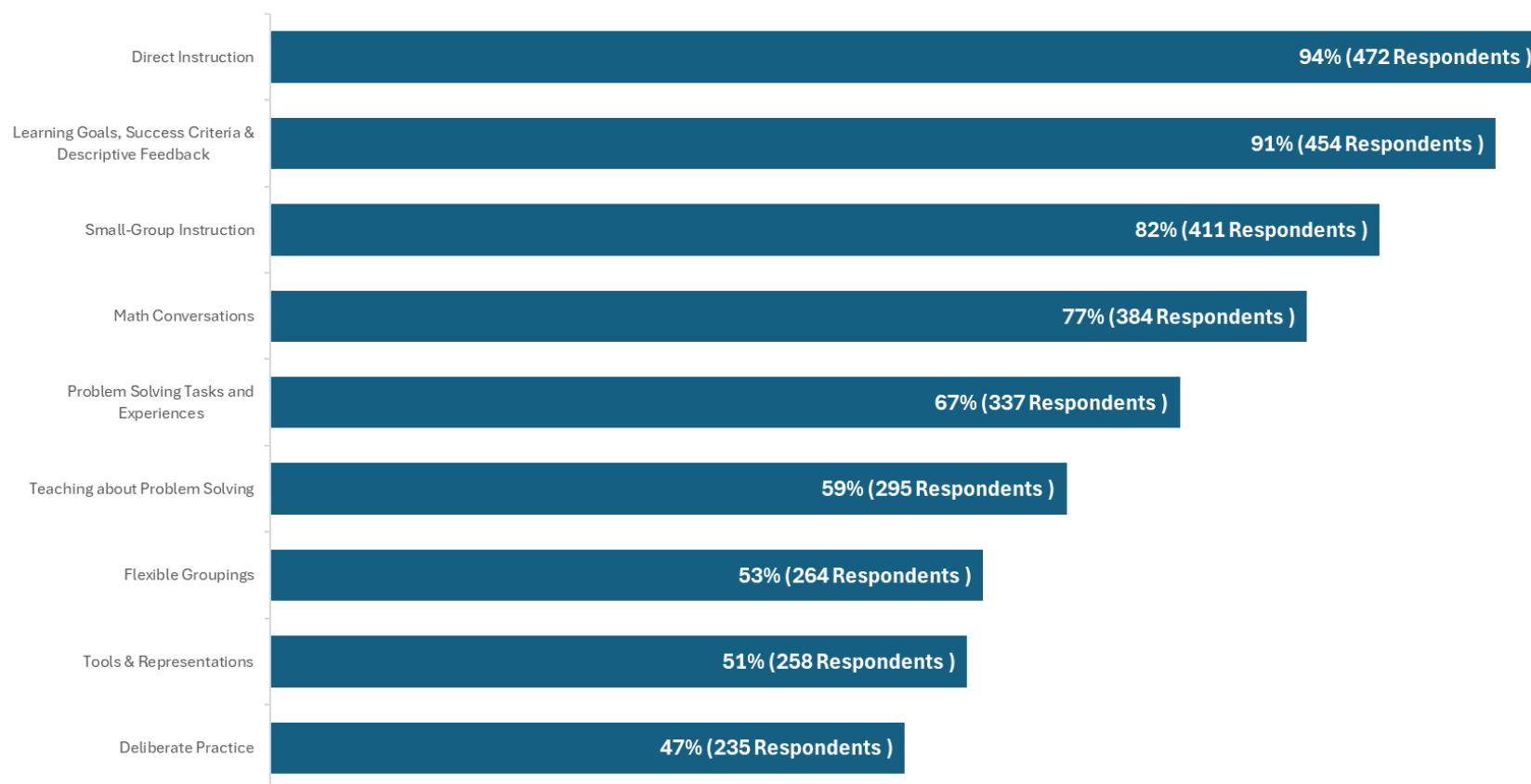


93% of 501 respondents (equivalent to **466 individuals**) expressed **familiarity** with **High Impact Instructional Practices**. These practices play a crucial role in effective teaching and learning.

- **Familiarity Levels:**
 - Respondents answered on a **Likert scale** ranging from **1 (not at all familiar)** to **5 (completely familiar)**.
 - The majority of educators demonstrated a strong understanding of these practices.
- **The remaining 7%** (representing **35 respondents**) indicated **lower familiarity**.
 - This group may benefit from additional support or training to enhance their knowledge.

Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 2. Select the High Impact Instructional Practices that you are the most familiar with:



The **Direct Instruction** strategy stands out as the most effective, with **94%** of respondents expressing familiarity. In contrast, less than half, **47% respondents** considered **Deliberate Practice** familiar. Overall respondents showed high familiarity with most of the High Impact Instructional Practices.

Question 3 - I am confident incorporating the use of High Impact Instructional Practices.

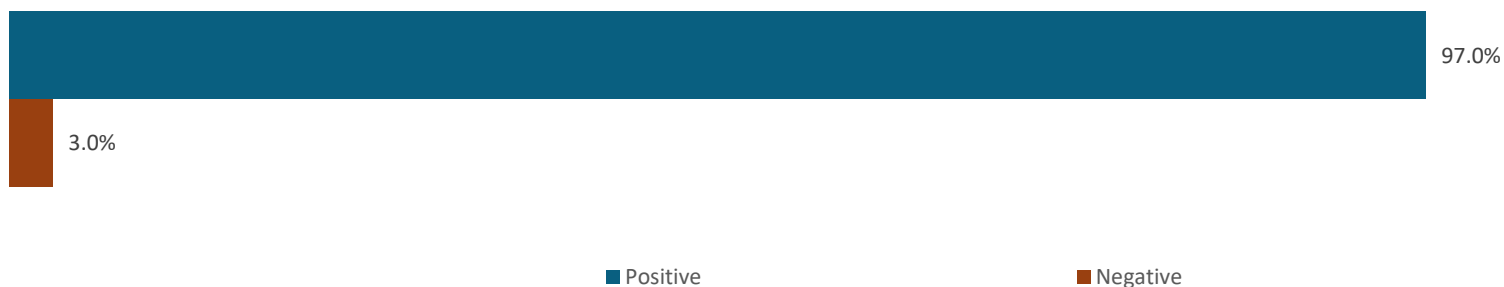


94.6% of 501 respondents (equivalent to **474 individuals**) expressed **confidence** with **incorporating the use of High Impact Instructional Practices**. These practices play a crucial role in effective teaching and learning.

- **Confidence Levels:**
 - Respondents answered on a **Likert scale** ranging from **1 (never confident)** to **5 (always confident)**.
 - Most educators demonstrated **high confidence** in incorporating these practices.
- **The remaining 5.4%** (representing **27 respondents**) indicated **lower confidence**.
 - This group may benefit from additional support or training to enhance their knowledge.

Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 4. I understand the changes to math curriculum expectations for my grade level(s).



97% of 501 respondents (equivalent to **486 individuals**) expressed **understanding** of the **changes to math curriculum expectations for their grade level(s)**. This understanding is crucial in achieving the goals outlined in the **Math Achievement Action Plan**.

- **Understanding Levels:**
 - Respondents answered on a **Likert scale** for their understanding ranging from **1 (not at all)** to **5 (complete understanding)**.
 - Many educators showcased a robust grasp of the revised math curriculum expectation.
- **The remaining 3%** (representing **15 respondents**) indicated **lower familiarity**.
 - This group may benefit from additional support or training to enhance their knowledge.

Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 5. I am familiar with the progression of curriculum expectations leading up to my grade level and beyond my grade level.

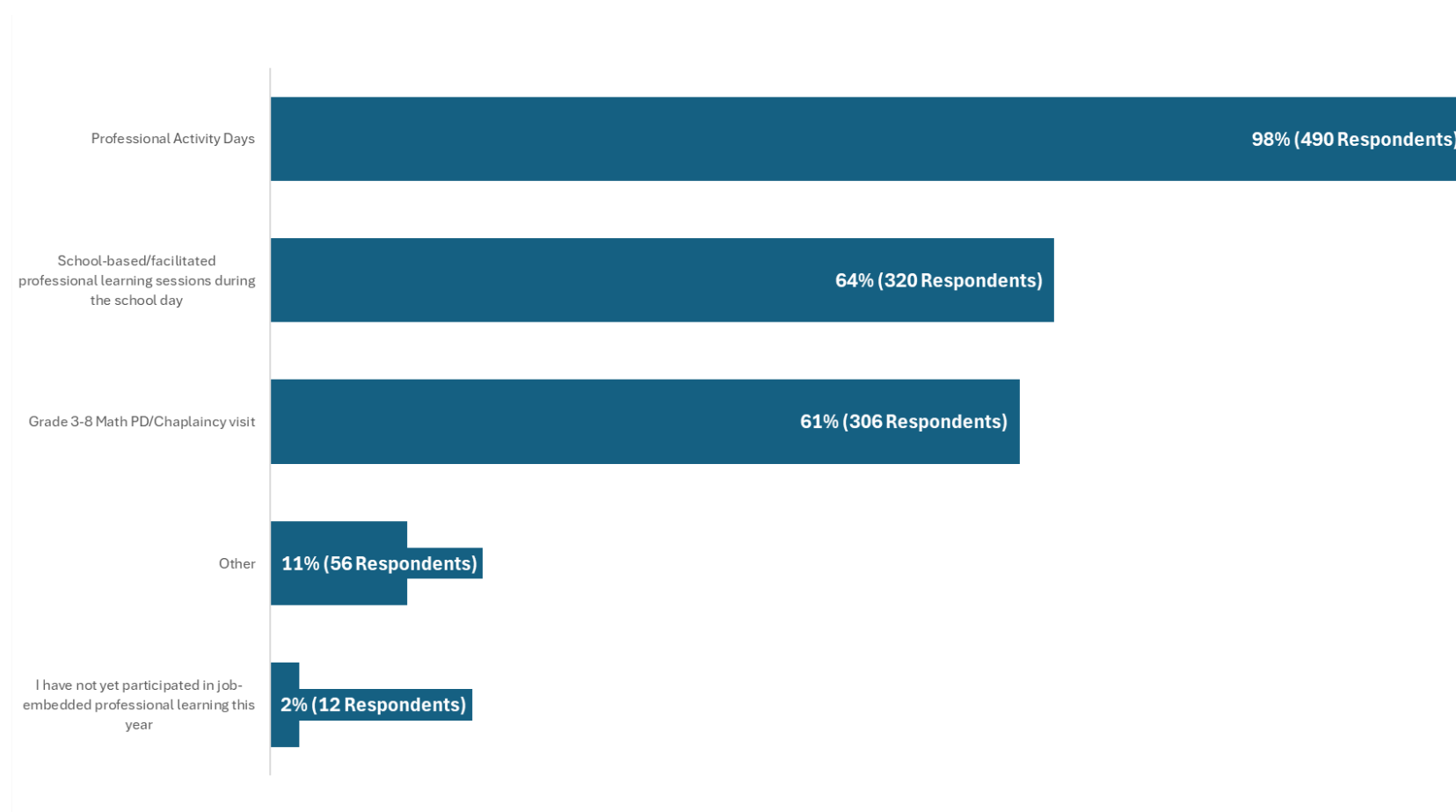


95.4% of 501 respondents (equivalent to **478 individuals**) expressed **familiarity** with **the progression of curriculum expectations leading up to their grade level and beyond their grade level**. These practices play a crucial role in effective teaching and learning.

- **Familiarity Levels:**
 - Respondents answered on a **Likert scale** ranging from **1 (not at all familiar)** to **5 (completely familiar)**.
 - The majority of educators demonstrated a strong **familiarity** with **the progression of curriculum expectations leading up to their grade level and beyond their grade level**
- **The remaining 4.6%** (representing **23 respondents**) indicated **lower familiarity**.
 - This group may benefit from additional support or training to enhance their knowledge.

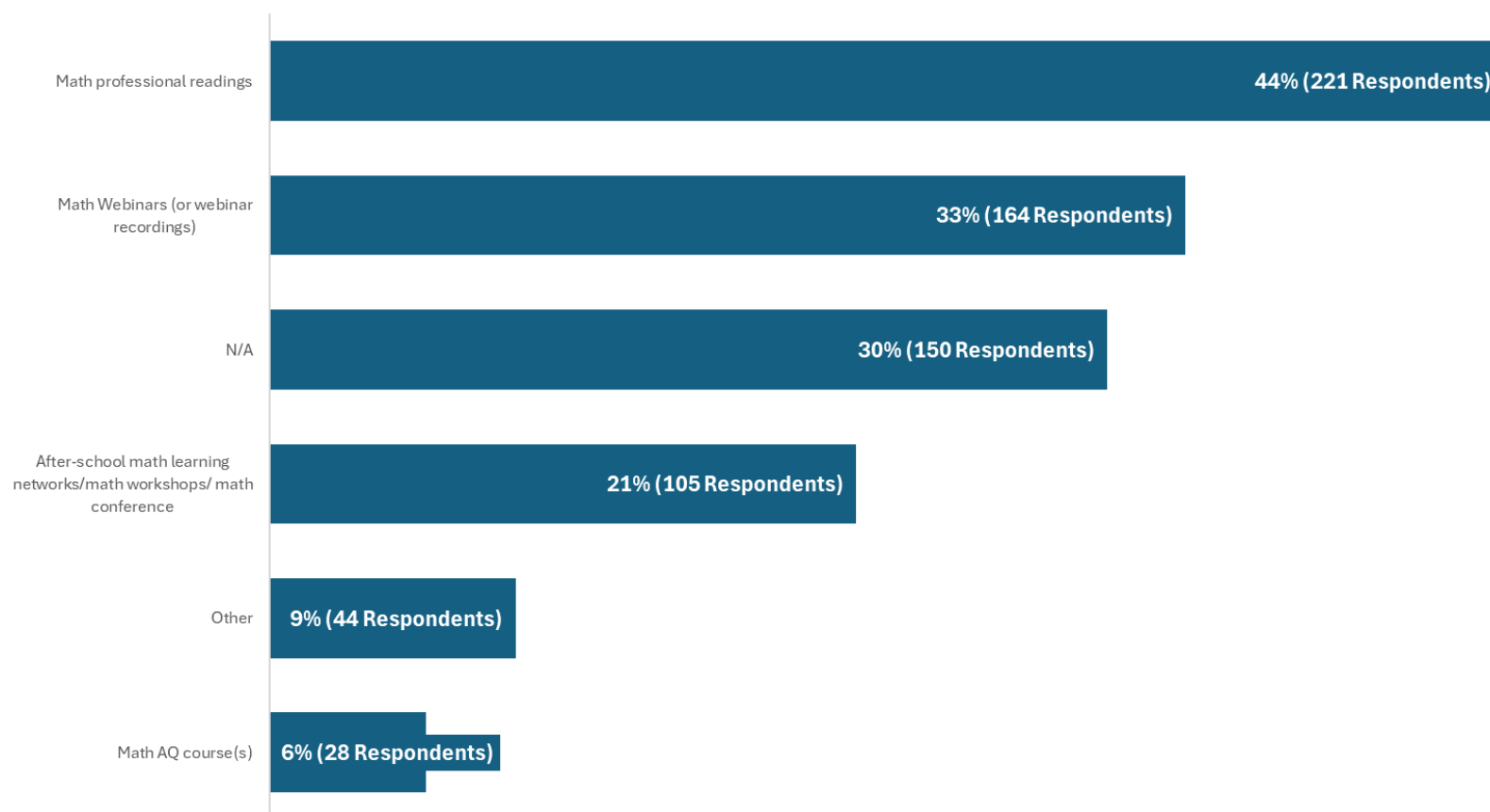
Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 6. Select all job-embedded professional learning that you have participated in, since September 2023.



Almost all respondents, **98%** indicated participating in **Professional Activity Days** with only **2%** of the respondents indicating no participation in professional learning since September 2023. **11%** respondents indicated participating in **Other** job-embedded professional learning, for a list of their responses please see **Appendix 1**.

Question 7. Select all other math-related professional learning that you have participated in, since September 2023.



44% indicated participating in **Math Professional Readings** with only **6%** of the respondents indicated participation in MATH AQ course(s) since September 2023. **9%** respondents indicated participating in **Other** job-embedded professional learning, for a list of their responses please see **Appendix 1**.

PRIORITY ACTION #2: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement

Question 1. Since September 2023, I have participated in collaborative meetings with my colleagues focused on the goals of our math achievement action plan.

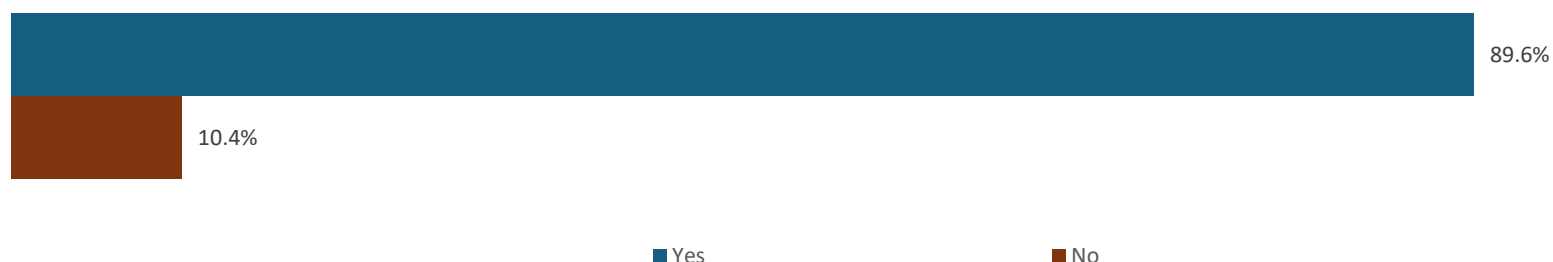


94.4% of 501 respondents (equivalent to **473 individuals**) showed high frequency of having participated in collaborative meetings with my colleagues focused on the goals of our math achievement action plan. These practices play a crucial role in achieving the goals of our math achievement action plan.

- **Frequency Levels:**
 - Respondents answered on a **Likert scale** ranging from **1 (Never)** to **5 (Frequently)**.
 - Most educators demonstrated high **frequency** of participating in collaborative meetings with my colleagues focused on the goals of our math achievement action plan.
- **The remaining 5.6%** (representing **28 respondents**) indicated **lower frequency**.
 - This group may benefit from additional support or training to enhance their knowledge.

Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 2. I have increased my content knowledge for teaching math as a result of engaging in professional learning sessions this school year.



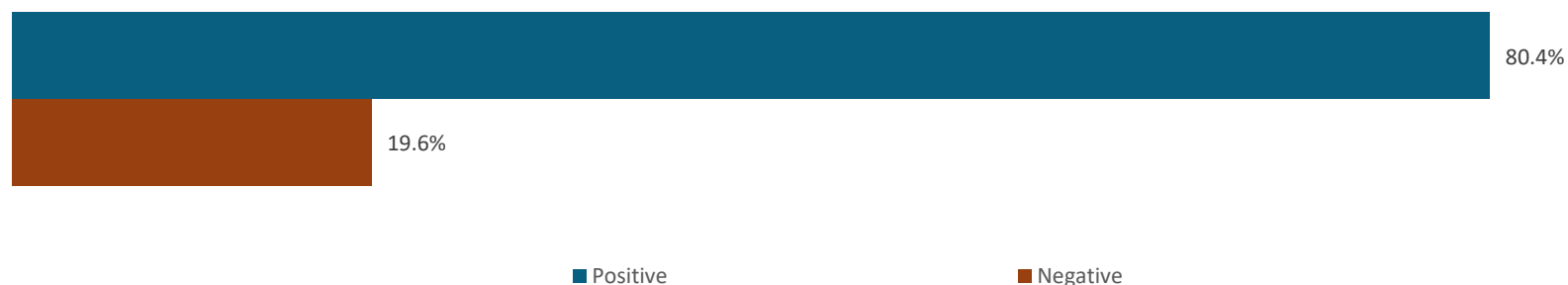
89.6% of 501 respondents (equivalent to **449 individuals**) agreed that they had increased their content knowledge for teaching math as a result of engaging in professional learning sessions this school year, whereas **10.4%** (equivalent to **52 individuals**) indicated they had not increased their content knowledge.

Question 3. I have increased my content knowledge for teaching math as a result of using system-wide math resources.



92.6% of 501 respondents (equivalent to **464 individuals**) showed that they had increased their content knowledge for teaching math as a result of using system-wide math resources, whereas **7.4%** (equivalent to **37 individuals**) indicated they had not increased their content knowledge for teaching math as a result of using system-wide math resources.

Question 4. I use the teacher supports for math in the Digital Curriculum Platform (the pull-down features connected to each math curriculum expectation).

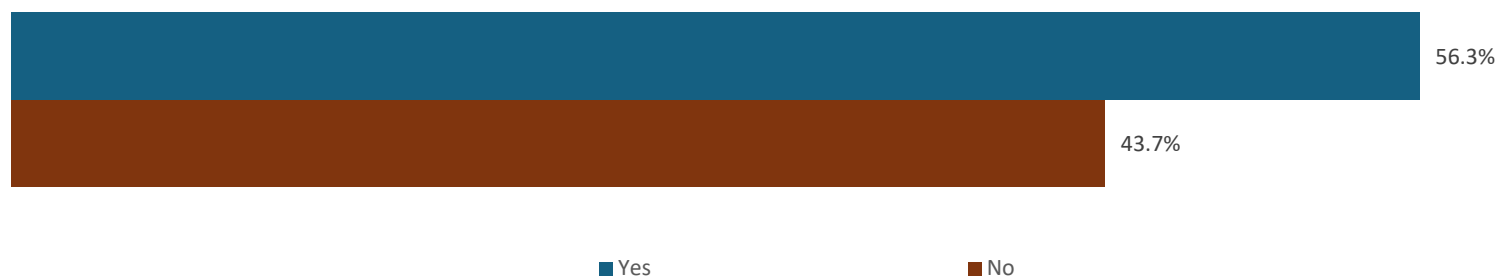


80.4% of 501 respondents (equivalent to **403 individuals**) showed high frequency of use the teacher supports for math in the Digital Curriculum Platform. These practices play a crucial role in effective teaching and learning.

- **Frequency Levels:**
 - Respondents answered on a **Likert scale** ranging from **1 (Never)** to **5 (Frequently)**.
 - Most educators demonstrated high **frequency** of participating in collaborative meetings with my colleagues focused on the goals of our math achievement action plan.
- **The remaining 19.6%** (representing **98 respondents**) indicated **lower frequency**.
 - This group may benefit from additional support or training to enhance their knowledge.

Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 5. I have accessed support from a member of the math team since September 2023.



56.3% of 501 respondents (equivalent to **282 individuals**) showed they accessed support from a member of the math team since September 2023, whereas **43.7%** (equivalent to **219 individuals**) indicated they did not access support from a member of the math team since September 2023.

PRIORITY ACTION #3: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.

Question 1. I use common open and parallel learning tasks to ensure students have accessible entry points into learning.



93% of 501 respondents (equivalent to **466 individuals**) showed high frequency of using common open and parallel learning tasks to ensure students have accessible entry points into learning. These practices play a crucial role in achieving the goals of our math achievement action plan.

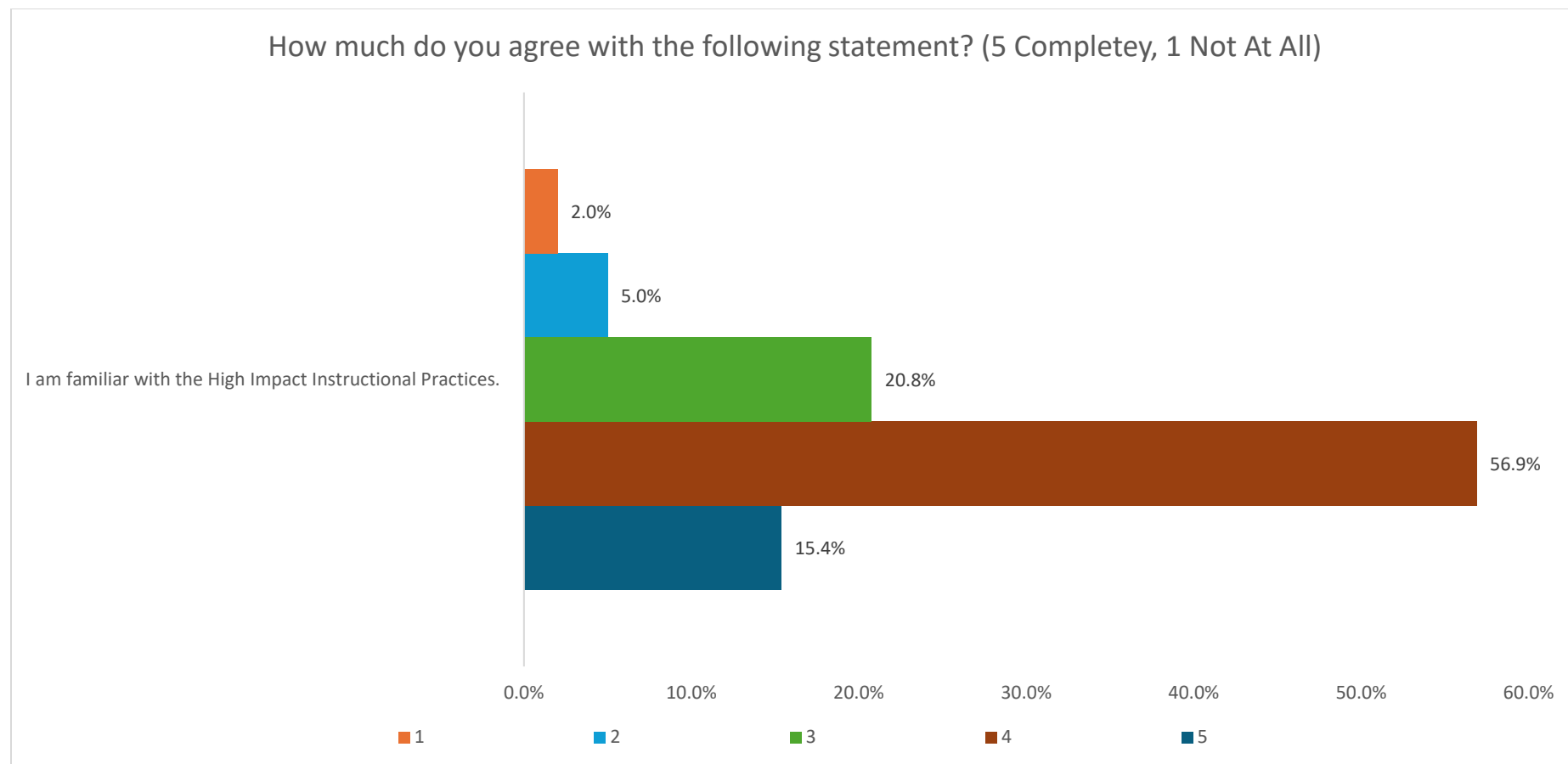
- **Frequency Levels:**
 - Respondents answered on a **Likert scale** ranging from **1 (Never)** to **5 (Frequently)**.
 - Most educators demonstrated high **frequency** of participating in collaborative meetings with my colleagues focused on the goals of our math achievement action plan.
- **The remaining 7%** (representing **35 respondents**) indicated **lower frequency**.
 - This group may benefit from additional support or training to enhance their knowledge.

Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

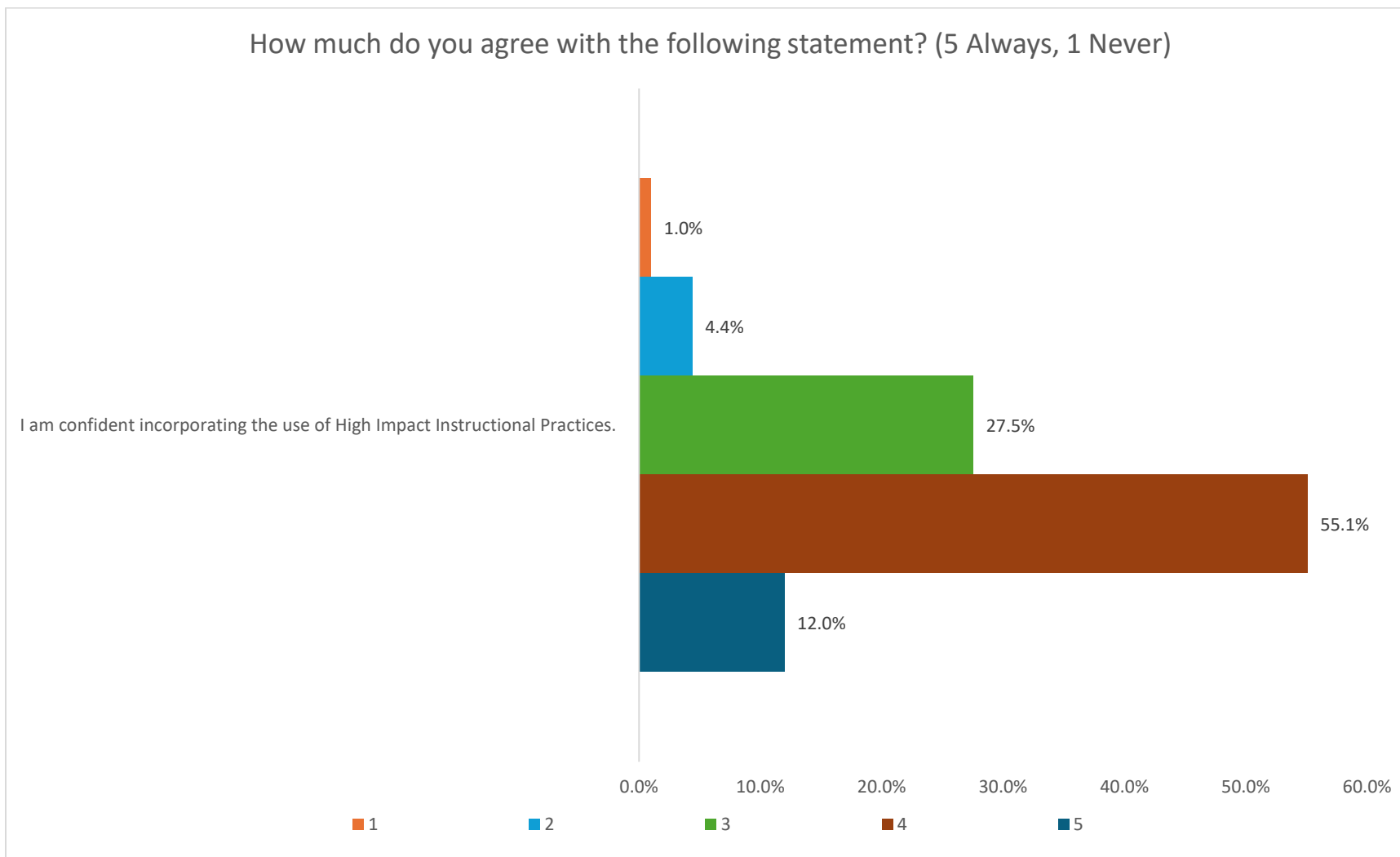
Appendix 1

PRIORITY ACTION: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement

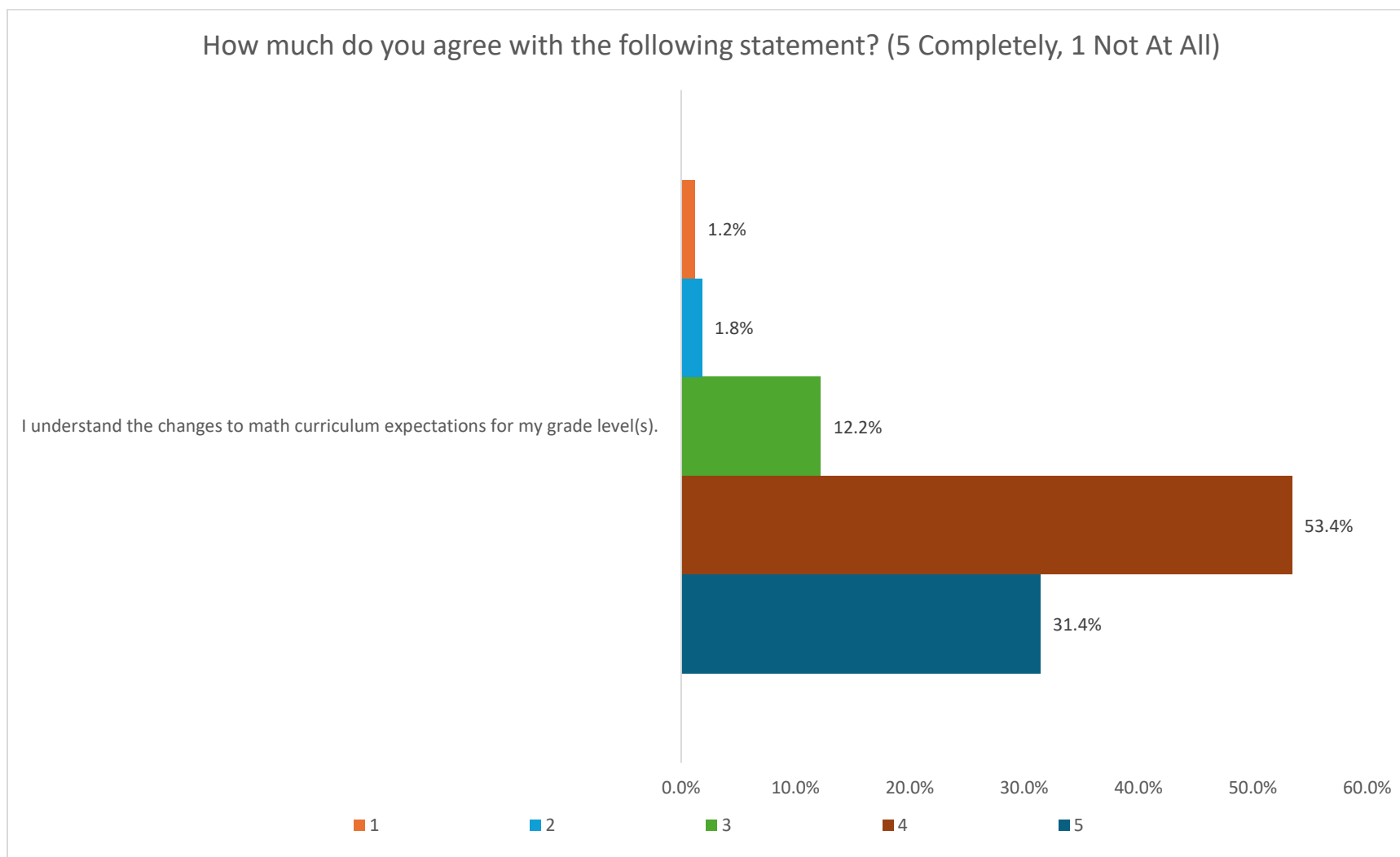
Question 1. I am familiar with the High Impact Instructional Practices.



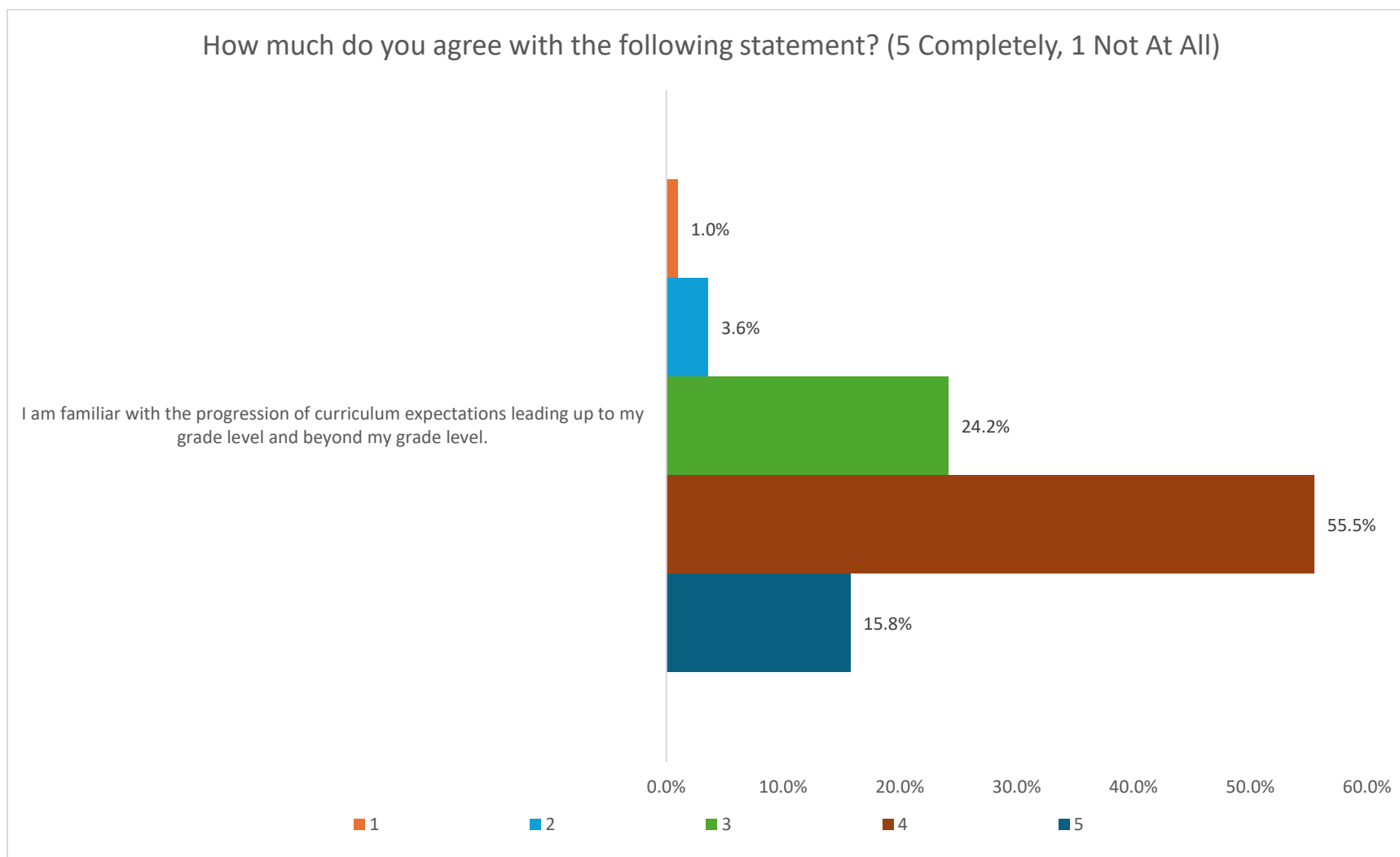
Question 3 - I am confident incorporating the use of High Impact Instructional Practices.



Question 4. I understand the changes to math curriculum expectations for my grade level(s).



Question 5. I am familiar with the progression of curriculum expectations leading up to my grade level and beyond my grade level.



Question 6. Select all job-embedded professional learning that you have participated in, since September 2023.

Other Responses
Knowledgehook Webinars
Mathematics Primary and Junior Part 2 & Specialist
VLE Webinars
Really great reading
Chaplaincy visit - language
Math PD with Alicia Mancuso
Chaplaincy visit (not related to Grade 3-8 Math)
my own professional reading
chaplaincy visits
Staff meeting PD MathUp and Knowledgehook
Coding sessions with Brock as well as our board staff
Building Fact Fluency with Pam Harris
collaborating with same grade teacher
Math up staff meetings
Collaboration with grade level colleagues
met with numeracy coach emails to math consultant conversations with colleagues
Completed math part 3 - Math Specialist August 2023
Called Math Rep for the board to return for additional day
Daily we elaborate on reflect on plan and assess using our school-based professional learning.
Science of reading Literacy sessions 6 part series
de-streaming coach (Dupuis)
Using resources such as Knowledgehook and MathUp
Divisional meetings sharing strategies and forms of assessment
does not apply to kinder
Grade 2 Chaplaincy visit/ Math consultant visits
Math Intervention Program Training - Do the Math Program
Knowledgehook
Math Up Ontario Webinars through Rubicon

Other Responses
Knowledgehook after school online workshops
Math workshop at the school board
Knowledgehook and Math up learning sessions by company (after school)
Mathup Workshop
Knowledgehook and Math Up Webinars/Online Workshops
My own professional development and research
Knowledgehook Webinar
Numeracy coach visits
Online PD
principal release collaborative session
After school workshops and conferences
Language PD/Chaplaincy Visit
all literacy workshops. syllasense workshops
Lexia
Staff Meeting - PD Math UP and Knowledgehook
Math Club (training last year)
staff mtg PD - MathUp and Knowledgehook
Math Coach
Vertical Learning Thinking Classrooms info session
Math Coach in my classroom multiple times per week
Webinars
I am an Itinerant Arts Teacher
AQ Courses - PJ part 2 and PJ Specialist
6-part Literacy Learning Series
Math Destreaming Support Session
Math coach in the classroom
math consultant visits and co-teaching
Knowledgehook Webinars

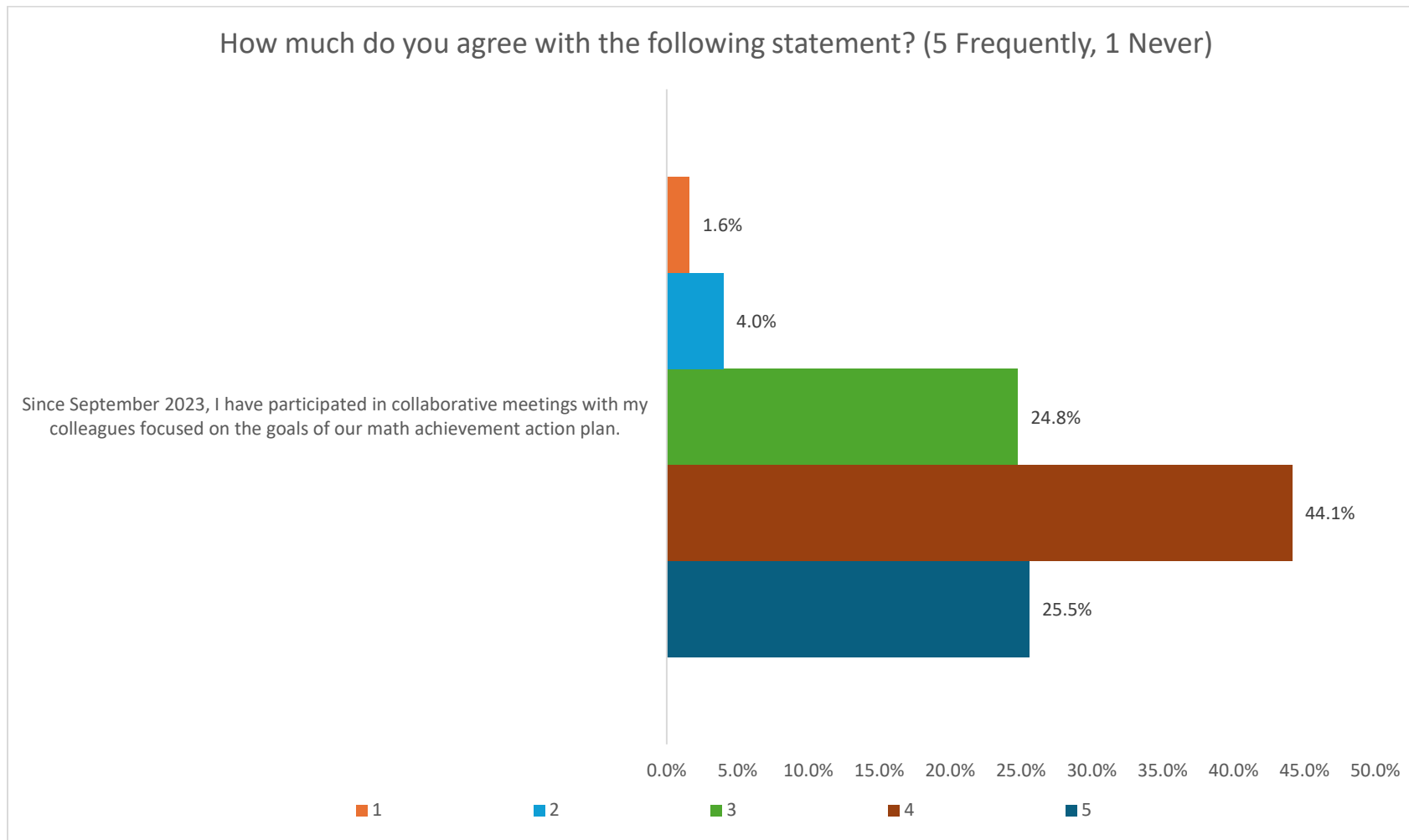
Question 7. Select all other math-related professional learning that you have participated in, since September 2023.

Other Responses
Knowledgehook
PD development with in the school for Math up and other practices
Math PD with Math coaches for Grade 3 teachers
discussions about math during our divisional meetings
Diversity in Math with Consultant (2021-2022 school year)
Conferencing with Numeracy Coach
Earned a Math Specialist through OECTA
Implementation of resources such as MathUp
internet searches for topic clarification and additional resources
Math Coach Sessions
investigating additional math resources.
Math related conversation on PD days -divisional meeting
Consulting with colleagues
Discussions with co-workers
PA day
PA day Math Up
learning and using knowledge hook
Building Powerful Substraction
Math Destreaming Support Session
Knowledgehook PD
Online grade level teacher groups for math
Math Coach
Ontario Ministry Math Training
math discussion with division team
personal reading
Conferencing with Math Coach
Social Media live streams
Math related conversations on PD Days

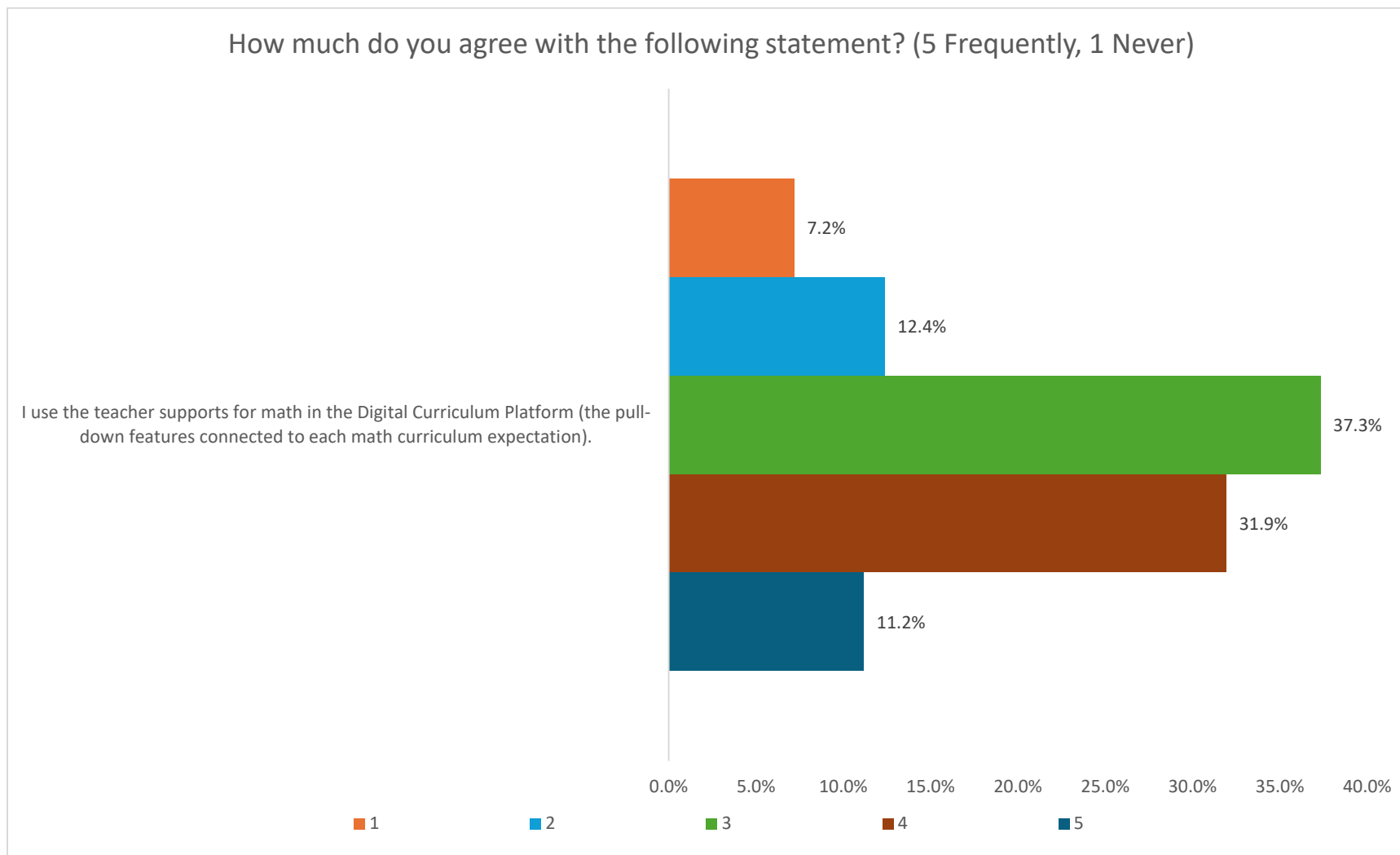
Other Responses
staff meeting
Math-related conversations on PD days
Thinking Classroom training with Peter Lijedahl
None of the above.
Vertical Learning
PA Day Inservices
Primary/ Junior Math AQ Part 1 and 2 (2021)
PD at Board and Math Coach
Priority Schools
Conversations/learning about Mathup with my grade partner. Conversations/learning about Knowledgehook with my Reading Buddies Teaching Partner.
Reading through Mathup
reading Math-Up
Conference with a co-worker
Target School - Math Program
De-streaming PD
does not apply to kinder
Knowledgehook

PRIORITY ACTION #2: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement

Question 1. Since September 2023, I have participated in collaborative meetings with my colleagues focused on the goals of our math achievement action plan.



Question 4. I use the teacher supports for math in the Digital Curriculum Platform (the pull-down features connected to each math curriculum expectation).



PRIORITY ACTION #3: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.

Question 1. I use common open and parallel learning tasks to ensure students have accessible entry points into learning.

