



Kenora Catholic District School Board

We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with community and family.

Board Meeting Agenda



By order of the Chair, Teresa Gallik, the regular meeting of the Kenora Catholic District School Board will be held **Tuesday, March 26, 2024**, at the Catholic Education Centre and virtually via Microsoft Teams. The Committee of the Whole meeting will commence at 5:30 p.m. **The public meeting will commence at 7:00 p.m.**

AGENDA

1. **OPENING PRAYER**

2. **ROLL CALL**

3. **COMMITTEE OF THE WHOLE**

THAT the Board resolve into Committee of the Whole and the meeting be closed to the public in accordance with the provisions of Section 207 (2) of the Education Act, R.S.O. 1990, c.E.2.

4. **DECLARATIONS OF PECUNIARY INTEREST**

5. **CONSIDERATION AND APPROVAL OF THE AGENDA**

Recommendation:

THAT the agenda be approved as presented/amended.

6. **CONFIRMATION OF MINUTES**

Recommendation:

THAT the minutes of the Regular Board Meeting of the Kenora Catholic District School Board of February 20, 2024, be approved as circulated/amended. (P. 1)

7. **BUSINESS ARISING FROM THE MINUTES**

8. **DELEGATIONS AND PRESENTATIONS**

8.1 School Presentation for St. John Paul II School – **Travis Batters**

8.2 Business Services Report – **Krista Helsel, Jonathon Ranger and Devin Ryan**

8.3 Student Trustee Report – **Joshua Pitt, Jesse Peterson, and Benjamin Favreau**



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Board Meeting Agenda



9. POLICY GOVERNANCE

9.1 Approval of Minutes

Recommendation:

THAT the report of the Policy Governance Committee meeting of March 5, 2024, be approved as presented. (P. 7)

9.2 Policy

9.2.1 Policy #18 – Student Trustees – N. Kurtz (P. 11)

Recommendation:

THAT the Board approves the revisions to Policy #18 – Student Trustees effective immediately.

9.3 Personnel

9.4 Property

9.5 Finance

9.5.1 2019–2024 Capital Plan – A. Smith (P. 20)

Recommendation:

THAT the Board accept the 2019 – 2024 Capital Plan as presented.

9.6 Program

9.6.1 2023–2024 Math Achievement Action Plan Update – N. Kurtz (P. 23)

Recommendation:

THAT the Board endorses the update for the 2023 – 2024 Math Achievement Action Plan for the Kenora Catholic District School Board as presented.



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Board Meeting Agenda



9.7 **Negotiations**

- 9.7.1 Ontario English Catholic Teachers Association Ratification of Agreement – **A. Smith**

Recommendation:

THAT the Kenora Catholic District School Board ratify the central terms contained with the Memorandum of Settlement and attached Appendices, dated March 5, 2024, made between the Ontario Catholic School Trustees' Association and the Ontario English Catholic Teachers' Association and Agreed to by the Crown. Further that the approval of the ratification of central terms be reported to the OCSTA.

9.8 **Other**

10. **COMMITTEE OF THE WHOLE**

Recommendation:

THAT the Board accept the report of the Committee of the Whole and all recommendations contained therein.

11. **UNFINISHED BUSINESS**

12. **NEW BUSINESS**

13. **INFORMATION**

14. **FUTURE MEETINGS**

POLICY GOVERNANCE MEETINGS

April 2, 2024 (Chair: Derek Favreau)

May 7, 2024 (Chair: Lorne Temple)

June 4, 2024 (Chair: Jeffrey White)

SPECIAL BOARD MEETINGS

NIL

REGULAR BOARD MEETINGS

Tuesday, April 16

Tuesday, May 21

Tuesday, June 18

CATHOLIC PARENT INVOLVEMENT COMMITTEE

Wednesday, May 15, at 11:30 AM

Tuesday, June 4 School Council & Catholic Parent Involvement Committee Report at 5:00 PM



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Board Meeting Agenda



SPECIAL EDUCATION ADVISORY COMMITTEE

Friday, April 12 at 1:30 PM – St. Thomas Aquinas High School

INTERNAL AUDIT COMMITTEE MEETINGS

SCHOOL COUNCIL MEETINGS

École Ste-Marguerite Bourgeoys – April 10 at 5:30 PM

St. John Paul II School – April 10 at 6:00 PM

St. Thomas Aquinas High School – April 15 at 7:00 PM

St. Louis Living Arts School – May 13 at 6:30 PM

St. John School – May 14 at 6:00 PM

TRUSTEE TRAVEL / PROFESSIONAL DEVELOPMENT

OCSTA 2024 Annual General Meeting and Conference, May 2 – 4, in Niagara Falls

CCSTA 2024 AGM and Convention May 30 – June 1 in Calgary

MINISTRY OF EDUCATION FINANCIAL REPORTING DEADLINES

Date	Description
June 30, 2023	School Board Estimates for 2023 – 2024
November 15, 2023	School Board Financial Statements for 2022 – 2023
December 15, 2023	School Board Revised Estimates for 2023 – 2024
May 15, 2024	School Board Financial Report for September 1, 2023, to March 31, 2024

15. **ADJOURNMENT**

Recommendation:

THAT the meeting adjourn at _____ p.m.



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REGULAR BOARD MEETING ¹

Meeting Report

February 20, 2024



MEETING DATE:	February 20, 2024
LOCATION OF MEETING:	Catholic Education Centre
SUBJECT OF MEETING:	Regular Board Meeting
CHAIR:	Teresa Gallik
TRANSCRIBER:	Trina Henley
TIME OF MEETING:	7:00 p.m. – 7:47 p.m.

ATTENDED BY:

	INIT	ATTENDANCE	PERSON	TITLE
1.	AS	<input checked="" type="checkbox"/>	Alison Smith	Superintendent of Business, Facilities, and Planning Services
2.	AB	<input checked="" type="checkbox"/>	Angela Bishop	Trustee
3.	BF	<input type="checkbox"/>	Benjamim Favreau	Student Trustee
4.	DF	<input checked="" type="checkbox"/>	Derek Favreau	Trustee
5.	JR	<input checked="" type="checkbox"/>	Jamey Robertson	Superintendent of Education
6.	JW	<input checked="" type="checkbox"/>	Jeffrey White	Trustee
7.	JP	<input checked="" type="checkbox"/>	Jesse Peterson	Student Trustee
8.	JP	<input checked="" type="checkbox"/>	Joshua Pitt	Student Trustee
9.	LT	<input type="checkbox"/>	Lorne Temple	Trustee
10.	ML	<input checked="" type="checkbox"/>	Marie Lundin	Trustee
11.	NK	<input checked="" type="checkbox"/>	Nicole Kurtz	Director of Education
12.	PL	<input checked="" type="checkbox"/>	Paul Landry	Vice Chair
13.	TG	<input checked="" type="checkbox"/>	Teresa Gallik	Chair

AGENDA

- OPENING PRAYER** – Mariette Martineau, Religious Education and Family Life Coordinator opened the meeting with a meaningful prayer bringing everyone into the presence of the Lord.
- ROLL CALL** – Trustee Lorne Temple and Student Trustee Benjamin Favreau were noted as absent with regret.
- COMMITTEE OF THE WHOLE**

Motion #065 Moved by Paul Landry
 Seconded by Marie Lundin

Recommendation:

THAT the Board resolve into Committee of the Whole and the meeting be closed to the public in accordance with the provisions of Section 207 (2) of the Education Act, R.S.O. 1990, c.E.2.



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REGULAR BOARD MEETING² Meeting Report February 20, 2024



4. DECLARATIONS OF PECUNIARY INTEREST - NIL

5. CONSIDERATION AND APPROVAL OF THE AGENDA

Motion #066 Moved by Paul Landry
Seconded by Marie Lundin
Recommendation:
THAT the agenda be approved as presented.

Carried.

6. CONFIRMATION OF MINUTES

Motion #067 Moved by Derek Favreau
Seconded by Angela Bishop
Recommendation:
THAT the minutes of the Regular Board Meeting of the Kenora Catholic District School Board of January 16, 2024, be approved as circulated.

Carried.

7. BUSINESS ARISING FROM THE MINUTES

8. DELEGATIONS AND PRESENTATIONS

- 8.1 Education Services – Religious Education and Family Life Coordinator – **Mariette Martineau**
Mariette Martineau, in her role as Religious Education and Family Life Coordinator, provided an overview of the role which include supporting prayer and liturgy, curriculum development, event coordination, and offering pastoral care. She highlighted current initiatives like enhancing the prayer lab experiences at St. Thomas Aquinas High School and integrating Catholic perspectives across all subjects, with a focus on social studies. Martineau also emphasized the importance of fostering reflection on the connection between life and faith among students and staff, addressing the diversity of beliefs within the school community.
- 8.2 School Presentation for St. Louis Living Arts School – **Erin Hercun**
Principal Erin Hercun, accompanied by students Abby Loon, Charlotte Neufeld, Frankie Buffett, and Desmond Hercun, highlighted the contributions of community volunteers to the St. Louis Living Arts School's programs. They acknowledged the efforts in beekeeping by Garry Wiebe and Ingrid Braun, choir direction by Leonard Whiting, pottery workshops by Aimee Baldwin, drama productions from Edward Franko, and piano lessons from Ingrid Loewen. These initiatives, spanning from environmental education to performing arts, showcase the volunteers' dedication to enriching student experiences and fostering a vibrant school community. The presentation celebrated the positive impact of living arts on students' creativity, collaboration, achievement and community engagement.



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REGULAR BOARD MEETING ³

Meeting Report

February 20, 2024



8.3 Student Trustee Report – **Joshua Pitt, Jesse Peterson, and Benjamin Favreau**

The Student Trustees reported on the start of the second semester, noting the ongoing educational activities and relationship-building among students. Upcoming religious events, including Lent and Ash Wednesday, were marked by student participation in prayer services.

In sports, the winter season is ending with teams vying for positions in upcoming championships, while soccer tryouts are set for next month. The Grade 7/8 basketball season has started.

The school play "Clue" is in preparation, offering students a chance to engage in new experiences. Lastly, the Travel Club is preparing for a trip to Europe during the March Break, with students looking forward to the experience.

9. **POLICY GOVERNANCE**

9.1 **Approval of Minutes**

Motion #068 Moved by Derek Favreau
Seconded by Marie Lundin

Recommendation:

THAT the report of the Policy Governance Committee meeting of February 6, 2024, be approved as presented.

Carried.

9.2 **Policy**

9.2.1 Policy #12 – Policy Making

Motion #069 Moved by Marie Lundin
Seconded by Paul Landry

Recommendation:

THAT the Board approves the revisions to Policy #12 – Policy Making effective immediately.

Carried.



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REGULAR BOARD MEETING ⁴

Meeting Report

February 20, 2024



9.2.2 Policy #17 – Advisory Council on First Nation, Métis and Inuit Education

Motion #070 Moved by Jeffrey White

Seconded by Derek Favreau

Recommendation:

THAT the Board approves the revisions to Policy #17 – Advisory Council on First Nation, Métis and Inuit Education effective immediately.

Carried.

9.3 Personnel

9.4 Property

9.5 Finance

9.6 Program

9.6.1 2024 – 2025 School Year Calendar – **N. Kurtz**

Motion #071 Moved by Derek Favreau

Seconded by Angela Bishop

Recommendation:

THAT the Kenora Catholic District School Board approves the 2024 – 2025 School Year Calendar as presented and submits it to the Ministry of Education for approval in accordance with the Education Act and Regulation 304.

Carried.

9.7 Negotiations

9.8 Other

9.8.1 OCSTA 2024 Trustee Professional Development Report – **T. Gallik**

Trustees Teresa Gallik, Paul Landry, and Angela Bishop attended the OCSTA 2024 Trustee Professional Development Session in Toronto in January. They noted the conference was well-received, highlighting two Ministry-led workshops focused on effective board meetings and governance priorities. These workshops emphasized the need for knowledgeable governance and efficient management of board delegations.



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REGULAR BOARD MEETING ⁵

Meeting Report

February 20, 2024



10. COMMITTEE OF THE WHOLE

Motion #072 Moved by Derek Favreau
Seconded by Jeffrey White

Recommendation:

THAT the Board accept the report of the Committee of the Whole and all recommendations contained therein.

Carried.

11. UNFINISHED BUSINESS

12. NEW BUSINESS

13. INFORMATION

14. FUTURE MEETINGS

POLICY GOVERNANCE MEETINGS

March 5, 2024 (Chair: Angela Bishop)

April 2, 2024 (Chair: Jeffrey White)

SPECIAL BOARD MEETINGS

NIL

REGULAR BOARD MEETINGS

Tuesday, March 26

Tuesday, April 16

CATHOLIC PARENT INVOLVEMENT COMMITTEE

Wednesday, May 15, at 11:30 AM

Tuesday, June 4 School Council & Catholic Parent Involvement Committee Report at 5:00 PM

SPECIAL EDUCATION ADVISORY COMMITTEE

Friday, March 22 at 1:30 PM – St. John Paul II School

Friday, April 12 at 1:30 PM – St. Thomas Aquinas High School

INTERNAL AUDIT COMMITTEE MEETINGS



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REGULAR BOARD MEETING ⁶

Meeting Report

February 20, 2024



SCHOOL COUNCIL MEETINGS

- St. John Paul II School – February 21 at 6:00 PM
- St. John School – February 27 at 6:00 PM
- École Ste-Marguerite Bourgeoys – March 20 at 5:30 PM
- St. Louis Living Arts School – March 21 at 6:30 PM
- St. Thomas Aquinas High School – April 15 at 7:00 PM

TRUSTEE TRAVEL / PROFESSIONAL DEVELOPMENT

- OCSTA 2024 Annual General Meeting and Conference, May 2 – 4, in Niagara Falls
- CCSTA 2024 AGM and Convention May 30 – June 1 in Calgary

MINISTRY OF EDUCATION FINANCIAL REPORTING DEADLINES

Date	Description
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May 15, 2024	School Board Financial Report for September 1, 2023, to March 31, 2024

15. ADJOURNMENT

Motion #073 Moved by Paul Landry
 Seconded by Marie Lundin
Recommendation:
 THAT the meeting adjourn at 7:47 p.m.

Chairperson

Secretary / Treasurer



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MEETING DATE:	March 5, 2024
LOCATION OF MEETING:	Catholic Education Centre
SUBJECT OF MEETING:	Policy Governance Committee Meeting
CHAIR:	Angela Bishop
TRANSCRIBER:	Trina Henley
TIME OF MEETING:	6:00 p.m. to 7:11 p.m.

ATTENDED BY:

	INIT	ATTENDANCE	PERSON	TITLE
1.	AB	<input checked="" type="checkbox"/>	Angela Bishop	Trustee
2.	AS	<input type="checkbox"/>	Alison Smith	Superintendent of Business, Facilities, and Planning Services
3.	DF	<input checked="" type="checkbox"/>	Derek Favreau	Trustee
4.	DH	<input checked="" type="checkbox"/>	Nicole Kurtz	Director of Education
5.	JR	<input type="checkbox"/>	Jamey Robertson	Superintendent of Education
6.	JW	<input type="checkbox"/>	Jeffrey White	Trustee
7.	LT	<input checked="" type="checkbox"/>	Lorne Temple	Trustee
8.	ML	<input checked="" type="checkbox"/>	Marie Lundin	Trustee
9.	PL	<input checked="" type="checkbox"/>	Paul Landry	Vice Chair
10.	TG	<input checked="" type="checkbox"/>	Teresa Gallik	Chair

AGENDA

1. **CALL TO ORDER** – Angelis Bishop called the meeting to order at 6:00 PM.
2. **OPENING PRAYER** – Angela Bishop opened the meeting with a meaningful prayer bringing everyone into the presence of the Lord.
3. **ROLL CALL** – Trustee Jeffrey White was noted as absent with regret.
4. **DECLARATIONS OF PECUNIARY INTEREST - NIL**
5. **APPROVAL OF AGENDA** – The agenda was approved as amended with the addition of item 7.6.1 Tentative OECTA Agreement Reached.
6. **PRESENTATIONS/DELEGATIONS**



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POLICY GOVERNANCE COMMITTEE March 5, 2024



7. PRESENTATIONS AND REPORTS

7.1 Policy

7.1.1 Policy #18 – Student Trustees – **N. Kurtz**

Director Nicole Kurtz provided an overview of the proposed updates to Policy #18 – Student Trustees which pertains to reducing the Student Trustee complement from three to two. The revised policy will be presented for approval at the March Board Meeting.

7.1.2 Policy #21 – Board Community Relations – **N. Kurtz**

Nicole Kurtz provided an overview of proposed changes to Policy #21 – Board Community Relations. Updates to this Policy may impact Policy #6 – Role of the Trustee. Additional changes will be made and reviewed at the April Policy Governance Committee Meeting.

7.2 Personnel

7.2.1 Monthly Director’s Report – **N. Kurtz**

Nicole Kurtz delivered the monthly Director's Report, covering February's activities, including recent meetings and community engagement efforts, and discussed the upcoming implementation of the Ministry of Education's curriculum this fall. Additionally, a solar eclipse advisory for April 8 was announced. The report also mentioned the formation of a joint committee with OASBO focusing on Artificial Intelligence collaboration.

7.2.2 Director of Education Performance Appraisal – **N. Kurtz**

Nicole Kurtz informed the Trustees about a memorandum from the Ministry of Education concerning the Director of Education Performance Appraisal regulations. This includes mandatory elements and the professional 360 feedback process. She also mentioned available webinars for Chairs and Directors of Education on the provincial performance appraisal process.

7.3 Property

7.4 Finance

7.5 Program

7.6 Negotiations

7.6.1 Tentative OECTA Agreement Reached – **N. Kurtz**

Nicole Kurtz discussed the tentative agreement reached with the Ontario Catholic School Trustees’ Association and Ontario English Catholic Teachers Association setting the ratification deadline for April 2, 2024. This topic is tentatively scheduled for the March 26 Board Meeting agenda.



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7.7 Other

- 7.7.1 Integrity Commissioner and Electronic Board Meetings Regulation Consultation – **N. Kurtz and T. Gallik**
The Ontario Catholic School Trustees’ Association has requested feedback on their submission regarding the Integrity Commissioner and Electronic Board Meetings Regulation Consultation by March 25, 2024. The Trustees suggest that KCDSB recommend extending the travel distance clause to 90 KM from 125 KM to account for unique geographic travel challenges in Northwestern Ontario.
- 7.7.2 Cafeteria Tender Process – St. Thomas Aquinas High School – **N. Kurtz**
The Board of Trustees were updated on the cafeteria tender process, which is being conducted in collaboration with the Keewatin-Patricia District School Board.
- 7.7.3 94th OCSTA AGM – Dates to Remember & Proxy Votes – **N. Kurtz**
Nicole Kurtz provided an overview of the dates to remember for the 94th OCSTA Annual General Meeting and Conference for the Ontario Catholic School Trustees’ Association. A date to note is that the proxy forms must be completed and submitted to the OCSTA by May 1, 2024.
- 7.7.4 2024 OCSTA AGM Resolutions – **N. Kurtz**
Trustees were provided with the 2024 OCSTA Annual General Meeting resolution package for review.
- 7.7.5 Draft Protocol for Chairperson in Safely Managing Board Meetings – **N. Kurtz**
Trustees were provided with a draft protocol for consideration to guide the Chairperson in Safely Managing Board Meetings. The protocol was approved as presented. Copies will be provided to Trustees and made accessible in the Boardroom.

8. UNFINISHED BUSINESS

9. CORRESPONDENCE

10. NEW BUSINESS

11. INFORMATION

12. FUTURE MEETINGS

POLICY GOVERNANCE MEETINGS

March 5, 2024 (Chair: Angela Bishop)

April 2, 2024 (Chair: Derek Favreau)

May 7, 2024 (Chair: Lorne Temple)

June 4, 2024 (Chair: Jeffrey White)



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SPECIAL BOARD MEETINGS

NIL

REGULAR BOARD MEETINGS

- Tuesday, March 26
- Tuesday, April 16
- Tuesday, May 21, 2024
- Tuesday, June 18, 2024

CATHOLIC PARENT INVOLVEMENT COMMITTEE

- Wednesday, May 15, at 11:30 AM
- Tuesday, June 4 School Council & Catholic Parent Involvement Committee Report at 5:00 PM

SPECIAL EDUCATION ADVISORY COMMITTEE

- Friday, March 8 at 1:30 PM (SJPII)
- Friday, April 12 at 1:30 PM (STAHS)

INTERNAL AUDIT COMMITTEE MEETINGS

SCHOOL COUNCIL MEETINGS

- École Ste-Marguerite Bourgeoys – March 20 at 5:30 PM
- St. John Paul II School – April 10 at 6:00 PM
- St. Louis Living Arts School – March 21 at 6:30 PM
- St. Thomas Aquinas High School – April 15 at 7:00 PM
- St. John School – May 14 at 6:00 PM

TRUSTEE TRAVEL / PROFESSIONAL DEVELOPMENT

- OCSTA 2024 Annual General Meeting and Conference, May 2 – 4, in Niagara Falls
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MINISTRY OF EDUCATION FINANCIAL REPORTING DEADLINES

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May 15, 2024	School Board Financial Report for September 1, 2023, to March 31, 2024

- 13. **ADJOURNMENT** – The meeting adjourned at 7:11 PM.

Policy 18: Student Trustees

Student representation on the Board of Trustees is an essential component of trusteeship and student voice. Student Trustees serve a vital role in representing students in decisions about education and keeping their peers informed about important information across the Board. The Student Trustee is an integral part of the Board who represents the interests of students and serves as a model of servant leadership in the school and broader Kenora Catholic District School Board community.

The Kenora Catholic District School Board endorses a process where student representation is determined in an open and democratic manner.

This policy provides direction pertaining to the interests of students on the Board in accordance with the provisions of the Education Act, and guidelines issued by the Ministry of Education.

1.0 General

- 1.1. Two **One** Student Trustee will be known as “Student Trustee” and one Student Trustee will be known as “Indigenous Student Trustee”. As a ~~group~~ **pair** they will be known as Student Trustees.
- 1.2. A Student Trustee of the Kenora Catholic District School Board is a role model of servant leadership for St. Thomas Aquinas High School, and the broader community.
- 1.3. The term of office of a Student Trustee may be one year or two years and starts on August 1 of the year in which the student trustee is elected.
- 1.4. ~~The Student Trustees’ term of office will be staggered so every year, one new Student Trustee will be appointed for a two-year term. This allows for an incoming junior Student Trustee and a Senior mentor Student Trustee.~~
- 1.5. No student shall be appointed for more than two, consecutive one-year terms.
- 1.6. Student Trustees shall attend all regularly scheduled Board meetings and committees on which Student Trustees serve and be

present and participate in meetings of the Board that are closed to the public except where a meeting is closed under clause 207 (2) (b) of the *Education Act* or where the subject matter under consideration puts them in a conflict of interest. The Municipal Conflict of Interest Act provisions that apply to members of the Board of Trustees apply to Student Trustees.

- 1.7. Student Trustees have a non-binding vote. Student Trustees do not have voting rights as per the Education Act.
- 1.8. A Student Trustee shall be paid an annual honorarium for each complete year that the student holds office in compliance with the applicable laws, including Ontario Regulation 7/07 under the Act. The specifics of the honorarium will be communicated to the Student Trustees prior to the commencement of their term. The honorarium will be prorated for the number of months served by a Student Trustee who does not serve a full term.
- 1.9. Student Trustees shall receive out-of-pocket expenses and travel expenses reasonably incurred in connection with carrying out the responsibilities of Student Trustees. Reimbursement shall be in accordance with the board policy for trustees.
- 1.10. The Chair of the Board shall appoint a Trustee or delegate to act as a mentor for the Student Trustees.
- 1.11. The Director of Education or designate shall act as the staff contact for the Student Trustees.
- 1.12. Once elected the Student Trustees automatically become a member of the Ontario Student Trustees' Association - l'Association des élèves conseillers et conseillères de l'Ontario (OSTA-AECO).
- 1.13. In preparation for their term of office, the newly elected Student Trustees attend at least two Board Meetings in May and June as observers, alongside the incumbent Student Trustees.
- 1.14. The Student Trustees will receive a Rite of Commissioning ceremony at the September Board Meeting commencing their term of office.

2. Qualifications

2.1. A student is eligible to be elected as a Student Trustee if they are:

- a) a full-time (i.e., in at least three credits per semester) student at St. Thomas Aquinas High School, enrolled in the senior division (Grade 11 or 12) at the time of their term as Student Trustee.
- b) a Canadian citizen
- c) must be a resident student of the Kenora Catholic District School Board.

If the student is running for the Indigenous Student Trustee position, they must be an Indigenous student from among students who self-identify as an Indigenous person.

3. Role and Responsibility of Student Trustees

Student Trustees shall:

- 3.1. Attend all regularly scheduled public Board meetings and committees on which the Student Trustee may be assigned. If a conflict prevents attendance at the meeting, notice must be sent to the Director of Education or designate prior to the start of the meeting. Student Trustees are responsible for arranging their transportation for board meetings and/or other Student Trustee duties.
- 3.2. Represent the Board's students at public/official functions and on Board committees as assigned.
- 3.3. The Student Trustee shall act on behalf of the Board only where authority has been specifically delegated by the Chair.
- 3.4. The Student Trustee must make a reasonable effort to represent the interests of students from St. Thomas Aquinas High School.
- 3.5. Provide leadership within the school to promote the distinctiveness and values of Catholic Education within the Kenora Catholic District School Board.
- ~~3.6. Participate in student leadership development activities associated with their school, or board roles, as well as provincial associations as necessary. All participation is subject to the board's excursion policy where appropriate supervision must be available. If the excursion is~~

~~outside of Board jurisdiction, supervision is to be provided by the Student Trustee parents/guardians. All excursions are subject to the availability of funds.~~

- 3.7. Student Trustees are called upon to participate in and report on special projects for the Board. They represent the voice of students at St. Thomas Aquinas High School and are ambassadors that reflect the values of the Catholic school system and the Seven Grandfather Teachings.

4. Confidentiality

- 4.1. The Student Trustees must treat issues within limits of confidentiality and with discretion.

5. Disposition of Complaints

- 5.1. The Student Trustees shall follow the normal process of dealing with complaints, questions or suggestions regarding a school or service by advising the Principal, Superintendent of Education, or the Director of Education.

6. Elections

- 6.1. Each year, St. Thomas Aquinas High School will facilitate the election of one Student Trustees and/or one Indigenous Student Trustee, **as required by upcoming vacant positions.**
- 6.2. The Student Trustee and the Indigenous Student Trustee ~~will be for a junior student who is in Grade 10 at the time of elections and the Indigenous Student Trustee will be for a student who is in Grade 10 or 11 at the time of elections.~~
- 6.3. The Student Trustee will be elected from the student population and the Indigenous Student Trustee will be elected from the student population who self-identify as Indigenous.
- 6.4. Each student interested in running for the Student Trustee position will complete a Statement of Interest Form (Appendix A) and submit it to the Principal.
- 6.5. The Principal will review the Statement of Interest Form and sign it to indicate that the submission is complete and that the student meets the requirements to stand for election.
- 6.6. Statement of Interest Forms from all qualified candidates will be kept on file at St. Thomas Aquinas High School until the student's term of office is complete.
- 6.7. The Principal will arrange for a vote, either by paper or electronic, for the Student Trustee and the Indigenous Student Trustee. A team

comprised of the Principal and delegates will supervise the voting process.

- 6.8. The Principal shall announce the result by declaring the student who has received a majority of the votes cast but shall not declare the count. All ballots shall be destroyed after the election is complete and the results have been declared.
- 6.9. In the case of a tied vote, the candidates shall draw lots to fill the position of Student Trustee. Ballots shall be prepared, in a number of equal to the number of candidates tied for office, with one ballot stating 'Student Trustee' and the remaining ballots blank. Each of the candidates tied for office shall draw a ballot, and the winner shall be the person who draws the ballot that states 'Student Trustee'.
- 6.10. Where there is only one student running for the office of Student Trustee, that student shall be acclaimed, eliminating the requirement for election.
- 6.11. The Principal shall forward the name(s) of the successful Student Trustee(s) to the Director of Education no later than April 20 of any given year.
- 6.12. The Board of Trustees shall, by formal motion, confirm the Student Trustee and the Indigenous Student Trustee at the first Board Meeting following elections.
- 6.13. The Board shall notify the Ministry of Education of the names of the Student Trustees elected no later than 30 days after the date of the election or by-election.
- 6.14. Student Trustees will represent the interest of students by fulfilling the roles and responsibilities of Student Trustees as outlined in 3.0 Role and Responsibility of Student Trustees of this policy.

7. Disqualification

- 7.1. A Student Trustee who ceases to be qualified as a Student Trustee must resign as a Student Trustee. Student Trustees may be disqualified from office for the following reasons:
 - (a) as per trustee disqualification criteria outlined in the Education Act and Regulations.
 - (b) the Student Trustee ceases to be enrolled as a full-time student at St. Thomas Aquinas High School.
 - (c) the Student Trustee commits a serious breach of their school's code of conduct.
 - (d) the Student Trustee's behaviour is deemed to be incompatible with the roles and responsibilities of the position.
 - (e) a student who is serving a sentence of imprisonment in a penal or correctional institution is not qualified to be elected or to act as a Student Trustee.
 - (f) a decision of a majority of the board of trustees.

(g) Absence from three (3) consecutive board meetings will result in the disqualification of the student representative.

8. Resources and Training

8.1 The Board of Trustees, via the Director of Education, shall provide an orientation session and ongoing support as needed throughout the term in office.

8.2 If opportunities and the trustee/school budgets permit, Student Trustees will participate in Catholic student leadership development activities associated with the fulfillment of the roles and responsibilities of the student trustee.

9. Filling of Vacancy

If the Board determines that a vacancy shall be filled, it shall be filled by means of a by-election, following the steps outlined in Section 6.

References:

Education Act, Reg. 7/07 Student Trustees
Education Act Reg. 354/18 Student Trustees
Municipal Conflict of Interest Act 1997
Ontario Regulation 298 (Operations of Schools - General)
Ministry of Education Memorandum: Provisions with regard to Student Trustee, 2009
Good Governance: A Guide for Trustees, School Boards, Directors of Education, and Communities, 2022-2026

Other References:

Ontario Catholic Graduate Expectations
Seven Grandfather Teachings

Approval Date: June 2006
Date of Latest Review: June 2022, March 2023, March 2024
Date of Latest Revision: June 2022, March 2023, March 2024

APPENDIX A

**Student Trustee Candidate
Statement of Interest Form**

Thank you for your interest in the Student Trustee position. There are two Student Trustee positions available. One position for an Indigenous/First Nation, Métis, Inuit (FNMI) Student Trustee, who is in either Grade 11 or 12, and one position for a Student Trustee who is in Grade 11. Student Trustee candidates are asked to complete this attestation:

Please check all that apply:



- I strive to be a role model of the Ontario Catholic Graduate Expectations (see below)
- I am a self-identified Indigenous (FNMI) person
- I am a Canadian citizen
- I am a student of the Kenora Catholic District School Board
- I am enrolled full-time at St. Thomas Aquinas High School (i.e., in at least three credits per semester), and I will be a full-time student next school year
- I will be a senior in Grade 11 or 12, next school year
- I am a positive role model for my school community
- I maintain regular school attendance and good academic standing

I _____ attest that the above information is accurate, and I wish to have my name stand for the position of Student Trustee.

Signature: _____ Date: _____

Principal Signature: _____

APPENDIX B

Ontario Catholic Graduate Expectations

- **A discerning believer** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.
- **An effective communicator**, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
- **A reflective, creative and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- **A self-directed, responsible, lifelong learner** who develops and demonstrates their God-given potential.
- **A collaborative contributor** who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good.
- **A caring family member** who attends to family, school, parish and the wider community.
- **A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.



Kenora Catholic District School Board

We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with family, community and the Church.

BRIEFING PAPER ²⁰

SUBJECT:	Capital Plan 2019 - 2024
DATE:	March 26, 2024
PREPARED FOR:	Regular Board Meeting
AGENDA AREA:	Public Session
PREPARED BY:	Alison Smith, Superintendent of Business, Facilities and Planning Services

Background/History:

Since 2009 the board has prepared a five-year capital plan to help identify and track current and future capital projects. This process has accomplished two very important points, one being identification of needs at the school level and the second is to have this information presented to the trustees for review and discussion and ultimately approved through a board motion, which provides additional transparency and accountability to the system and ratepayers.

Current Situation:

This capital plan is comprised of 33 projects, also indicating projects completed in 2019/2020 to 2022/2023. This is the final year of the five-year capital plan. The projects planned for this year are the replacement of an exterior stair well at St. John Paul II, the childcare retrofit at St Louis School, as well as adding an additional washroom, replacing all lighting, and ceiling tiles at St Louis School. Over the March break the flooring in the Chapel at St Thomas Aquinas High School was replaced, and over the summer the cooling tower will be replaced.

Budgetary/Financial Consideration

Up to the year end of 2022-2023 a total of \$3,947,510 has been used for capital projects, \$2,899,743 was funded through School Condition Improvement, \$75,850 was funded by School Renewal, and \$971,917 was insurance proceeds for the roof replacement at St John School in Red Lake.

All projects for 2023-2024 are funded through Ministry initiatives such as School Condition Improvement, School Renewal and the Childcare Retrofit allocation.

Recommendations:

That the Board of Trustees accept the 2019/20 – 2023/24 Capital Plan as presented.

**Kenora Catholic District School Board
Capital Plan and School Renewal Project Proposals
Five Year Capital Plan 2019/2020 to 2023/2024**

Project Name	School/Location	Project Description	Project Definition	Funding Source	Total Estimated Project Cost	Expended Budgeted Amount	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	Status
Emergency Lighting and Branch wiring-Battery Back ups , exit lighting and signsRenewal	Ecole Ste. Marguerite Bourgeoys	Emergency Lighting and Branch wiring-Battery Back ups , exit lighting and signsRenewal	School Improvement	School Condition	\$ 120,000.00							X	Planning
Electrical Service and Distribution Panel Renewal-including breaker fuses, meters	Ecole Ste. Marguerite Bourgeoys	Electrical Service and Distribution Panel Renewal-including breaker fuses, meters	Facility Improvement	School Condition	\$ 245,000.00							X	Planning
Distribution Systems - Heated Water Distribution Systems	Ecole Ste. Marguerite Bourgeoys	Hydronic Hearting Project to replace piping and zone valves in the crawl space	School Improvement	School Condition	\$ 450,000.00	\$ 439,633.00		X					Completed
Fittings - Millwork	Ecole Ste. Marguerite Bourgeoys	Replace the existing millwork-part of mechanical upgrades	School Improvement	School Condition	\$ 235,447.00	\$ 293,088.00		X					Completed
SMB Main Office Renovation	Ecole Ste. Marguerite Bourgeoys	Provide better accessibility to Main Office for upgrades and soundproofing	Facility Improvement	School Condition	\$ 102,000.00	\$ 146,000.00				X			Completed
SMB Gymnasium Flooring	Ecole Ste. Marguerite Bourgeoys	Replace date dgym floor with new maintenance free vinyl flooring	School Improvement	School Condition	\$ 90,000.00							X	Planning
Floor Finishes - Vinyl Sheet - Washroom Renewal	Multi-Skills	Replace the VCT flooring with no wax flooring	Facility Improvement	School Renewal	\$ 5,345.00							X	Planning
Wall Finishes - Gypsum Renewal	Multi-Skills	Refinish the washroom walls with gypsum and glass matt	Facility Improvement	School Renewal	\$ 10,986.00							X	Planning
Floor Finishes - Vinyl Tile VCT- Lecture hall Renewal	Multi-Skills	Replace the VCT flooring with no wax flooring surface in the lecture hall	Facility Improvement	School Condition	\$ 10,479.00							X	Planning
Outdoor Exit Stair Replacement	St. John Paul II School	Replace damaged exterior stair case	School Improvement	School Renewal		\$ 27,628.00					X		In progress
Site Lanscaping / Crawl Space Modifications	St. John Paul II School	Provide better drainage away from the school to minimize crawl space flooding	School Improvement	School Condition	\$ 40,000.00							X	Planning
Domestic Electric Water heater Renewal	St. John Paul II School	Domestic Electric Water heater Renewal	School Improvement	School Condition	\$ 30,000.00							X	Planning
Distribution Systems - Exhaust Systems Renewal	St. John Paul II School	Replace the exhaust fans	School Improvement	School Condition	\$ 143,475.00							X	Planning
Floor Finishes - Sheet Vinyl Flooring	St. John Paul II School	Replace the Vinyl sheet on the floor with no wax sheet	Facility Improvement	School Condition	\$ 91,962.00							X	Planning
Landscaping - Site Renewal	St. John School	Shift to a sustainable landscaping to accommodate the bus zone improve drainage and facility needs	Facility Improvement	School Condition	\$ 640,000.00	\$ 763,920.00			X				Completed
Parking Lot, Walkways & Roadways - Site Renewal	St. John School	Replace asphalt surface in the parking lot and add new concrete walkways	Facility Improvement	School Renewal	\$ 184,500.00	\$ 624,656.00			X				Completed
Ceiling Finishes - Original Building Renewal	St. John School	Refinish the ceiling	School Improvement	School Condition	\$ 16,789.00							X	Planning
Exterior Doors - Entrance and Exit - 30%	St. John School	Replace the exterior doors and associated hardware	School Improvement	School Condition	\$ 33,019.00	\$ 33,019.00	X						Completed
Wall Finishes -Acoustic Panel Renewal Gymnasium	St. John School	Replacement off all degraded Acoustic Panels in the Gymnasium	School Improvement	School Condition	\$ 20,000.00							X	Planning
Install Variable Frequency Drives - Original Building Renewal	St. John School	Install VFD's to the boiler pumps to achieve energy efficiency	Facility Improvement	School Condition	\$ 87,394.00							X	Planning

Fencing & Gates - Chain-Link Fencing - Site Renewal	St. John School	Replace existing outside fencing and gates	Facility Improvement	School Renewal	\$ 105,000.00	\$ 75,850.00		X					Completed
Roof Replacement	St. John School	Replacement of Roof	Facility Improvement	Insurance Claim		\$ 971,917.00				X			Completed
PA System Renewal	St. Louis School	PA System Renewal	School Improvement	School Renewal	\$ 60,000.00							X	Planning
Domestic Water Distribution - All Areas Renewal	St. Louis School	Investigate the condition of the water supply pumps and water pipelines running into the facility from the municipal line and replace as per the condition	Facility Improvement	School Condition	\$ 135,038.00							X	Planning
Secondary Transformer Replacement	St. Louis School	Replace the existing transformer with a more modern engineered transformer	School Improvement	School Condition	\$ 55,312.00							X	Planning
Class Room and Playground Renovation	St. Louis School	Renovate Classroom 101 for Child Care Space also modify playground to conform to Ministry requirements for child care space	School Improvement	Other Funding	\$ 427,000.00						X		In progress
Kindergarten Classroom Renovation Second Floor	St. Louis School	Add Washroom from classroom 204 utilizing changeroom space	School Improvement	School Condition	\$ 202,000.00						X		In progress
Lighting and Ceiling Finishes	St. Louis School	Upgrade all lighting fixtures and ceiling tile and finishes	Facility Improvement	School Condition	\$ 105,000.00						X		In progress
Heat Pumps Renewal	St. Thomas Aquinas HS	Replacing heat pumps	School Improvement	School Condition	\$ 492,920.00	\$ 492,920.00	X						Completed
HVAC Pumps Renewal	St. Thomas Aquinas HS	Replacing the boiler pumps and install VFD for pumps greater than 10 HP	School Improvement	School Condition	\$ 83,421.00	\$ 83,421.00	X						Completed
Chapel Floor Replacement	St. Thomas Aquinas HS	Replace flooring in Chapel Area	School Improvement	School Renewal		\$ 21,524.00					X		Completed
Fire Alarm System	St. Thomas Aquinas HS	Replace Fire Alarm System	School Improvement	School Condition		\$ 23,086.00				X			Completed
Cooling Tower Renewal	St. Thomas Aquinas HS	Replacing existing cooling tower	School Improvement	School Condition	\$ 530,000.00	\$ 517,540.00					X		In progress

Capital Project and School Renewal needs breakdown in dollar Amounts (by school year and fund type)

School Year	School Condition Improvement	School Renewal	Other Funding	Total Budget
2019/20	\$ 609,360.00			\$ 609,360.00
2020/21	\$ 732,721.00	\$ 75,850.00		\$ 808,571.00
2021/22	\$ 1,388,576.00			\$ 1,388,576.00
2022/23	\$ 169,086.00		\$ 971,917.00	\$ 1,141,003.00
2023/24	\$ 824,540.00	\$ 49,152.00	\$ 427,000.00	\$ 1,300,692.00

Math Achievement Action Plan

Fillable Template

School boards are required to complete and submit to the ministry their Math Achievement Action Plan three times a year.

- **November 15, 2023 (Initial):** Initial strategies and KPIs
- **March 15, 2024 (Progress):** Incorporate data from Term 1/ Semester
- **July 15, 2024 (Final):** Incorporate data from Term 2/ Semester 2

To support school boards in completing these reports, the template below has been created to provide an early opportunity to preview and respond to the questions within the [Math Achievement Action Plan Reporting Tool](#). School boards are still required to complete their Math Achievement Action Plan through the online [reporting tool](#).

School boards can complete all sections of the template below (Section A, Section B, and Section C) and may use the information in the document to allow endorsement by the Director and Trustees of the board prior to submitting via the online [reporting tool](#) to the ministry. All fields are mandatory unless otherwise noted.

The Math Achievement Action Plan should be completed using the *Taking Action in Mathematics* framework. To access this report, please see this link to the [reporting tool](#).

Section A: All schools

Complete the following questions for each priority action to report on board-wide improvement efforts in math.

Priority Action 1: Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement

- What are the areas of need for your school board?

Lack of consistency in instructional and assessment practices being used to teach mathematics.

- What are board-level strategies that your school board will implement to address these areas of need? (*Select all that apply and outline your Key Performance Indicator and implementation status below*)

Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans

- Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:

Improved teacher performance as measured by an increase of the percentage of teachers who are using the board provided resources for regular instruction.

- Please provide an update on the above Key Performance Indicator:
 - Baseline report – Little to no progress

Strategy	Baseline (Fall)			
	K-3	4-6	7-9	Overall
% of teachers using MathUP	22%	25%	0%	17%
% of teachers using Knowledgehook	13%	58%	0%	21%
% of teachers using the rekenreks (K-3)	4%	N/A	N/A	2%
% of teachers using Reflex Math	2/23	4/12	0/13	0%

- Progress report –

Strategy	Progress (Term 1)				
	K-3	4-6	7-9	Overall	Growth
% of teachers using MathUP	48%	75%	38%	53%	+36%
% of teachers using Knowledgehook	22%	75%	0%	29%	+8%
% of teachers using the rekenreks (K-3)	65%	0%	N/A	65%	+65%
% of teachers using Reflex Math	8%	33%	0%	12%	+12%

Increase of the percentage of teachers who are using the board provided resources for regular instruction.

Overall – increased usage of **all** board provided resources.

K-3 – increased usage of **all** board provided resources.

4-6 – increased usage of **75%** of board provided resources.

7-9 – increased usage of **33%** of board provided resources.

- Final report -Click or tap here to enter text.

What are school-level strategies that your school board will implement to address these areas of need? *(Select all that apply and outline your Key Performance Indicator and implementation status below)*

- Engage in ongoing professional learning (e.g., in grade/division/ department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands*

- o Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:

Improved student performance as measured by an increase in the percentage of students who are meeting or exceeding provincial standard on Grade 3, 6, & 9 EQAO.

- o Please provide an update on the above Key Performance Indicator:

- Baseline report – Little to no progress.

<i>Meeting or exceeding provincial standard - EQAO</i>	<i>Baseline – Spring 2023</i>
	<i>Overall</i>
<i>Grade 3</i>	72% (61%/11%)
<i>Grade 6</i>	30% (29%/1%)
<i>Grade 9</i>	65% (63%/2%)

- Progress report – Little to no progress.

Data to be collected from EQAO 2024.

- Final report -Click or tap here to enter text.

- What are classroom-level strategies that your school board will implement to address these areas of need? *(Select all that apply and outline your Key Performance Indicator and implementation status below)*

- Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices)*

- o Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:

Improved teacher performance as measured by a survey (strongly agree – strongly disagree) by an increase in the percentage of teachers reporting application of the high impact strategies in math instruction being mentored through professional learning opportunities.

- Please provide an update on the above Key Performance Indicator:
 - Baseline report – Little to no progress.
 - Progress report – Little to no progress.

<i>Numeracy Survey</i>	<i>Baseline (April 2024)</i>				
<i>Familiarity /# teachers</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>% of teachers using High Impact Strategies</i>	<i>K-3</i>		<i>4-6</i>		<i>7-9</i>
<i>% of teachers participating in the professional learning</i>	<i>K-3</i>		<i>4-6</i>		<i>7-9</i>

Data to be collected in April 2024.

- Final report -Click or tap here to enter text.

Priority Action 2: Engaging in ongoing learning on mathematics content knowledge for teaching.

- What are the areas of need for your school board?

Minimal teacher engagement in adapting alternative instructional practices and programming when approaching Math.

- What are board-level strategies that your school board will implement to address these areas of need? *(Select all that apply and outline your Key Performance Indicator and implementation status below)*

Understand the importance of the relationship between mathematics content knowledge and effective mathematics instruction, as it relates to student achievement.

- Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:

Improved instructional and assessment practices as measured by a checklist administered by principals (visible in all – visible in few), reporting on an

increase in achieving “visible in most classrooms” that are demonstrating the application of system level goals.

○ Please provide an update on the above Key Performance Indicator:

- Baseline report – Little to no progress.
- Progress report -

Strategy (5 for each category)	Baseline (Winter 2024)			
	K-3	4-6	7-9	Overall
Physical Environment	0/5	0/5	3/5 60%	3/15 20%
Student Engagement	0/5	0/5	2/5 40%	2/15 13%
Learning Tasks	0/5	0/5	2/5 40%	2 /15 13%
Autonomy & Assessment	0/5	0/5	1/5 20%	1/15 6%
Overall (20)	0/20	0/20	8/20 40%	8/60 13%

Reported on an increase in achieving “visible in most classrooms” overall of instructional and assessment practices.

K-3 classrooms – 0%

4-6 classrooms – 0%

7-9 classrooms – 40%

Overall (K-9) – 13%

Physical environment practices – 20%

Student engagement practices – 13%

Learning Task practices – 13%

Autonomy and Assessment practices – 6%

- Final report -Click or tap here to enter text.

- What are school-level strategies that your school board will implement to address these areas of need? (*Select all that apply and outline your Key Performance Indicator and implementation status below*)
- ☒ *Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions.*
 - Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:
Improved teacher confidence as measured by a survey (strongly agree – strongly disagree) by an increase in the percentage of teachers reporting a better understanding of the curriculum and teaching math.
 - Please provide an update on the above Key Performance Indicator:
 - Progress report – Little to no progress.

<i>Numeracy Survey</i>	<i>Baseline (April 2024)</i>		
<i>% of teachers participating in independent Math learning</i>	<i>K-3</i>	<i>4-6</i>	<i>7, 8, 9</i>
<i>% of teachers reporting confidence in teaching Math.</i>	<i>K-3</i>	<i>4-6</i>	<i>7, 8, 9</i>
<i>% of teachers reporting confidence in assessing Math.</i>	<i>K-3</i>	<i>4-6</i>	<i>7, 8, 9</i>
<i>% of teachers reporting a working understanding of the curriculum.</i>	<i>K-3</i>	<i>4-6</i>	<i>7, 8, 9</i>
<i>% of teachers reporting confidence in using a variety of strategies to teach Math.</i>	<i>K-3</i>	<i>4-6</i>	<i>7, 8, 9</i>

Data to be collected in April 2024.

- Final report -Click or tap here to enter text.

- What are classroom-level strategies that your school board will implement to address these areas of need? (*Select all that apply and outline your Key Performance Indicator and implementation status below*)
- ☒ *Model a positive and curious learning stance with mathematics to create an environment where students are excited to learn mathematics and develop into confident math learners (e.g., regularly using “think-alouds”, making the problem-solving process explicit, integrating math talk prompts and conversations, co-solving mathematics puzzles/ problems with students)*
 - Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:

Improved student performance as measured by an increase in the percentage of students surveyed who select “Yes, I, agree” to the statement “I understand the mathematics I am being taught”.

- Please provide an update on the above Key Performance Indicator:
 - Baseline report – Little to no progress.

Grade	Baseline		
	Spring 2023		
	<i>I agree</i>	<i>I am not sure</i>	<i>I do not agree</i>
3	77.3%	72.2%	55.6%
6	73%	57.1%	61.1%
9	64%	19%	17%

- Progress report – Little to no progress.
- Final report -Click or tap here to enter text.

Priority Action 3: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive

- What are the areas of need for your school board?
 - Lack of continuity between student achievement from a variety of resources.

- What are board-level strategies that your school board will implement to address these areas of need? (*Select all that apply and outline your Key Performance Indicator and implementation status below*)

Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally-developed assessment tools/tasks

- Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:

Improved teacher performance as measured by a survey (strongly agree – strongly disagree) reporting a change in planning and instruction when presented with low student achievement from a variety of sources.

- Please provide an update on the above Key Performance Indicator:

- Progress report – Little to no progress

<i>Numeracy Survey</i>	<i>Baseline (April 2024)</i>		
<i>% of teachers reporting the importance of screeners to determine additional student learning support</i>	<i>K-3</i>	<i>4-6</i>	<i>7, 8, 9</i>
<i>% of teachers reporting change in planning and instruction using diagnostic assessments</i>	<i>K-3</i>	<i>4-6</i>	<i>7, 8, 9</i>
<i>% of teachers reporting change in planning and instruction using formative assessments</i>	<i>K-3</i>	<i>4-6</i>	<i>7, 8, 9</i>
<i>% of teachers reporting change in planning and instruction using summative assessments</i>	<i>K-3</i>	<i>4-6</i>	<i>7, 8, 9</i>

Data to be collected in April 2024.

- Final report -Click or tap here to enter text.

- What are school-level strategies that your school board will implement to address these areas of need? (*Select all that apply and outline your Key Performance Indicator and implementation status below*)
- ☒ *Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing support so that students can access grade-level curriculum*
 - Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:

Improved student performance as measured by a decrease of percentage of students identified as “at risk” from the pre assessment and the end of year assessment on the EMA screeners.

- Please provide an update on the above Key Performance Indicator:
 - Baseline report

Percentage of “at risk” students	Baseline (Fall)				
	SMB	SJP	STL	SJS	Overall
FDK	4%	32%	28%	43%	24%
Grade 1	10%	16%	29%	21%	17%
Grade 2	27%	47%	45%	36%	33%
Grade 3	27%	39%	23%	15%	26%

- Progress report

Percentage of “at risk” students	Term 1 (Winter)										Decrease of %
	SMB		SJP		STL		SJS		Overall		
	B	W	B	W	B	W	B	W	B	W	
Grade 2	27%	22%	47%	35%	45%	10%	36%	18%	33%	21%	12%
Grade 3	27%	29%	39%	14%	23%	36%	15%	7%	26%	21%	5%

Decrease of percentage of students identified as “at risk” on the EMA screeners.

Kindergarten & Grade 1 - N/A (Will be screened in Spring 2024.)

Grade 2 – All schools had a decrease in identified “at risk” students.

Overall – 12% decrease in students identified as “at risk.”

SMB – 5% decrease.

SJP – 12% decrease.

STL – 35% decrease.

SJS – 18% decrease.

Grade 3 – 50% of schools had a decrease in identified “at risk” students.

Overall – 5% decrease in students identified as “at risk.”

SMB – 2% **increase**.

SJP – 25% decrease.

STL – 13% **increase**.

SJS – 8% decrease.

- Final report -Click or tap here to enter text.
- What are classroom-level strategies that your school board will implement to address these areas of need? *(Select all that apply and outline your Key Performance Indicator and implementation status below)*
 - Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys)*
 - Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:
Improved assessment practices as measured by reporting an increase of teachers using any of the board recommended assessment tools and/or strategies.
 - Please provide an update on the above Key Performance Indicator:
 - Baseline report -little to no progress.
 - Progress report – Click or tap here to enter text.

<i>Recommended Assessment Tools</i>	<i>Baseline (Winter)</i>			
	<i>Tier 1 Tools</i>			
	<i>K-3</i>	<i>4-6</i>	<i>7-9</i>	<i>Overall</i>
<i>KCDSB</i>				
<i>% of teachers using MathUP</i>	1/23 4%	4/12 33%	0%	10%
<i>% of teachers using Knowledgehook</i>	0/23	3/12 25%	0%	6%

% of teachers using Math Pre-Assessment	0%	0%	0%	0%
% of teachers using non-recommended tools	0%	0%	100%	
Overall % of teachers using a tool	1/23 4%	4/12 33%	0%	10%
<i>Tier 2 & 3 (Intervention) Tools</i>				
% of teachers using EMA Screeners	0%	0%	0%	0%
% of teachers using Gap Closing	0%	0%	0%	0%
% of teachers using Reflex Math	0%	2/12 17%	0%	4%
% of teachers using Leaps and Bounds	0%	0%	0%	0%
% of teachers using non-recommended tools	0%	1/12 8%	0%	2%
Overall % of teachers using a tool	0%	2/12 17%	0%	4%

Reported an increase of teachers using board recommended assessment tools and/or strategies.

Tier 1:

K-3 classrooms – 4%
 4-6 classrooms – 33%
 7-9 classrooms – 0%

Tier 2/3:

K-3 classrooms – 0%
 4-6 classrooms – 17%
 7-9 classrooms – 0%

Overall (K-9) – 10%

Tier 1 Tools – 10%

Tier 2/3 Tools – 4%

- Final report -Click or tap here to enter text.

Section B: Priority schools

Complete the following questions to report on improvement efforts in math in priority schools. School boards should submit multiple reports if the needs and strategies across priority schools differ. If your school board does not have priority schools, this section is not applicable.

Enter a report name for each report submitted in the field below

(If you have multiple priority school reports, copy over **Section B: Priority schools** onto a new page).

Names of priority schools

Please provide the names and the school identification numbers of the priority schools below that *this report* applies to (School boards should submit multiple reports if the needs and strategies across priority schools differ) .

<i>Name of Priority School - School identification number (see sample below)</i>
<i>i. Saint John Paul II – School identification number</i>

Priority Action 1: Ensuring fidelity of curriculum implementation including the intentional use of **proven strategies that support academic math achievement**

- What are the targeted areas of need for priority schools?

Lack of consistency across Grade 3 & 6 classrooms in the instructional practices being used to teach Math.

- Align resources, including staffing, with mathematics priorities.*

- Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:

Grade 3

Improved student performance as measured by an increase in the percentage of students achieving level 3 with the implementation of rekenreks and supporting strategies in their learning when approaching mathematics.

<i>Level of Achievement</i>	<i>Baseline – Term 1</i>	<i>Final – Term 2</i>
<i>R</i>	<i>12%</i>	
<i>1</i>	<i>4%</i>	
<i>2</i>	<i>12%</i>	

3	68%	
4	4%	

Reported an increase of students achieving level 3 with the implementation of rekenreks and supporting strategies in their learning when approaching mathematics.

Baseline Grade 3 – 68% of students achieved level 3 on Term 1 report card.

Grade 6

Improved student performance as measured by an increase in the percentage of students achieving level 3 with the implementation daily fact fluency practice and supporting strategies in their learning when approaching mathematics.

<i>Level of Achievement</i>	<i>Baseline – Term 1</i>	<i>Final – Term 2</i>
<i>1</i>	<i>3%</i>	
<i>R</i>	<i>0%</i>	
<i>1</i>	<i>11%</i>	
<i>2</i>	<i>32%</i>	
<i>3</i>	<i>27%</i>	
<i>4</i>	<i>27%</i>	

Reported an increase of students achieving level 3 with the implementation of daily fact fluency practice and supporting strategies in their learning when approaching mathematics.

Baseline Grade 6 – 27% of students achieved level 3 on Term 1 report card.

- Final report -Click or tap here to enter text.
- What is the status of implementation of these strategies? *Little to No Progress*
- How effective have these strategies been to date? *Unsure*

- (Optional) If you would like to share any additional comments about the status or effectiveness of the Key Performance Indicator, please enter them below:

Click or tap here to enter text.

- What are targeted school-level strategies to address these areas of need? *(Select all that apply and outline your Key Performance Indicator and implementation status below)*
 - Engage in ongoing professional learning (e.g., in grade/division/ department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands*
 - Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:

Grade 3 & 6

Improved teacher performance as measured by an increase of the percentage of teachers who are using the board provided resources to inform and update teaching practices.

- Please provide an update on the above Key Performance Indicator:
 - Baseline report – Little to no progress
 - Progress report -Considerable progress

Strategy	Baseline/ Mid-Report/Final Report (Fall 2023/Term 1/Term 2)					
	Grade 3			Grade 6		
	% of teachers using MathUP	0%	0%		50%	100%
% of teachers using Knowledgehook	0%	50%		100%	50%	
% of teachers using the rekenreks (K-3)	0%	100%		N/A		
% of teachers using the reflex (4-8)	N/A			0%	100%	

Reported an increase of the percentage of teachers who are using the board provided resources to inform and update teaching practices.

Grade 3 – 50% increase of usage.

Grade 6 – 83% increase of usage.

- What is the status of implementation of these strategies? *Considerable Progress*
- How effective have these strategies been to date? Somewhat Effective

- (Optional) If you would like to share any additional comments about the status or effectiveness of the Key Performance Indicator, please enter them below:

Click or tap here to enter text.

- What are targeted classroom-level strategies to address these areas of need? (*Select all that apply and outline your Key Performance Indicator and implementation status below*)
 - Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., teacher prompts on the Curriculum and Resources website, exit cards to inform lesson planning in response to student needs)*
 - Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:

Grade 3 & 6

Improved assessment practices as measured by reporting an increase of teachers using (x number) of board approved assessment tools and strategies.

- Insert the implementation status of your Key Performance Indicator below:
 - Progress report – Click or tap here to enter text.

<i>Recommended Assessment Tools KCDSB</i>	<i>Baseline (Winter)/Final (Term 2)</i>			
	<i>Tier 1 Tools</i>			
	<i>Grade 3</i>		<i>Grade 6</i>	
<i>% of teachers using MathUP</i>	<i>0%</i>		<i>100%</i>	
<i>% of teachers using Knowledgehook</i>	<i>0%</i>		<i>100%</i>	
<i>% of teachers using Math Pre-Assessment</i>	<i>0%</i>		<i>0%</i>	
<i>% of teachers using non-recommended tools</i>	<i>0%</i>		<i>0%</i>	
	<i>Tier 2 & 3 (Intervention) Tools</i>			
<i>% of teachers using EMA Screeners</i>				
<i>% of teachers using Gap Closing</i>				
<i>% of teachers using Reflex Math</i>			<i>100%</i>	

<i>% of teachers using Leaps and Bounds</i>				
<i>% of teachers using non-recommended tools</i>				

Reported an increase of teachers using board recommended assessment tools and/or strategies.

Tier 1:

Grade 3 – 0%

Grade 6 – 66%

Tier 2/3:

Grade 3 – 0%

Grade 6 – 33%

- Final report -Click or tap here to enter text.
- What is the status of implementation of these strategies? *Little to No Progress*
- How effective have these strategies been to date? Unsure
- (Optional) If you would like to share any additional comments about the status or effectiveness of the Key Performance Indicator, please enter them below:

Click or tap here to enter text.

Priority Action 2: Engaging in ongoing learning on mathematics content knowledge for teaching

- What are the targeted areas of need for priority schools?
 - Improve teacher engagements in adapting alternative instructional practices and assessment to build on student achievement in Grade 3 & 6.
- What are targeted board-level strategies to address these areas of need? *(Select all that apply and outline your Key Performance Indicator and implementation status below)*
 - Utilize student achievement data and student work to establish focus areas for mathematics professional learning*
 - Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:

Grade 3

Improved student achievement by a decrease of percentage of students in Grade 3 being identified as “at risk” on the EMA screener from the diagnostic, ongoing reporting, and final screener.

- Please provide an update on the above Key Performance Indicator:
 - Progress report - Click or tap here to enter text.
 - Final report -Click or tap here to enter text.

<i>Percentage of “at risk” students</i>	<i>Grade 3</i>		
	<i>Baseline (Fall 2023)</i>	<i>Progress Report (Term 1)</i>	<i>Final Report (Term 2)</i>
	39%	14%	

Decrease of percentage of students identified as “at risk” on the EMA screeners.

Grade 3 – 25% decrease of students identified as “at risk”

Grade 6

Improved student achievement by an increase of percentage of students in Grade 6 demonstrating proficiency in fact fluency from the diagnostic, ongoing reporting, and final screener using Reflex math.

- Please provide an update on the above Key Performance Indicator:
 - Progress report - Click or tap here to enter text.

<i>Percentage of “at risk” students</i>	<i>Grade 6</i>	
	<i>Baseline (Term1)</i>	<i>Final Report (Term 2)</i>
	17.6%	

Increase of percentage in students demonstrating proficiency in fact fluency.

Grade 6 – 97% of students increased their proficiency on the EMA screener in addition and subtraction facts.

Reflex progress - % students are currently demonstrating % proficiency in addition and subtraction facts.

- **Increase of %**
 - Final report -Click or tap here to enter text.

- What is the status of implementation of these strategies? *Little to No Progress*
- How effective have these strategies been to date? *Unsure*
- (Optional) If you would like to share any additional comments about the status or effectiveness of the Key Performance Indicator, please enter them below:

Click or tap here to enter text.

- What are targeted school-level strategies to address these areas of need? *(Select all that apply and outline your Key Performance Indicator and implementation status below)*

Collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning

- Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:

Improved student performance by an increase in the percentage of students in Grade 3 & 6 surveyed who select “Yes, I agree” to the statement “I am good at math”.

- Please provide an update on the above Key Performance Indicator:

- Progress report - Click or tap here to enter text.

Grade	Baseline		
	Spring 2023		
	<i>I agree</i>	<i>I am not sure</i>	<i>I do not agree</i>
3	33%	33%	33%
6	46.4%	33.6%	20.0%

- Final report -Click or tap here to enter text.

Grade	Baseline		
	Spring 2024		
	<i>I agree</i>	<i>I am not sure</i>	<i>I do not agree</i>
3			
6			

- What is the status of implementation of these strategies? *Little to No Progress*

- How effective have these strategies been to date? Unsure
- (Optional) If you would like to share any additional comments about the status or effectiveness of the Key Performance Indicator, please enter them below:

Click or tap here to enter text.

- What are targeted classroom-level strategies to address these areas of need? *(Select all that apply and outline your Key Performance Indicator and implementation status below)*

Model a positive and curious learning stance with mathematics to create an environment where students are excited to learn mathematics and develop into confident math learners (e.g., regularly using “think-alouds”, making the problem-solving process explicit, integrating math talk prompts and conversations, co-solving mathematics puzzles/problems with students)

- Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:

Grade 3 & 6

Improved teacher performance as measured by a checklist (visible/not visible) identifying differentiation instruction and student voice while engaging in Math.

- Please provide an update on the above Key Performance Indicator:
 - Progress report - Click or tap here to enter text.
 - Final report -Click or tap here to enter text.

Strategy (5 for each category)	Baseline (Winter 2024)/Final Report (Spring 2024)			
	Grade 3		Grade 6	
Physical Environment				
Student Engagement				
Learning Tasks				
Autonomy & Assessment				
Overall (20)				

- What is the status of implementation of these strategies? *Little to No Progress*
- How effective have these strategies been to date? Unsure

- (Optional) If you would like to share any additional comments about the status or effectiveness of the Key Performance Indicator, please enter them below:

Click or tap here to enter text.

Priority Action 3: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive

- What are the targeted areas of need for priority schools?
 - Improve continuity between student achievement from a variety of resources and students' attitudes towards Mathematics.
- What are targeted board-level strategies to address these areas of need? *(Select all that apply and outline your Key Performance Indicator and implementation status below)*
 - Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally-developed assessment tools/tasks*
 - Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:
 - Improved assessment and instructional practices as measured by a smaller gap in percentages between EQAO scores and EMA screener data in Grade 3.
 - Please provide an update on the above Key Performance Indicator:
 - Progress report - Click or tap here to enter text.

	<i>Baseline – Grade 3</i>		<i>Baseline – Grade 6</i>	
<i>Meeting or exceeding provincial standard – EQAO (Level 3 & 4)</i>	<i>43% (14%/29%)</i>		<i>74% (4%/70%)</i>	
<i>EMA Screener (at risk) (Grade 3)</i>	<i>Pre-Assessment</i>	<i>Post Intervention (12 weeks)</i>	<i>Pre-Assessment</i>	<i>Mid Intervention (6 weeks)</i>
<i>Reflex Math (Grade 6)</i>	<i>39%</i>	<i>14%</i>	<i>17.6%</i>	
<i>Report Cards (Progressing with Difficulty/Level 1 & 2)</i>	<i>Progress Reports (Grade 3)</i>	<i>Term 1 2024 (Grade 3)</i>	<i>Progress Reports (Grade 6)</i>	<i>Term 1 2024 (Grade 6)</i>
	<i>28%</i>	<i>4%/12%</i>	<i>14%</i>	<i>11%/32%</i>

- Final report -Click or tap here to enter text.

	Final – Grade 3		Final – Grade 6	
Meeting or exceeding provincial standard – EQAO (Level 3 & 4)	%		%	
	(%/%)		(%/%)	
EMA Screener (at risk) (Grade 3)	Post Intervention (12 weeks)	End of Year	Pre-Assessment	Post Intervention
Reflex Math (Grade 6)				
Report Cards (Progressing with Difficulty/Level 1 & 2)	Term 2 2023 (Grade 2)	Term 2 2024 (Grade 3)	Term 2 2023 (Grade 5)	Term 2 2024 (Grade 6)
	43% (11%/32%)		40% (18%/33%)	

- What is the status of implementation of these strategies? *Little to No Progress*
- How effective have these strategies been to date? *Unsure*
- (Optional) If you would like to share any additional comments about the status or effectiveness of the Key Performance Indicator, please enter them below:

Click or tap here to enter text.

- What are targeted school-level strategies to address these areas of need? (*Select all that apply and outline your Key Performance Indicator and implementation status below*)
 - Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing support so that students can access grade-level curriculum*
 - Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:

Improved student performance by an increase of percentage of students in Grade 3 & 6 surveyed who select “Yes, I agree” to the statement “I can answer difficult math questions”.
 - Please provide an update on the above Key Performance Indicator:
 - Progress report - Click or tap here to enter text.

Grade	Baseline
-------	----------

	Spring 2023		
	<i>I agree</i>	<i>I am not sure</i>	<i>I do not agree</i>
3	14%	43%	43%
6	36%	38%	26%

- Final report -Click or tap here to enter text.

Grade	Final		
	Spring 2024		
	<i>I agree</i>	<i>I am not sure</i>	<i>I do not agree</i>
3			
6			

- What is the status of implementation of these strategies? *Little to No Progress*
- How effective have these strategies been to date? *Unsure*
- (Optional) If you would like to share any additional comments about the status or effectiveness of the Key Performance Indicator, please enter them below:

Click or tap here to enter text.

- What are targeted classroom-level strategies to address these areas of need? (*Select all that apply and outline your Key Performance Indicator and implementation status below*)

- Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys)*

- Which meaningful Key Performance Indicators will your school board use to measure your progress? Insert Key Performance Indicator description below:

Grade 3

Improved student performance by a decrease of percentage of students in Grade 3 being identified as “at risk” on the EMA screener from the diagnostic, ongoing reporting, and final screener.

- Please provide an update on the above Key Performance Indicator:
 - Progress report – Considerable progress

Screener (Baseline)	<i>Pre-Assessment</i>	<i>Receiving intervention</i>	<i>Post-Intervention</i>

			<i>(12 weeks)</i>
Grade 3	52%	62% (8/13)	38% (3/8)

Grade 6

Improved student performance by an increase of percentage of students in Grade 6 demonstrating proficiency in fact fluency from the diagnostic, ongoing reporting, and final screener.

Diagnostic Assessment - Reflex (Baseline)	<i>Pre-Assessment</i>	<i>Post-Intervention (6 weeks)</i>
Grade 6	17.6%	

- Please provide an update on the above Key Performance Indicator:
 - Progress report - Click or tap here to enter text.
 - Final report -Click or tap here to enter text.
- What is the status of implementation of these strategies? *Little to No Progress*
- How effective have these strategies been to date? Unsure
- (Optional) If you would like to share any additional comments about the status or effectiveness of the Key Performance Indicator, please enter them below:

Click or tap here to enter text.

Section C: Priority schools provincial KPI report

Complete the following questions to provide intentional monitoring of KPIs common to all priority schools across the province. School boards should submit one report for each priority school. If your school board does not have priority schools, this section is not applicable.

*(If you have multiple priority school reports, copy over **Section C: Priority schools provincial KPI report** onto a new page.)*

Indicator #1: % of students who progressed in their level of achievement on math report cards.

Target is an increase in the % of students in each **level of achievement** in math progressing towards meeting the provincial standard (i.e., from level R to 1, 1 to 2, 2 to 3).

- **Initial/Baseline:**

Grade 2 (2022 – 2023)

January 2023 Term 1 Report Card		June 2023 Term 2 Report Card	
Level of Achievement	% of students	Level of Achievement	% of students
R	5	R	16
1	21	1	11
2	21	2	32
3	53	3	42
4	5	4	0

Grade 5 (2022 – 2023)

January 2023 Term 1 Report Card		June 2023 Term 2 Report Card	
Level of Achievement	% of students	Level of Achievement	% of students
R	2	R	0
1	9	1	18
2	6	2	22
3	78	3	33
4	5	4	27

- **Progress Update:**

Grade 2 (2022 – 2023) – Grade 3 (2023 – 2024)

Term 1 Report Card		
Level of Achievement	% of students (January 2023)	% of students (January 2024)
R	5	12
1	21	4
2	21	12
3	53	68
4	0	4

Grade 5 (2022 – 2023) – Grade 6 (2023 – 2024)

Term 1 Report Card		
Level of Achievement	% of students (January 2023)	% of students (January 2024)
I	0	3
R	2	0
1	9	11
2	6	32
3	78	27
4	5	27

- **Final Update:**

Grade 2 (2022 – 2023) – Grade 3 (2023 – 2024)

Term 2 Report Card		
Level of Achievement	% of students (June 2023)	% of students (June 2024)
R	16	
1	11	
2	32	

3	42	
4	0	

Grade 5 (2022 – 2023) – Grade 6 (2023 – 2024)

Term 2 Report Card		
Level of Achievement	% of students (June 2023)	% of students (June 2024)
R	0	
1	18	
2	22	
3	33	
4	27	

Indicator #2: % of students whose individual attendance rate is equal to or greater than 90 percent.

Target is an increase in the percentage of students whose **attendance rate** is at or above 90%.

- **Baseline:**

Grade 2 2022 – 2023 Attendance at or about 90%
5/19 – 26%

Grade 5 2022 – 2023 Attendance at or about 90%
13/36 – 36%

- **Progress Update:**

Grade 3 2023 – 2024 Attendance at or about 90% (Term 1)
7/25 – 28%

Grade 6 2023 – 2024 Attendance at or about 90% (Term 1)
11/37 – 30%

- **Final Update:**

Grade 3 2023 – 2024 Attendance at or about 90% (Term 2)
0/23

Grade 6 2023 – 2024 Attendance at or about 90% (Term 2)

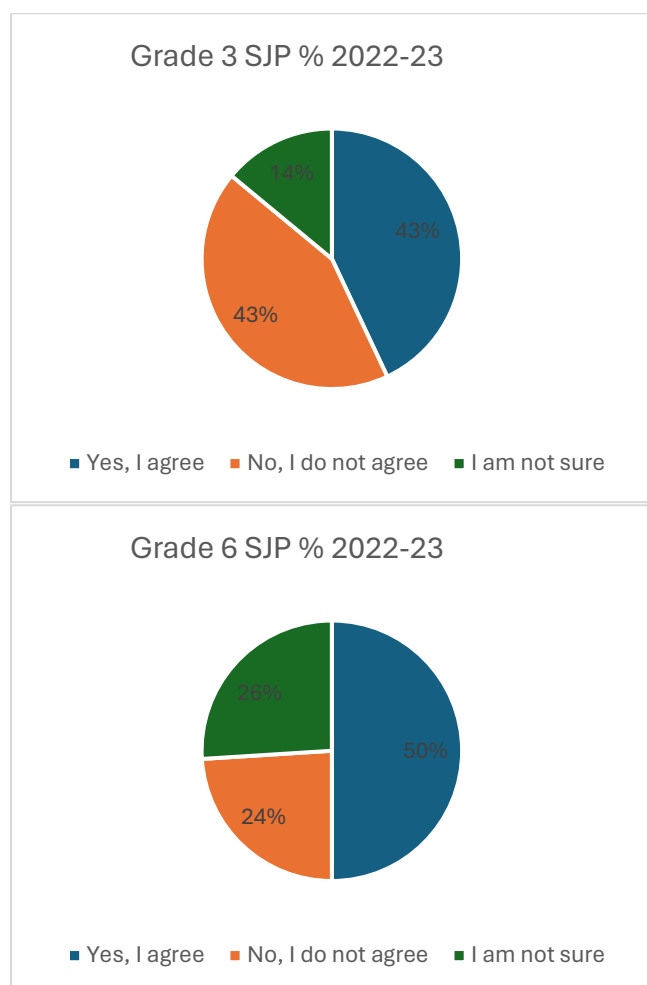
0/36

Indicator #3: % of Grades 3, 6 and 9 math students who report positive results regarding math attitudes and confidence.

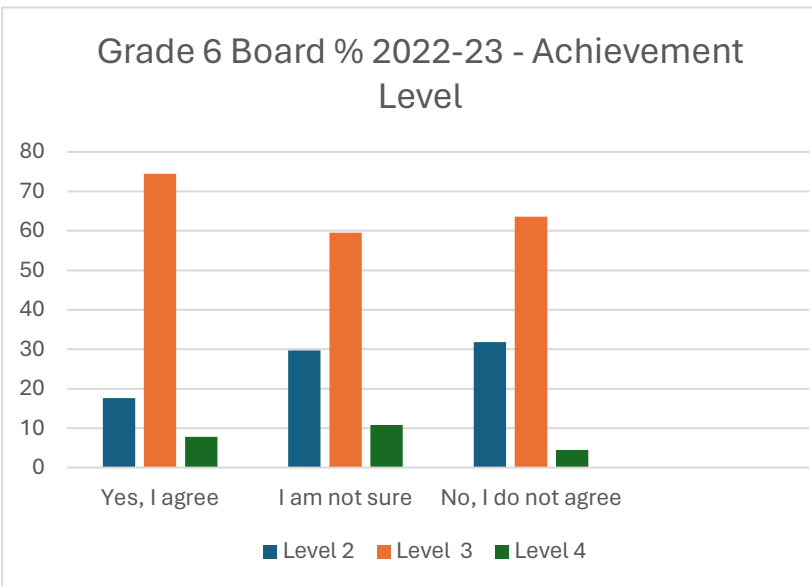
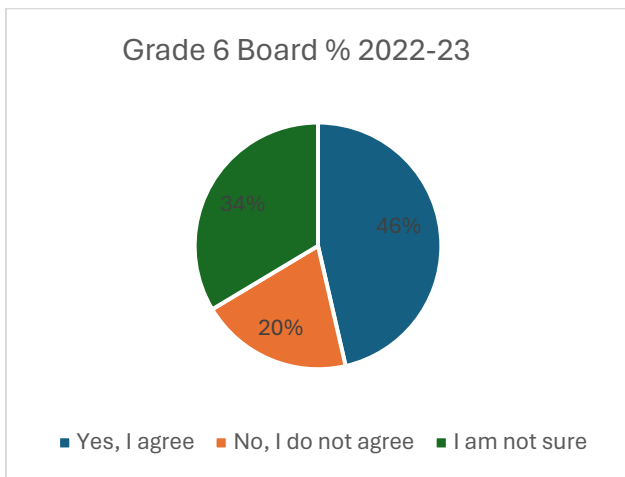
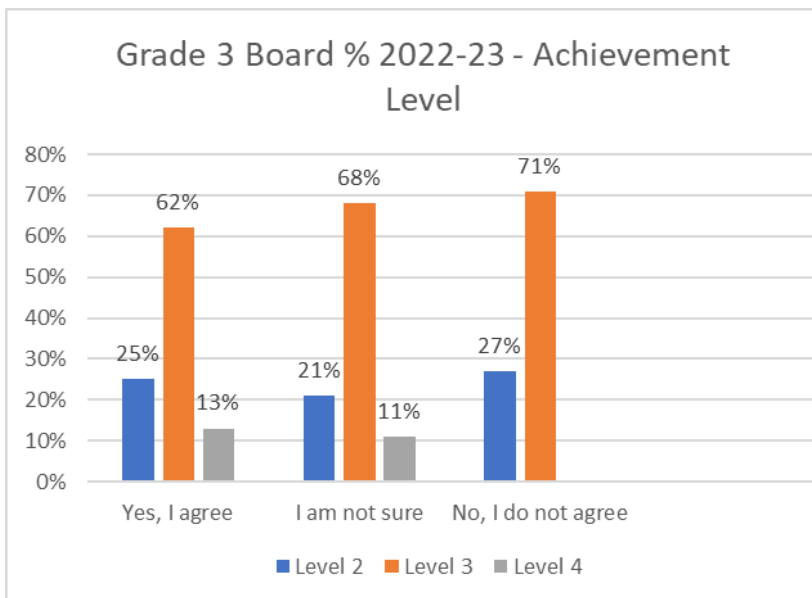
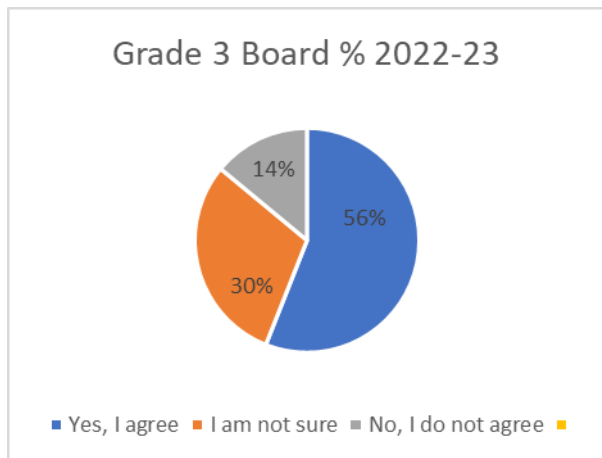
Target is an increase in reported positive results (i.e., percentage of students that reported, "Yes I agree") by progress and end of year in relation to baseline results.

- **Baseline:** 2022-23 EQAO student questionnaire results for the following question – "I am good at math."

SJP Student Questionnaire Result 2023 – 2024



System Student Questionnaire Results 2022 – 2023



- **Progress Update:** Please see the following question and response options to administer a survey in your priority schools to collect and report back on student **level of confidence in mathematics** in the current school year (Grades 3, 6 and 9). **Question:** "I am good at math." **Response options:** "Yes, I agree", "I am not sure", "No, I do not agree."
- **Final Update:** Please see the following question and response options to administer a survey in your priority schools to collect and report back on student level of confidence in mathematics in the current school year (Grades 3, 6 and 9). **Question:** "I am good at math." **Response options:** "Yes, I agree", "I am not sure", "No, I do not agree."

Section C: Priority schools provincial KPI report template

Name of priority school/ BSID#/ Grade Grade 3 - SJPII	% of Students in Each Level of Achievement					Attendance Rate (%)*	Math Attitude & Confidence (%)**
	R	L1	L2	L3	L4		
Initial/Baseline - Report card 1	5	21	21	53	5		
Initial/Baseline - Report card 2	16	11	32	42	0	26%	43%
Progress Update - Term 1 2023/24	12	4	12	68	4	28%	N/A
Final Update - Term 2 2023/24	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

* Percentage of students whose attendance rate is at or above 90%.

** Percentage of students that reported, "Yes, I agree"

Section C: Priority schools provincial KPI report template

Name of priority school/ BSID#/ Grade Grade 6 - SJPII	% of Students in Each Level of Achievement					Attendance Rate (%)*	Math Attitude & Confidence (%)**
	R	L1	L2	L3	L4		
Initial/Baseline - Report card 1	2	9	6	78	5		
Initial/Baseline - Report card 2	0	18	22	33	27	36%	50%
Progress Update – Term 1 2023/24	0	11	32	27	37	30%	N/A
Final Update – Term 2 2023/24	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

* Percentage of students whose attendance rate is at or above 90%.

** Percentage of students that reported, "Yes, I agree"