



AGENDA - ANNUAL BOARD MEETING

Wednesday, November 15, 2023 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBBoardMTGNov15>

PRIVATE SESSION – 5:45 PM

*In accordance with the Education Act, Section 207(2) a meeting of a committee of a board including a committee of the whole board, may be closed to the public when the subject under consideration involves,

- a) The security of the property of the board;
- b) The disclosure of intimate, personal, or financial information in respect of a meeting of the board or committee, an employee or prospective employee of the board or a pupil or their parent or guardian;
- c) The acquisition or disposal of a school site;
- d) Decisions in respect of negotiations with employee of the board; or
- e) Litigation affecting the board.

1. CALL TO ORDER

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

3. DECLARATION OF CONFLICT OF INTEREST

4. ACTION ITEMS

- 4.1** Regular Board Meeting Minutes (private) – October 18, 2023

5. FOR INFORMATION

- 5.1** SAFE SCHOOLS UPDATE
- 5.2** PROPERTY UPDATE
- 5.3** LABOUR UPDATE
- 5.4** LEGAL MATTER
- 5.5** PERSONNEL UPDATE
- 5.6** OPSBA UPDATE

6. REPORT TO PUBLIC SESSION

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.

PUBLIC MEETING – 6 PM

Acknowledgement of Territory: “The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land.”

1. CALL TO ORDER

2. LAND ACKNOWLEDGEMENT

3. OPENING GREETINGS AND INTRODUCTIONS

4. ANNUAL DECLARATION OF INVOLVMENT

5. ELECTION OF CHAIR

6. ELECTION OF VICE-CHAIR

7. PRIVATE SESSION REPORT

8. APPROVAL OF MINUTES

8.1 Regular Board Meeting Minutes – October 18, 2023 (Pages 3-17)

8.2 Audit Committee Meeting – November 6, 2023 (Pages 18-22)

8.3 Special Audit Committee Meeting – November 14, 2023 (Pages 23-25)

9. REPORTS FOR INFORMATION

9.1 Math Action Achievement Plan Update – Associate Superintendent Hedderson (Pages 26-45)

10. REPORTS FOR ACTION

10.1 Amendment to School Year Calendar 2023-2024 – Associate Superintendent Gollogly (Pages 46-47)

11. ADJOURNMENT

Limestone District School Board

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SEE YOURSELF IN LIMESTONE



REGULAR BOARD MEETING MINUTES – OCTOBER 18, 2023

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
J. Brown G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle K. McGregor J. Morning J. Neill (regrets) S. Ruttan E. Eckloff (Student Trustee) (regrets) A.J. O'Keefe (Student Trustee) (regrets) A. Wang (Student Trustee) (regrets)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education C. Young, Superintendent of Business Services T. McKenna, Associate Superintendent
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Vice-Chair Godkin called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee McGregor. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

Vice-Chair Godkin asked Trustees if they had a conflict of interest to declare with any of the agenda items. There were no conflicts declared.

Limestone District School Board

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4. ACTION ITEMS

- 4.1 Regular Board Meeting Minutes (private) – September 20, 2023

MOVED BY: Trustee Brown that the minutes listed in Action Items, Private Session, as distributed, be approved. Carried.

5. FOR INFORMATION

- 5.1 Safe Schools Update – Associate Superintendent Gollogly provided a safe schools update.
- 5.2 Property Update – Superintendent Young provided a property update that resulted in a motion.
- 5.3 Personnel Update – No update at this time.
- 5.4 Labour Update – No update at this time.
- 5.5 Legal Update – Superintendent Young provided a legal update.
- 5.6 OPSBA Update – No update at this time.

6. REPORT TO PUBLIC SESSION

Vice-Chair Godkin called for a motion for the Board to rise and report.

MOTION: That the Board rise and report.

MOVED BY: Trustee Elliott. Carried.

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle K. McGregor J. Morning J. Neill (regrets) S. Ruttan E. Eckloff (Student Trustee) A.J. O'Keefe (Student Trustee) A. Wang (Student Trustee)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education C. Young, Superintendent of Business Services T. McKenna, Associate Superintendent
Guests:	Recorder:
None at this time.	S. Mitton, Executive Assistant to the Director and Trustee Liaison

Chair Hutcheon welcomed everyone to the Regular Board Meeting and called the roll.

Trustee Morning provided the Acknowledgement of Territory. "The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence and care of this land as well as all Indigenous peoples of Turtle Island. For 7 years in the 198's, I worked in a school district in the Southern Interior of B.C. where one-third to two-thirds of students were First Nations. The provincial government had approved a logging road through the sacred, pristine 110,000 hectare Stein Valley watershed, home to Lytton and Mt. Currie Native Bands since time immemorial. Stein Voices for the Wilderness Festivals began in 1985 and grew to over 2000 Native and Non-Native participants who recognized the need to preserve the land if the land is to nurture and support us. In 1988, we all celebrated when logging the Stein was cancelled. This is what I see as part of reconciliation- working with our Indigenous caretakers of the land to stop its exploitation and to honour the true holders of that land."

Limestone District School Board

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7. ADOPTION OF AGENDA

MOVED BY: Trustee McGregor and seconded by Trustee Godkin that the agenda, as presented, be approved. Carried.

8. DECLARATION OF CONFLICT OF INTEREST

Chair Hutcheon asked that if Trustees have a conflict of interest, could they please identify the agenda item number. There were no conflicts declared.

9. DELEGATION/PRESENTATION

9.1 Overview of EQAO Data for 2023

Associate Superintendents Sartor and Hedderson presented the Education Quality and Accountability Office (EQAO) highlights from the 2022-2023 assessment.

Associate Superintendent Sartor shared some of the primary and junior EQAO 2022-23 contextual data. She reminded Trustees that the format and delivery of the assessment has changed significantly over the past four years and prior to the pandemic. She shared results for students in the areas of Math, Reading and Writing for elementary students including results for students with special educational needs.

Associate Superintendent Hedderson presented some of the Secondary EQAO and OSSLT results for students with and without special educational needs. Associate Superintendent Sartor reviewed the qualitative data that was collected through a student survey for primary students who have participated in assessments in reading. She explained how there is a direct link between improvement in achievement and student reported confidence. Associate Superintendent Hedderson reviewed assessment results for secondary math. He noted that there will be a survey completed for the twenty-six priority schools for students in Grades three, six, and nine.

Associate Superintendent Sartor recalled the three questions that were at the centre of a district-wide inquiry last year, that gathered street data to better understand students and other stakeholders' experiences in Limestone and how we can better serve students in the margins, or those who have been historically underserved in our system:

1. For whom is the current education system not working and why?
2. How do I/we know?
3. What will I/we try/do differently?

She showed Trustees the Student Achievement Plan graphic which represents the three priority areas which form the work to support the Better Schools and Better Student Outcomes Act (Bill 98). This includes achievement of learning outcomes in core academic skills, preparation of students for future success and student engagement and well-being. Associate Superintendent Hedderson shared a graphic representing some of the work that has already been undertaken in the system including:

- Ensuring Human Rights by eliminating harm
- Pathways of choice
- High-quality learning & instruction
- Data literacy and guidance

Associate Superintendent Sartor concluded that the current focus is to improve on these results and indicated that the senior team is dedicated to the work ahead. She highlighted that the path forward includes a focus on literacy. This will be supported by the following:

- Learning coaches.
- Supporting the implementation of the new Grade 1-8 language curriculum.
- Working alongside schools to build literacy teams.
- ESL team – aligning practice with literacy team.
- Supporting learning and implementation of universal screening in K-2.
- System expansion of Empower.
- Building caregiver knowledge and support materials.
- Secondary program team support.
- Secondary OSSLT preparation materials.
- Lead success teachers working with Grade 10 classroom teachers for preparation prior to testing.

Chair Hutcheon thanked Associate Superintendents Sartor and Hedderson for their presentation and called upon Trustees for questions.

10. PRIVATE SESSION REPORT

Chair Hutcheon called upon Trustee Godkin to give his report.

Vice-Chair Godkin stated that earlier this evening during private session:

- The minutes were approved from the Regular Board Meeting of September 20, 2023.
- Associate Superintendent Gollogly gave a safe schools update.
- Superintendent Young gave a legal and property update which resulted in a motion.
- There was no other business conducted, or motions passed in private session.

MOTION MOVED By Vice-Chair Godkin and seconded by Trustee Lloyd that the Private Session Report be received. Carried.

11. APPROVAL OF MINUTES

- 11.1** Regular Board Meeting – September 20, 2023
- 11.2** EPOC Meeting Minutes – October 4, 2023

MOVED BY Trustee McGregor and seconded by Trustee Brown that the Minutes, as presented, be approved. Carried.

12. REPORTS FROM OFFICERS

12.1 Chair's Update

Chair Hutcheon stated: "The Limestone District School Board, along with our partners at the Ontario Public School Boards' Association are working to raise civic awareness among our district and larger community by observing Local Government Week from October 16 to 20. School board trustees are the oldest form of elected representation in Ontario. The Board of Trustees, through consultation with our communities, sets the vision, mission and values of the board, develops policies, and allocates resources. The multi-year strategic plan for student achievement and well-being which is under development now, lays the foundation and sets the goals that drive programs and operations in Limestone.

Tonight, we will review the progress of the current strategic plan as the first year of the term ends. may we take a moment to be thoughtful and acknowledge some of the achievements attained over the past year, including:

- As I mentioned, the undertaking of a new strategic plan. This is critically important for the future of the LDSB. The plan will help shape the future directions and culture of the district.
- The efforts of staff and Trustees in working through this year's budget, the largest to date with total operating expenditures of 280.8 million, which includes board- directed funding to support Equity and Inclusion positions.

Limestone District School Board

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SEE YOURSELF IN LIMESTONE

In addition to our governance work as a Board, we supported Limestone staff in moving forward with several key initiatives this past year, including:

- A continued focus on anti-racism work and equity and inclusion along with the creation and launch of a Human Rights video and school poster to increase knowledge and awareness of the board's Human Rights Complaint reporting tool.
- A Special Education Review.
- Continued work and initiatives, particularly in the areas of equity, diversity and inclusion that was identified through the See Yourself in Limestone: Workforce Census and Belonging Survey (WCBS).

On behalf of this Board of Trustees, I wish to acknowledge the leadership of Director Burra and work of Senior Staff, and the various support staff here at the LDSB Education Centre that support our schools. Please accept our heartfelt thanks for always being student-focused, and for supporting all of us through this first-year of a new four-year term. Through all of this, Trustees remained focused on making decisions that effectively served all students.

And that concludes my report.”

12.2 Director's Update

Director Burra stated: “Good evening Trustees and members of the viewing public. I have several updates I would like to share with you this evening.

There is much to celebrate in Limestone on a regular basis. To draw attention to some recent highlights, I would like to acknowledge several educators for honours they have recently received: Brenda Scarlett at Bayridge Secondary School received an honourable mention for the Learning for a Sustainable Future: Susan Langley's Earth Steward Teaching Award; and Wade Leonard at Granite Ridge Education Centre won the Gilles Gagnier Medal for Innovation in Geographic Education for his ongoing work with students using drones. It should be noted that Wade was on CBC radio this morning discussing his work with students using drones. In addition, the work of the Limestone Building Construction Internship Program and Habitat for Humanity focused on Tiny Homes was also featured on CBC Radio this morning. These are significant honours and a testament to the excellent work by Limestone staff that occurs on a daily basis.

I have often said that the stakes of our work in Education are immense. This is usually in the context of supporting student achievement and wellbeing, but as we have seen in the last couple of weeks, the stakes can be much higher. I would like to acknowledge the outstanding work of school staff at four different schools in responding to significant crises: very serious medical emergencies at two schools, a Lockdown at a third school, and Hold and Secure at an adjacent school. These types of crises require significant collaboration and timely responses. It should give us all comfort in knowing that each of these situations were effectively managed and supported by school staff with the support of central staff.

As a reminder to Trustees and the viewing public, we are in the midst of the 2023 United Way fundraising campaign. Given significant economic dislocation, housing costs, and food security concerns, it is critical for those that can support this campaign do so, to help support some of the most vulnerable children, youth, and families in the region. Limestone is a proud contributor to this annual campaign.

This evening Trustees will see the final annual report for the LDSB Strategic Plan, 2017-2023. We will also be bringing forward a summary of extensive summer programming offered this past summer, and an update on the Limestone Math Action Plan. Earlier this evening, Trustees had an opportunity to view the 2022-2023 EQAO results. While the last three years have been challenging with the ongoing pandemic, and we have seen very good work occurring in the system and some much-needed focus on human rights and equity, we have significant work ahead of us in supporting improved student achievement. This is not an either-or dichotomy. We need to do both. I would also like to emphasize that focusing on improved teaching and learning in classrooms is a critical part of our equity work in ensuring that each student has the skills and confidence to access their pathway of choice as they navigate through their time in Limestone. As I indicated earlier, the stakes of our work are incredibly high, and we have a legal and moral responsibility to ensure that we maintain focused attention on student achievement.

And finally, on a related note, as indicated earlier, we will be launching a second round of consultation focused on the draft mission, vision, pillars, and board values in the coming weeks to help support and focus our work in developing a new strategic plan to provide direction for the years ahead. I look forward to continuing critical work in Limestone with the new strategic plan as we move into the future, doing the best we can to serve students and families.

Thank you, Chair Hutcheon, that completes my update for this evening.”

13. REPORTS

13.1 OPSBA Report – Trustee McGregor

Trustee McGregor provided Trustees with her OPSBA report:

Presentations:

Ontario eLearning Consortium:

- 214% increase in enrolment in courses.
- 55 Boards participating.
- Wait lists (up to 1000); interested in having all boards share data so sections can be filled to avoid wait lists.

OPSBA Re-Brand Update:

- Looked at options for rebranding OPSBA logo.

New Business:

Virtual Conference & Meeting Options:

After consideration and break down of expenses, OPSBA Conferences will continue to be in person.

Advocacy Day:

Monday, November 27 at Queen's Park. The purpose of OPSBA's Advocacy Day meetings are to re-introduce OPSBA and its priorities to the government and the opposition parties. It is also an opportunity to increase and elevate the overall awareness of the Association and its advocacy efforts. A "Save the Date" flyer has been sent to MPPs.

Eastern Regional Meeting:

Saturday, November 4 at Gananoque Intermediate Secondary School hosted by UCDSB.

Note:

Follow up to Trustee Neill's "School Board Rep on Board of Health Unit"

I spoke with OPSBA Executive Director, Stephanie Donaldson who emphatically supported the idea. She has served on the Toronto Public Health Board as one of 4 reps from Education, each one taking a turn for the 4-year term.

13.2 Student Trustees' Report

Student Trustee O'Keefe provided the following report: "The second Inner Student Council (ISC) Meeting was held at the Limestone Board Office on October 17, 2023, led by trustees Wang and Eckloff. All school representatives were present with regrets of North Addington Education Centre and Frontenac Secondary School.

The meeting began with a roundtable, and an opportunity to reintroduce representatives. For

the first agenda item, Trustee Eckloff asked representatives to review September student involvement in their respective schools, highlighting school events that engaged students. On the whole, representatives spoke positively about successful events and felt they had accomplished engagement. Examples of events held throughout the school board include:

- Culture Day
- Coffee House
- Spirt Weeks
- Grade Nine Day Giveaways
- Terry Fox Day
- Assemblies
- Building a Playground for students with disabilities
- Staff versus student basketball game

Each representative talked about in-process planning for Halloween including events such as haunted hallways, boo bags, Halloweek, pumpkin painting, and Halloween for Hunger.

Trustee Eckloff asked representatives to review Orange Shirt Day activities at their respective schools. At each school, teachers and student council representatives wore orange shirts. Overall representatives said engaging students to wear orange was challenging. Of note, Ernestown Secondary School had a successful day that included their Indigenous council representative presenting an educational video about the significance of Orange Shirt Day and holding a fundraiser for the Orange Shirt Society. Napanee District Secondary School held a smudging ceremony and is hoping for an increased turnout in the future.

Trustees Eckloff, Wang, and O'Keefe understand from their own experiences in their own schools that promoting school spirit and events to engage students can be challenging. Trustee Wang led representatives through a brainstorming session to gather ideas on prompting spirit. Representatives discussed how some spirit events are not accessible or of interest to all students.

This rich discussion allowed representatives to learn from each other and to talk about what was successful at their school and therefore a good event to replicate at their school. Successful events had certain themes in common such as events/spirit days set up as a competition. An example of a competition is students get points for their grade when they participate.

Representatives also talked about the importance of communicating events on social media platforms including Instagram and Tik Tok. Ensuring events are announced on morning

announcements also helps with engagement.

Additionally, Trustee Wang and I, Trustee O’Keefe, will be attending the Fall OSTEACO from tomorrow until Sunday, October 22nd.”

Chair Hutcheon thanked Student Trustee O’Keefe for her report.

13.3 Reports for Action – None at this time.

13.4 Reports for Information

13.4.1 Math Action Plan Update

Associate Superintendent Hedderson introduced the Math Achievement Action Plan blueprint. He shared the vision is to develop a K-12 Limestone mathematics community of excellence in every mathematics classroom in every school. To achieve this, he highlighted some key areas of focus:

- The importance of engaging in math communities in classrooms and schools and to recognize that not all students learn math in the same way or within the same time frames.
- Offering an inclusive, positive, and safe learning environment where students feel valued and engaged and expectations are clearly communicated.
- Review practices to determine barriers to success, creating accountability and attending to mathematics attitudes and mindsets in schools. This includes the full implementation of the Math Achievement Action Plan.

Associate Superintendent Hedderson outlined expectations for leadership for learning. This includes a culture of high expectations, instructional leadership and making learning and growth visible. He also explained learning expectations for ourselves, students and the profession which includes collaborating to build the collective efficacy of all Limestone educators, education workers and program leaders. There are three key enablers for collective efficacy and improved student outcomes:

- Professional learning
- Professional noticing
- Professional wisdom

Associate Superintendent Hedderson reviewed the structure of the central math team. He

explained that the math team is currently engaged in data gathering, collaboration with math partners, and communication with priority math schools and the system. He outlined Phase 1 which will take place for the time period of October 27, 2023 – February 1, 2024. This phase will include:

- Capacity building focus for elementary.
- Focus on the fundamentals of fluency.
- Building fluency.
- Capacity building focus for secondary.
- Initiate feedback loop (clarity and responsiveness).

Chair Hutcheon thanked Associate Superintendent Hedderson and called upon Trustees for comments or questions.

13.4.2 Summer Programming Report

Superintendent Gillam began by introducing the summer programming report. He explained that senior staff will share the highlights of some of the programs that were offered over the summer. He began with special education and mental health:

- Transition supports -645 students received EA, ECE, AC, SSC or ACW support
- Summer camps – 8 EAs, ACW
- PD – Community resilience training, ASIST, safeTalk, Y, BMS
- Mental Health Lit – 80 educators
- Psychiatry pilot – Kingston Health Sciences Centre – 20 students

Superintendent McDonnell share the highlights from the Gould Lake summer program:

- 449 students participated in summer programming.
- 93 students in Grades 1-3 participated in Nature Camp at Loughborough PS, École Maple ES, Southview PS and Molly Brant ES.
- Eight credit and non-credit programs ran for 356 Intermediate/Senior students including multiple day and overnight trips.
- Friends of Outreach two-day paddle to Parliament Hill on August 29, 2023, in an effort to raise funds to eliminate financial barriers and equitable access for student participation.

Associate Superintendent Sartor shared information about the Summer Read-A-Lot Program:

- Professional learning for approximately 70 educators – two full days of learning.
- Focus on literacy in reading (decoding) and writing (encoding).

- Collection of student achievement and voice data.

Associate Superintendent Hedderson provided some statistics of summer school for Grades 9-12:

- 478 eLearning students
- 184 co-op students
- 17 RELC students
- 679 total students

The Recognition of Experiential Learning for Credit (RELC) program is a program that is a part of the Ministry of Education pilot project which started last school year with 8 other boards. The intention is to engage with community partners where students might already have a relationship, and use the learning to grant a credit. The credit will focus on the learning experience and relate it to some key transferable skills which can be applied to school work and potential future careers.

Associate Superintendent Gollogly reviewed the Focus on Youth Program:

- 35 youth leaders and recreational assistants in a variety of camps offered by the Southeast Kingston Boys and Girls Club and the Kingston YMCA
- 560 newcomers, refugees and immigrants, over 140 children with disabilities received enhanced support and the largest number of subsidies to date.

Chair Hutcheon thanked the senior team for their report and called upon Trustees for questions.

13.4.3 Strategic Plan – End-of-Year Report 2022-2023

Director Burra invited the Senior Staff team to the podium to present the strategic end-of-year report for the 2022-2023 school year. He indicated that this is a requirement outlined in the Education Act for review on an annual basis. The progress of work completed uses the traffic light system which is designed to operationalize the achievement of the strategic goals. He noted that this is the end of the complete cycle. The new strategic plan is still in development and work is being completed to ensure it is aligned with the feedback collected, and with Bill 98 in mind. The next step is to bring forward the template for the new plan and feedback in the coming months ahead. Director Burra noted that we will not do a mid-year update, however the senior team will bring a year-end report in the fall of 2024.

Superintendents Gillam, McDonnell, McWilliams, Silver, and Associate Superintendents Gollogly, Hedderson and Sartor presented progress highlights for each of the three pillars of Wellness, Innovation and Collaboration.

Chair Hutcheon thanked the Superintendents and Associate Superintendents and called upon Trustees for comments or questions.

14. UNFINISHED BUSINESS

The motion brought forward by Trustee Neill will be deferred to a future Board meeting in Trustee Neill's absence.

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

A letter from Danka Brewer was included in the package.

17. NOTICE OF MOTION

None at this time.

18. ANNOUNCEMENTS

Trustee Brown asked a question about how the Board is addressing what is happening in the world as it relates to international events. Director Burra advised Trustees about messages that went out to the system and continued work with community partners impacted by these events.

19. COMMITTEE MINUTES FOR INFORMATION

19.1 Parent Involvement Committee Minutes - May 4, 2023

19.2 Environmental Sustainability Advisory Committee Minutes – May 9, 2023

19.3 Special Education Advisory Committee Minutes – September 13, 2023

20. FUTURE BOARD MEETING SCHEDULE

November 15, 2023 (Annual Meeting)

November 20, 2023 (Nominations/Special Meeting)

December 6, 2023 (EPOC)
January 17, 2024
February 7, 2024 (EPOC)
February 28, 2024
March 6, 2024 (EPOC)
March 27, 2024
April 24, 2024
May 1, 2024 (EPOC)
May 15, 2024
June 5, 2024 (EPOC)
June 19, 2024

21. ADJOURNMENT

*MOVED BY: Trustee McGregor and seconded by Trustee Lloyd that the meeting adjourn.
Carried.*

The meeting adjourned at 9:06 p.m.



AUDIT COMMITTEE MEETING MINUTES – NOVEMBER 6, 2023

PUBLIC SESSION

Roll Call:

Administrative Staff Present:

Committee Members:	Staff:
S. Ruttan (Chair)	K. Burra, Director of Education
G. Elliott, Trustee	C. Young, Superintendent of Corporate Services
T. Lloyd, Trustee	P. Carson, Manager of Financial Services
R. Richard, External Member	L. Benjamin, Assistant Manager of Financial Services
C. Innocente, External Member	
Invitees:	Recorder & Producer:
L. Huber, KPMG External Auditor	D. Burns, Administrative Assistant
P. L'Orfano, Internal Auditor-regrets	J. Dooley, Producer
G. Segu, Internal Auditor	

Trustee Ruttan began the meeting with opening remarks.

The Indigenous Acknowledgement of Territory was read; The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land.

1. CALL TO ORDER

The meeting was called to order at 5:30 pm.

2. ADOPTION OF THE AGENDA

Chair Ruttan called for any additions to the agenda. No additions were made.

MOTION: *That the Agenda as presented be accepted.*

MOVED BY: *Trustee Elliott. Carried.*

3. DECLARATION OF CONFLICTIONS OF INTEREST

None.

4. FOR INFORMATION

4.1 AUDIT COMMITTEE ANNUAL REPORT TO THE BOARD OF TRUSTEES AND MINISTRY OF EDUCATION

Superintendent Young presented the annual report to the board of trustees which details audit committee members and their attendance at the three audit meetings. Both C. Innocente and R. Richard have agreed to sit on the audit committee for another three-year term. The report summarizes the work performed by the external and internal auditors. The annual report to the Ministry of Education outlines the material presented at the three audit committee meetings by the external auditors.

Chair Ruttan asked for questions. There were none.

4.2 FRAUD PROCEDURE

Superintendent Young gave a verbal update on the Fraud Procedure. Assistant Manager Benjamin has been implementing best practices into the procedure and will have a draft Fraud Procedure ready for the audit committee to review at the May 6th, 2023, meeting.

Chair Ruttan asked for questions. There were none.

4.3 2023-2024 REGIONAL INTERNAL AUDIT PLAN UPDATED

G. Segu noted that RIAT is making progress on the special education benchmarking. They are currently in the process of meeting with the leads for special education in Ontario East. They have reached out to the Ministry to have a conversation with the special education staff at the Ministry as a RIAT group. They have obtained the EFIS data from the Ministry of Education as well as the special education information in regard to the students found in the ONSIS software, and data has been obtained for the whole province.

Chair Ruttan asked for any questions on the RIAT update. There were none.

4.4 AUDIT FINDINGS REPORT

L. Huber presented the KPMG Audit Findings Report. KPMG has completed the audit of the financial statements and have issued a clean audit report and noted there was no material misstatements in the financial statements. Remaining procedures include: completing subsequent events procedures to the date of the approval of the financial statements; completing discussions with the Audit Committee; obtaining evidence of the Board of Trustee's approval of the financial statements; and receipt of the signed management representation letter. They have not made any significant changes to the audit plan which was communicated to the audit committee in the audit planning report other than the addition of a significant risk related to the implementation of PS 3280, Asset Retirement Obligations. KPMG concurs with Management's presentation and disclosure related to the implementation of PS 3280, Asset Retirement Obligations in the Board's financial statements for the year ended August 31, 2023. KPMG did not identify any adjustments that remain uncorrected. There were no corrected audit misstatements identified. Materiality was set at \$8,000,000, which represented approximately 2.8% of the prior year's total expenses. Current year actual total expenses increased to \$303,342,802, therefore, materiality represented 2.6% of current year expenses. This falls within the acceptable range of KPMG's required benchmark of between 0.5% - 3.0%. No changes to materiality were required. KPMG did not identify any control deficiencies that were determined to be significant deficiencies in internal control over financial reporting. Chair Ruttan asked if there were any questions. There were none.

5. ACTION ITEMS

5.1 ADMIN REPORT ON THE DRAFT CONSOLIDATED FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2023

Manager Carson gave a report on the draft consolidated financial statements for the year ended August 31, 2023. The consolidated financial statements reflect the financial results for the Board for the year-ended August 31, 2023, with comparative results for the previous year and a comparison to the Board's budget. There is a total of \$34.9 million of accumulated surplus - available for compliance and a deficit of \$19.6 million of accumulated surplus - unavailable for compliance resulting in a net accumulated surplus of \$15.4 million. The 2022 accumulated surplus amounts have been restated. The restated balance includes a deficit adjustment of \$27.9 million for the Asset Retirement Obligation.

Chair Ruttan thanked Manager Carson and asked if there were any questions. Discussion ensued.

5.2 DRAFT CONSOLIDATED FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2023

Manager Carson presented the draft consolidated financial statements for the year ended August 31, 2023. The August 31, 2022, figures have been re-stated. The re-statement is due to changes in accounting policy and the adoption of the new accounting standard for Asset Retirement Obligations (ARO). The re-statement includes the following lines: Asset Retirement Obligations – re-statement is an increase of \$49.9 million (credit), Tangible capital assets – re-statement is an increase of 22 million (debit), and Accumulated surplus – re-statement is a decrease of 27.9 million (debit). The draft consolidated financial statements attached to the audit package detail the significant variances from August 31, 2022, to August 31, 2023, and the Consolidated Statement of Operations and Accumulated Surplus.

Chair Ruttan thanked Manager Carson and the financial team for all the work spent on the financial statements. Chair Ruttan asked for any questions. There were none.

MOTION: *That the Audit Committee recommend to the Board approval of the audited consolidated financial statements for the year ended August 31, 2023.*

That the audited consolidated financial statements for the year ended August 31, 2023, be filed with the Ministry of Education and posted on the Board website subject to approval at the November 15, 2023, Board meeting.

MOVED BY: *R. Richard. Carried.*

6. OTHER BUSINESS

None at this time.

7. FUTURE MEETING DATES

Monday, May 6, 2024

8. ADJOURNMENT

MOTION: To adjourn.

MOVED BY: R. Richard. Carried.

PRIVATE SESSION 6:20 PM

Roll Call:

Administrative Staff Present:

Committee Members:	Staff:
S. Ruttan, Trustee (Chair) G. Elliott, Trustee T. Lloyd, Trustee R. Richard, External Member C. Innocente, External Member	
Invitees:	
L. Huber, KPMG External Auditor P. L'Orfano, Internal Auditor-regrets G. Segu, Internal Auditor	

9. RESOLVE INTO AUDIT COMMITTEE PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Lloyd. Carried.

10. PRIVATE DISCUSSION BETWEEN AUDITORS AND AUDIT COMMITTEE MEMBERS

11. ADJOURNMENT

MOTION: To adjourn.

MOVED BY: Trustee Lloyd. Carried.

The meeting adjourned at 6:40 pm.

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.

SEE YOURSELF IN LIMESTONE



SPECIAL AUDIT COMMITTEE MEETING MINUTES – NOVEMBER 14, 2023

PUBLIC SESSION

Roll Call:

Administrative Staff Present:

Committee Members:	Staff:
S. Ruttan (Chair)	K. Burra, Director of Education
G. Elliott, Trustee-regrets	C. Young, Superintendent of Corporate Services
T. Lloyd, Trustee	P. Carson, Manager of Financial Services
R. Richard, External Member	L. Benjamin, Assistant Manager of Financial Services
C. Innocente, External Member	
Invitees:	Recorder & Producer:
L. Huber, KPMG External Auditor	D. Burns, Administrative Assistant & Producer

Trustee Ruttan began the meeting with opening remarks.

The Indigenous Acknowledgement of Territory was read; The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land.

1. CALL TO ORDER

The meeting was called to order at 9:04 am.

2. ADOPTION OF THE AGENDA

Chair Ruttan called for any additions to the agenda. No additions were made.

MOTION: *That the Agenda as presented be accepted.*

MOVED BY: C. Innocente. Carried.

3. DECLARATION OF CONFLICTIONS OF INTEREST

None.

4. FOR ACTION

4.1 ADMIN REPORT ON THE REVISED DRAFT CONSOLIDATED FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2023, WITH NOTE 26

Superintendent Young presented the Admin Report on the revised draft consolidated financial statements for the year ended August 31, 2023, with the addition of Note 26. On Friday, November 10, 2023, the Ministry advised school boards that a settlement had been reached with OSSTF, OSSTF Ed workers, and ETFO Ed workers regarding Bill 124.

Bill 124 Protecting a Sustainable Public Sector for Future Generations Act 2019 was passed into law in 2019 and limited wage increases to 1% for the next three years. Collective agreements were settled at 1% and the labour groups started a legal challenge to the legislation. The legislation was overturned, and the appeal was discussed, and the government was ordered to reach a settlement with the labour groups.

On Friday, November 10, 2023, the Ministry advised school boards that a note should be added to the financial statements. The note details the settlement for OSSTF, OSSTF Ed workers, and ETFO Ed workers. LDSB does not have any ETFO Ed workers. They have accepted an increase of 0.75% for 2019/2020, 0.75% for 2020/2021 and a range of 1.5% to 3.25% for 2021/2022. An Arbitrator will determine this value. The low end of the settlement for OSSTF will be \$4,267,612 for revenues and the same for expenses which would have given a misstatement of \$8,500,000 if we did not add this note. If we add in ETFO teachers, the low end of the value is \$11,032,612. If we add in CUPE, Principals, Vice Principals, and non-union, the number will be higher. While this value is materiality, it does not impact our overall financial position as the government will be adjusting the GSN to reflect the additional grant revenue to cover the expenses.

Chair Ruttan asked if there were any questions. C. Innocente recommended adding that the settlement figure was based on 1.5% in 2021-2022, to Note 26. Discussion ensued. R. Richard and Trustee Lloyd agreed this would be beneficial. The addition was made to Note 26.

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.

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The following motions were presented:

MOTIONS:

1. That the Audit Committee recommend to the Board approval of the revised audited consolidated financial statements for the year ended August 31, 2023, that includes note 26.
2. That the revised 2022-2023 consolidated financial statements be filed with the Ministry of Education and posted on the Board website subject to the approval at the November 15, 2023, Board meeting.

MOVED BY: R. Richard. Carried.

5. OTHER BUSINESS

None at this time.

6. FUTURE MEETING DATES

Monday, May 6, 2024

7. ADJOURNMENT

MOTION: To Adjourn

MOVED BY: Trustee Lloyd. Carried

The meeting adjourned at 9:20 am.



ADMINISTRATIVE REPORT: MATH ACHIEVEMENT ACTION PLAN UPDATE

BOARD MEETING

November 15, 2023

Purpose

To update Trustees on the progress of the development of Limestone's Math Achievement Action Plan (see attached as Appendix 1) aligned to Ontario's new Math Achievement Action Plan for the 2023 – 2024 school year.

Background

In June 2023, the Ministry of Education provided details regarding the Math Achievement Action Plan, which included ensuring a dedicated Board Math Lead who will inform, monitor, and report progress towards math achievement and improvement targets, as well as leading board-wide actions to meet these targets.

A Math Achievement Action Plan must be developed, based on requirements provided by the Ministry, and endorsed by the Director of Education and the Board of Trustees. The plan will outline the board's concrete, visible, and measurable strategies as well as key performance indicators under the following areas of focus:

- Fidelity of the Math Curriculum
- Ongoing learning of Math Content Knowledge for Teaching
- Knowing the Math Learner and ensuring mathematical tasks, interventions, and supports are relevant and responsive
- Measurable Results: Improvements in Math Achievement

At the last update to Trustees, key principles of the LDSB Math Achievement Action plan were

shared, including an overview of the most recent EQAO data to frame the context for implementation of the LDSB Math Achievement Action Plan across the system.

Current Status

Since the last update in October:

- Additional meetings have been held with the Provincial Math Lead to discuss data analysis, possible improvement strategies, and key performance indicators to support the development of the LDSB Math Achievement Action Plan;
- Another meeting was held with all Board Math Leads across the province to further discuss the role of Board Math Leads and provide additional clarity on data reporting requirements;
- 2 additional webinars have been held provincially to help build math content knowledge for Math Action Teams and Ontario educators in Grades 3, 6, and 9;
- Deeper analysis of EQAO mathematics and other achievement data has been occurring, with a focus on system-level data and math priority schools;
- The LDSB Math Action Team provided a series of math-related professional learning sessions for educators at the district-wide PA Day on October 27 and are supporting learning in certain schools on the November 10 PA Day;
- Instructional leadership learning for school leaders has begun to help frame the LDSB Math Achievement Action Plan, clarify expectations, and provide support for the implementation of the plan in every mathematics classroom, in every school; and
- School Math Facilitators are working in math priority schools to meet Principals and educators, and will support the implementation of schools' Student Achievement Plans and the LDSB Math Achievement Action Plan.

The initial LDSB Math Achievement Action Plan (MAAP) blueprint (working version) is attached (appendix 1). It includes initial key performance indicators to assist with monitoring the effectiveness of the plan. The MAAP intends to provide system coherence by clarifying actions required by system leaders, school leaders, and mathematics educators to improve students' math confidence and achievement.

Although currently there are no targets associated with the Ministry-defined key performance indicators of improved achievement on EQAO mathematics assessments in the Primary Division (Grade 3), Junior Division (Grade 6) and Grade 9, the inclusion of mathematics achievement targets are part of a broader conversation with the Senior Team as part of the development of the new LDSB multi-year strategic plan and may be included in the future.

As discussed provincially with Board Math Leads, the MAAP is a dynamic working plan to be endorsed by the Director of Education and Trustees before sharing with the Provincial Math Action Team, which will occur following this meeting.

Next Steps

- Share the LDSB Math Achievement Action Plan with the Provincial Math Action Team for feedback;
- Initial communication of the LDSB Math Achievement Action Plan with all LDSB schools, School Councils, and families with ongoing monitoring and reporting throughout the school year;
- Finalize procurement of a new digital math tool to support educators and students; and
- Continue to gather, analyze, and use a variety of data as guidance to ensure the MAAP is responsive to the needs of students, educators, administrators, and families in service of better math outcomes for students.

Recommendations

That Trustees receive this report for information and endorsement.

Prepared by: Steve Hedderson, Associate Superintendent of Curriculum and Program Services

Reviewed by: Krishna Burra, Director of Education

Attachments: Appendix 1: The LDSB 2023-2024 Math Achievement Action Plan (working version).



Limestone
DISTRICT SCHOOL BOARD

MATH
ACHIEVEMENT
ACTION PLAN

2023-24 BLUEPRINT (working version)

TEACHING UP:

INTENTIONAL ACTIONS FOR A K-12 MATHEMATICS COMMUNITY OF EQUITY & EXCELLENCE

Teachers who “teach up” work simultaneously for equity and excellence. But they are not a supernatural breed, not magicians. This work is within the realm of all teachers. We must be dedicated believers, learners and plodders toward leading classrooms that recognize and fuel each student’s capacities – and our own. (Tomlinson, 2023)

Background

When we “teach up,” we provide equitable access to excellent learning for all students (Tomlinson & Javrus, 2012; Tomlinson, 2021, 2022, 2023). “While equity and excellence are sometimes presented as competing variables, they are or should be, conjoined aspirations in schools in a society that envisions education as a common pathway to opportunity for all” (Tomlinson, 2021, p.203).

Limestone’s district-wide inquiry of centring students in the margins to uncover why they are not yet experiencing success in their achievement at school, and making changes to ensure they do, require that equity and excellence be presented and seen as interconnected goals in service of better outcomes for all. Integrative thinking and intentional planning for high levels of math learning for every student help to ensure that all students can see themselves as successful now, and in future mathematics learning.

The way mathematics is introduced, emphasized, and taught has a significant impact on all students. It should be valued for its inherent beauty and role in understanding the world. A strong math foundation and a genuine enthusiasm for the subject are crucial for ensuring that all students are well-prepared and confident as they progress in life.

Success in mathematics has often been viewed as an important indicator of career success. (Ontario Mathematics Curriculum, 2020, 2021)

Vision

To develop a K-12 mathematics community of equity and excellence in every mathematics classroom in every school.

K-12 Mathematics Community of Equity & Excellence

A K-12 mathematics community of equity and excellence is based on the following principles:

- High expectations and the belief that all students can learn and do mathematics at high levels
- Every mathematics classroom is inclusive, positive, and a safe learning environment where all students feel valued and engaged
- Educators clearly communicate expectations and establish norms and routines with their students at the beginning of instruction
- Intentional design for high-quality math learning for every student using a variety of [high-impact instructional strategies](#)

- Data is used as guidance for instructional decision-making and feeding learning forward
- Culturally relevant practices and differentiated learning experiences are used to help meet individual student's learning needs
- Mathematics learning focuses on developing conceptual understanding and procedural fluency, skill development, communication, and problem-solving skills
- Feedback is intentional and promotes growth in conceptual understanding, skill development, and positive mathematical mindsets
- School leaders and mathematics educators need to constantly review practices for impact, determine barriers to success, create accountability, and attend to mathematics attitudes and mindsets in schools and the full implementation of the LDSB Math Achievement Action Plan.

BASED ON: (BOALER, 2015; HATTIE, 2009, 2017, 2023; NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS, 2014).

In the end, education systems are unlikely to sustain high performance and equitable opportunities to learn without the premise that it is possible for all students to achieve at high levels – and that it is necessary for them to do so. ([PISA 2018: Insights and Interpretations](#))

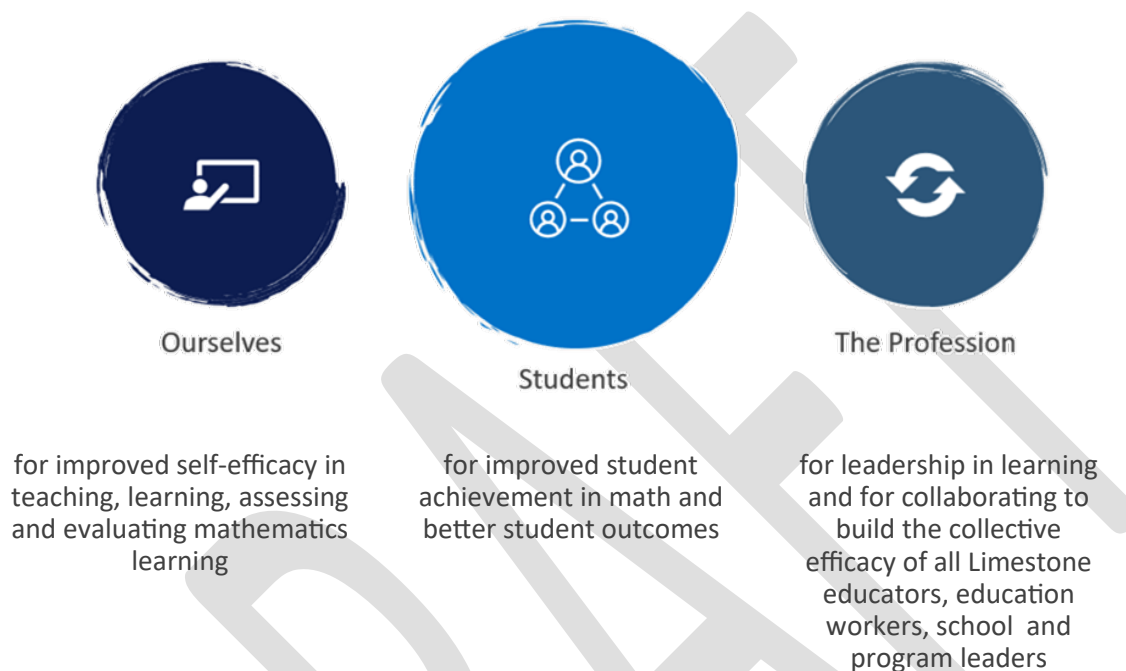
Leadership for Learning Expectations

School Leaders with support from the Program Leadership Team, lead the instructional program, including mathematics through the development of an internal responsibility system based on high expectations, clarity, and support with a focus on capacity building, effective supervision and collaborative monitoring.



Learning Expectations

The LDSB Math Achievement Action Plan is a call to action for district program leaders, school leaders, and mathematics educators to build our individual and collective capacity to understand the mathematics curriculum, mathematics content knowledge for teaching, and high-impact instructional practices that improve achievement for students through relevant and responsive tasks, and in service of:



High-Impact Instructional Practices

The thoughtful use of [high-impact instructional practices in mathematics](#), including knowing when to use them and how they might be combined to support the achievement of specific mathematics goals, is an essential component of effective math instruction. Researchers have consistently shown the following practices to have a high impact on teaching and learning mathematics (see meta-analysis by Hattie, Fisher, Frey, et al., 2017, 2023):

- Learning Goals, Success Criteria, and Descriptive Feedback
- Direct Instruction
- Problem-Solving Tasks and Experiences
- Teaching about Problem Solving
- Tools and Representations
- Math Conversations
- Small-Group Instruction
- Deliberate Practice
- Flexible Groupings

[High-impact instructional practices](#) do not exist in a vacuum. They are learned, practised, and implemented within the learning intentions for mathematics. They are refined as part of a collaborative and iterative process of scaling up practices that are known to improve student achievement, and de-implementing those practices that are less impactful.

A commitment to full participation in the 3 ongoing processes below will help lead to better student outcomes: ongoing professional learning and attuned professional noticing, informed by continually refined professional wisdom.

3 Key Enablers for Collective Efficacy & Improving Student Outcomes: Professional Learning, Professional Noticing & Professional Wisdom



It is essential that system and school leaders, and mathematics educators make three commitments to enact the LDSB Math Achievement Action Plan to improve students' mathematics outcomes. These commitments include ongoing professional learning, and the development and refinement of professional noticing and professional wisdom. By working towards these commitments, school and system coherence can be improved, which will raise both the floor and ceiling of student achievement, resulting in continually better mathematics outcomes for students.

Professional Learning

Better outcomes for students in mathematics are contingent on a system-wide commitment to ongoing professional learning that implicates our practice in service of:

- Students for improved achievement
- Educators for enhanced self-efficacy in teaching mathematics
- School and district leaders for improved self-efficacy in leading a mathematics program of equity and excellence
- The profession as part of our shared leadership as professional educators and contribution toward our collective efficacy in ensuring the success of every Limestone student in mathematics

Each of these shared commitments and ensuing actions contribute to a sense of collective efficacy in classrooms, in departments, in schools, and the district. We hold each other accountable through a collaborative, student-centred approach, recognizing that all that we learn and do is in service of better outcomes for students.

Professional Noticing

Professional noticing is the ability to recognize and respond to key indicators relevant to one's profession. It goes beyond pedagogical content knowledge, encompassing the prerequisite content knowledge essential for effective teaching. The use of professional noticing varies among educators, suggesting a distinction between the broader process of noticing (Goodwin, 1994; Mason, 2002) and the more specific professional noticing of children's mathematical thinking in elementary and intermediate classrooms (Schack et al., 2013).

Professional noticing does not naturally improve with teaching experience (Jacobs et al., 2010). Schack et al. (2013) found that it is indeed teachable. This supports the idea of 'noticing and naming' the mathematics and strategies, making the learning visible, as part of capacity building in the specific construct of professional noticing, as defined by Jacobs et al. (2010). Sherin, Jacobs, Lamb, & Philipp (2011) further elaborate that professional noticing entails teachers actively attending to students' thinking, interpreting it, and making decisions based on their own knowledge, beliefs, and theories of action.

Noticing student thinking is an intentional act requiring active engagement and intentional action from the educator (Amador, 2016; Mason, 2011; Sherin, Jacobs, & Philipp, 2011; Thomas et al., 2020). Amador (2016) indicated "the assumption is that educators who come to notice student thinking and make decisions based on what is noticed will implement lessons focused on what students know and need to learn" (p. 217).

Professional Wisdom

Professional or practical wisdom, or as it is sometimes referred to as "robust knowing", is an enabler for building collective efficacy in teaching mathematics and ensuring better outcomes for students (Furman, 2018).

Professional wisdom may also be considered the background knowledge and experience educators bring to the decision-making process for effective, intentional action (Halverson, 2004), or the deliberate pedagogical choices in terms of the situations mathematics educators encounter, and the actions they must take (Shulman 2007; Eisner 2002). Professional wisdom supports mathematics educators with the flexibility to modify their responses to situations to effectively respond to them, thereby adopting an adaptive approach that considers past experiences alongside the curriculum (content), pedagogy (strategies and effective models from research) and student (knowing the learner) (Furman, 2018; Stenberg and Maaranen, 2022).

Success in mathematics has often been viewed as an important indicator of career success... How mathematics is contextualized, positioned, promoted, discussed, taught, learned, evaluated, and applied affects all students. Mathematics must be appreciated for its innate beauty, as well as for its role in making sense of the world. Having a solid foundation in mathematics and a deep appreciation for and excitement about mathematics will help ensure that all students are confident and capable as they step into the future (Ontario Mathematics Curriculum, 2020, 2021).

3 Provincial Priority Actions

The Limestone District School Board Math Achievement Action Plan is based on three provincial priority actions in service of improving students' outcomes in mathematics:

MATH CONTENT KNOWLEDGE FOR TEACHING

Engaging in ongoing learning to strengthen mathematics content knowledge for teaching



FIDELITY OF THE MATH CURRICULUM

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

KNOW THE MATHEMATICS LEARNER

Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive

LDSB Math Achievement Action Plan- Phase 1

(November 1, 2023 to February 1, 2024)

Focus on Building Fluency K-12:

Additive Thinking to Multiplicative Thinking to Proportional Reasoning to Functional Thinking

Mathematics is amazingly compressible: you may struggle a long time, step by step, to work through the same process or idea from several approaches. But once you understand it and have the mental perspective to see it as a whole there is often a tremendous mental compression. You can file it away, recall it quickly and completely when you need it, and use it as just one step in some other mental process. The insight that goes with this compression is one of the real joys of mathematics. (Thurston, 1990)

Areas of System Need:

- system knowledge and understanding of the Ontario Mathematics Curriculum (2020, 2021) and fully implementing it in all mathematics classrooms
- understanding of provincial standard by grade
- effective assessment practices in mathematics

Strategy 1: Ensure educators' long-range plans are linked to the Ontario Mathematics Curriculum (2020, 2021) and used as a guide in conjunction with evidence of student learning to plan intentionally for mathematics learning.

Supporting Actions:

- Encourage adoption of MathUP as a tool to help guide math learning experiences in classrooms
- Development of common long-range plans (scope and sequence) that can be used in single grade or multi-grade classrooms
- Show and develop understanding of horizontal and vertical alignment of curriculum as a scaffold for supporting students that may be considered for a modified program or require additional scaffolding

Key Performance Indicators

- Usage rate from MathUP dashboard to monitor teacher usage
- Percentage of educators using MathUP materials regularly in classroom instruction
- Feedback from educators on the effectiveness of MathUP in contributing to teacher efficacy
- Evidence of MathUP being used in classrooms
- Percentage of long-range plans aligned with curriculum expectations (elementary)
- Percentage of staff who adopted Board-provided long-range plan (elementary)
- Percentage of course outlines that align with curriculum expectations (secondary)
- Percentage of lesson plans/lessons that align with curriculum expectations

Strategy 2: Provide clarification and support for effective assessment and evaluation practices in mathematics

MAAP Supporting Actions:

- Provide guidance on assessment and evaluation practices in Mathematics K-8
- Organize district-wide moderated marking to develop a better understanding of the provincial standard by grade
- Provide guidance on assessment and evaluation practices in Mathematics 9-12 Assessment and Evaluation Primer (Grades 9-12)

Key Performance Indicators

- Adoption rate for educators incorporating the provided assessment and evaluation guidelines into their teaching practices
- Student Voice for how changes in assessment practices support their learning and confidence

Strategy 3: Enhance instructional leadership practices in school and system leaders

MAAP Supporting Actions:

- Enhance instructional leadership practices through capacity building, supervision and monitoring
- Data literacy capacity building

Key Performance Indicators

- Professional learning attendance
- Administrator self-efficacy to lead the instructional program
- Implementation by administrators of high-impact instructional leadership practices
- Implementation by mathematics educators of high-impact practices in classrooms
- Frequency of use of data in designing and adapting instructional strategies
- Frequency of use of data to inform leadership moves
- Usage rates of data visualization tools

Implementation and Monitoring Actions:

Senior Team

The Board Math Lead and Family of Schools' Supervisors (Program Leadership Team) will monitor the aggregate KPIs within families of schools and support school leaders in monitoring and allocating resources, and aligning supports for all schools, with particular attention to the 22 elementary and 4 secondary schools that are considered math priority schools, as determined by the Ministry of Education.

LDSB Math Action Team

School Math Facilitators support educators in intentional planning for foundational math skill building for all students K-9 by ensuring educators use LDSB Diagnostics to plot students on skills continua and use that information to focus instruction during the first 15 minutes of every math class to move student thinking along the continuum toward greater complexity and efficiency to compression.

School Math Facilitators also help guide educators in planning for teaching through problem solving based on a developing understanding of the curriculum, math content knowledge for teaching, and knowing the students they are teaching as math learners.

Schools

Under the leadership of Principals, and with the school leadership team, supported by the Board Math Lead and Program Leadership Team, schools will examine their achievement and contextual data to select strategies within the LDSB Student Achievement Plan that are aligned with the three provincial priority actions, outlined earlier, and guide the school-based professional learning plan.

School-Based Strategies and Key Performance Indicators

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

*1. Learning Goals, Success Criteria and Descriptive Feedback, 2. Direct Instruction, 3. Problem-Solving Tasks and Experiences, 4. Teaching about Problem Solving, 5. Tools and Representations, 6. Math Conversations 7. Small Group Instruction 8. Deliberate Practice 9. Flexible Grouping.

Strategies	KPIs
Educators will directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations, including consulting the Teacher Supports and Resources found within each expectation outlined in the curriculum (online version)	☐ Percentage of long-range plans aligned with curriculum expectations (elementary). ☐ Percentage of course outlines that align with curriculum expectations (secondary). ☐ Percentage of lesson plans/lessons that align with curriculum expectations. ☐ Percentage of assessments and evaluations tied directly to curriculum expectations. ☐ The alignment of student assessment results with curriculum objectives. ☐ Assessment data tracking the performance of students in meeting curriculum expectations ☐ Percentage of educators involved in PD related to curriculum understanding and implementation. ☐ Pre- and post-assessment of PD measuring educators' knowledge of curriculum expectations. ☐ Number of planning meetings with educators and/or school math facilitators that use current math curriculum and/or the Teacher Supports and Resources section online.
MathUP is used as a primary resource for implementing proven instructional and assessment practices while being aligned to the math curriculum	☐ Usage rate from MathUP dashboard to monitor teacher usage. ☐ Percentage of educators using MathUP materials regularly in classroom instruction.
Educators will incorporate LDSB-approved math resources into planning/instruction	☐ Percentage of educators engaging with LDSB K-12 Math resources, math learning tools, math resources. ☐ Evidence of use of LDSB K-12 Math resources in classrooms during math instruction. ☐ Math resources that are not LDSB-approved are not in use in classrooms, or rationale for use is verified by the Principal.
Moderated marking will occur in grades/divisions to develop a common understanding of what Provincial Standard and all levels (1-4) looks like at each grade	☐ Educators in like Grades/Divisions co-create common tasks and/or summative assessments aligned to math curriculum (2020, 2021). ☐ Percentage of educators who participated in moderated marking. ☐ Student performance exemplars are visible in school.
School teams will engage in ongoing professional learning (e.g., in grade/division/department meetings, learning teams, classroom visits) using the	☐ Percentage of school team members (educators, administrators, etc.) participating in math-related professional learning activities.

curriculum, including making connections across strands	☐ Frequency and duration of participation in grade/division/department meetings or learning teams. ☐ Observation/Conversation during staff meetings/PD Days (ie. Curriculum present and used regularly).
Ensure math lessons include all components of an effective math program (problem solving, fluency & flexibility, purposeful practice)	☐ Percentage of classrooms where there is evidence of intentional planning for fluency and flexibility. ☐ Percentage of classrooms where there is evidence of intentional planning for learning through problem solving. ☐ Percentage of classrooms where there is evidence of intentional planning for purposeful/deliberate practice. ☐ Percentage of classrooms where there is evidence of all three components of an effective math program (problem solving, fluency & flexibility, purposeful practice).

Metrics

Initial		Progress		Final
BASELINE (Nov 15, 2023)		PHASE 1 (Jan 15, 2024)	PHASE 2 (March 15, 2024)	PHASE 3 (July 15, 2024)

Priority Action #2: Engaging in ongoing learning on mathematics content knowledge for teaching, including ongoing professional learning of, and implementation of, proven strategies in the math classroom, connected to the curriculum, and making connections across strands.

Areas of System Need:

- Grade 3: fluency in additive thinking, moving into multiplicative thinking
- Grade 6: thinking multiplicatively, moving into reasoning proportionally
- Grade 9: gap filling in fluency in multiplication, fractions, integers
- What representations matter across strands
- How specific learning tools support conceptual understanding

Strategies	KPIs
Educators will do the math together in order to build math content knowledge to intentionally plan for students through anticipating student thinking, naming and noticing the math learning.	☐ Frequency of collaborative planning sessions among educators. ☐ Percentage of educators participating in collaborative planning. ☐ Documentation of collaborative planning outcomes (e.g., shared lesson plans, strategies). ☐ Pre- and post-assessment scores measuring educators' math content knowledge. ☐ Participation in professional development to improve math content knowledge. ☐ Evidence of increased math content knowledge applied in planning. ☐ Documentation of strategies used to anticipate and address students' pre/misconceptions and questions. ☐ Improvement in the accuracy of educators' anticipation of student thinking. ☐ Student assessments or feedback indicating a reduction in misunderstandings. ☐ Documentation of educators' ability to identify and articulate key math concepts learned by students. ☐ Student work samples showcasing educators' ability to name and notice math learning. ☐ Feedback from students regarding their awareness of their own math learning. ☐ Improvement in the quality of lesson plans over time.
Model a positive and curious learning stance with mathematics to foster student confidence (e.g., "think-alouds", incorporating Building Thinking Classroom structures, making the problem-solving process explicit, integrating math conversations, co-solving mathematics puzzles/ problems with students)	☐ Student confidence in their ability to do math increases and remains high over time. ☐ Observations or surveys of students actively participating in math lessons and discussions. ☐ Frequency of students asking questions or seeking clarification during math activities. ☐ Documentation of educators consistently using think-alouds to demonstrate their thought processes when solving math problems. ☐ Incorporation of explicit problem-solving strategies and the use of metacognition in math lessons. ☐ Feedback from students indicating increased understanding and problem-solving skills. ☐ Documentation of math conversations and interactions between educators and students.

- ☐ Frequency and quality of discussions that encourage mathematical thinking, reasoning, exploration, and that push student thinking along continua of additive to multiplicative thinking to proportional reasoning.
- ☐ Observations of students actively engaging in math dialogues and sharing their thought processes with intention of developing compressible strategies.
- ☐ Evidence of the successful implementation of any of the 14 Building Thinking Classroom strategies.
- ☐ Observations of students participating in activities that promote critical thinking and collaborative problem-solving.
- ☐ Demonstrated collaboration in solving complex math challenges.
- ☐ Improvement in student problem-solving skills (i.e. ability to get started).
- ☐ Improvement in student problem-solving skills (i.e. task stamina).

Ensuring that lessons and assessments include concrete, visual, and abstract representations of math ideas to build conceptual understanding.

- ☐ Percentage of lessons and assessments that include concrete, visual, and abstract representations of math concepts.
- ☐ Observations of students actively engaging with various representations to build conceptual understanding.
- ☐ Observations of students demonstrating the ability to transition between different representations to solve math problems.
- ☐ Number of educators who have completed professional development related to using various representations in math instruction (e.g. how to use certain manipulatives as learning tools to promote and push student thinking).
- ☐ Classroom observations: use of manipulatives/visuals being modelled by teachers, built into lessons and assessments, and used by students to demonstrate their knowledge.

Metrics

Initial	Progress		Final
BASELINE (Nov 15, 2023)	PHASE 1 (Jan 15, 2024)	PHASE 2 (March 15, 2024)	PHASE 3 (July 15, 2024)

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

Areas of System Need:

- Use of diagnostic assessments to provide data to assist with more precise instructional decision-making
- Reduce IEPs with modifications in mathematics by designing learning that is accessible and based on high expectations for math learning for all
- Assessment practices in mathematics that feed learning forward
-

Strategies	KPIs
Educators will use diagnostics and developmental continua (including the curriculum). These could include LDSB Diagnostics and Next Steps (including What to Look For), Rethinking Fractions, MathUP Diagnostics.	☐ Documentation/tracking of student progress along developmental continua. ☐ Number of educators who have completed professional development related to the use of diagnostics and developmental continua. ☐ Educators choose 3 marker students (informed by diagnostics, student work, IEP's) for review of student work regularly during staff meetings and PD Days to determine student need, and monitor achievement.
Educators will use formative assessment (diagnostics, continua, conversations, observations, and products) to inform next steps in instruction.	☐ Percentage of educators who actively use diagnostic tools and resources as part of their instructional planning. ☐ Documentation of how diagnostics inform instructional decisions and strategies. ☐ Alignment between diagnostic results and individualized learning goals for students.

Increasing the number of students who are accessing grade level curriculum and decreasing the number of students who have modifications in mathematics through responsive in-class interventions with a focus on essential learning (i.e. fluency).

- ☐ Number of students with modifications in Math.
- ☐ Existing modifications are based on developmental continua and overall expectations on specific parts of curriculum, or are changed to align.
- ☐ Identify and monitor which gaps need to be filled rather than modifying to a different grade level.

Responsive skill building using an LDSB-approved digital tool.

- ☐ Percentage of students using the platform.
- ☐ Topics/content most used on platform.
- ☐ Time spent during each session on platform.
- ☐ Student Voice re: support.

Communicate with caregivers about student progress and next steps.

- ☐ Monitoring/supporting parent communication.
- ☐ Families report being updated on students' progress.

Provide students with timely, targeted and specific feedback, connected to success criteria.

- ☐ Ensure that students can articulate their learning goal and success criteria (next steps).
- ☐ Documentation of student learning and personalized next steps.

Metrics

Initial		Progress		Final
BASELINE (Nov 15, 2023)		PHASE 1 (Jan 15, 2024)	PHASE 2 (March 15, 2024)	PHASE 3 (July 15, 2024)

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ADMINISTRATIVE REPORT: AMENDMENT TO THE SCHOOL YEAR CALENDAR 2023-2024

ANNUAL BOARD MEETING

November 15, 2023

Purpose

To amend the school year calendar for 2023-2024. Specifically, to change the Professional Activity Day in April 2024.

Status

A total solar eclipse will occur on April 8, 2024 and southern parts of the LDSB will be in the path of totality, which means that these regions will experience complete darkness at approximately 3:20pm. Maintaining a regular school day will present several challenges to staff and students in our schools with respect to transportation and safety. As such, and after consultation with our co-terminus school boards, Algonquin Lakeshore Catholic District School Board and Hastings Prince Edward District School Board, as well as Tri-Board Transportation, we propose to move our current Professional Activity Day from Friday April 12, 2024 to Monday, April 8, 2024 to coincide with the day of the eclipse.

During a total solar eclipse, there is a significant change in natural lighting conditions. Moving the Professional Activity Day to align with the eclipse helps ensure the safety of students and staff, particularly when it comes to transportation. The sudden darkness during regular dismissal times can pose risks, such as accidents related to reduced visibility, fear for some students, and potential eye damage because many students would still be in transit on Tri-Board Transportation or preparing for dismissal.

This proposed plan has been shared with the School Year Calendar Committee and the Parent Involvement Committee. While adjusting the school day was considered for April 8, by shifting the day by 80-90 minutes at the start and end of the day to accommodate students in schools during the

eclipse, two factors presented concerns: (a) given some employees, as well as bus drivers for Tri-Board, have other employment, shifting the day could result in staffing challenges; and (b) families would be having to adjust and accommodate two days of disruption in the same week (April 8 eclipse day adjustment and April 12 PA day).

It should be noted that ALCDSD approved the calendar adjustment outlined above at their October 25, 2023 board meeting, and HPEDSD is currently looking at this same amendment on November 27, 2023.

If all three school boards approve the school year calendar amendment, and it is approved by the Ministry of Education, broad communication of this change will need to occur with members of the Limestone DSB community, and community partners who schedule student activities on PA days.

Recommendations

That Trustees approve changing the April 12, 2024, P.A. Day to April 8, 2024, and immediately submit this amendment to the Ministry of Education for final approval.

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