



**Northeastern
Catholic District**
SCHOOL BOARD

A place where we all belong.

Special Education Advisory Committee Meeting - Minutes

Wednesday, April 16, 2025

PRESENT: Tara Ruel, Timmins Learning Centre
Ellen Renaud, North Eastern Ontario Family and Children's Services
Jessica Rocheleau, Kuuwanimano Child and Family Services
Shannon Costello, The Cochrane District Social Services Administration Board
Ryley Reis, Canadian Mental Health Association
Ken Ryan, The Lord's Kitchen Society
Stan Skalecki, Vice Chair & NCDSB Trustee
Colleen Landers, Chair & NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Julia Spadetto-Forward, School Principal St Jerome School
Kim McEntee, Mental Health Supervisor
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Lisa Lamarche, Behavior & Autism Worker
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Ashley Rains, Community Living Timmins
Melanie Hannah, Misiway Milopemahtesewin Community Health Centre
Paula Crotteau, Cochrane Temiskaming Children's Treatment Centre
Ellen Renaud, North Eastern Ontario Family and Children's Services
Amber Smith-Come, School Principal St. Anne English Catholic School

Summary:

Colleen welcomed everyone to the meeting, and it commenced with a territory acknowledgment and prayer.

Approval of the agenda: Moved by Jessica Rocheleau and **SECONDED** by Tara Ruel
That the agenda be approved as presented. **CARRIED**

Approval of the minutes of March 19, 2025, meeting
Moved by Stan Skalecki and **SECONDED** by Ken Ryan
That the minutes be approved and presented. **CARRIED**

Math Action Plan Update

The math plan is structured into **three priority actions**, each color-coded:

1. **Blue** – Priority Action 1
2. **Green** – Priority Action 2
3. **Orange** – Priority Action 3

Each action is addressed at:

- **Board level**
 - **School level**
 - **Classroom level**
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Key Highlights from the March Update

1. Assessment & Teacher Support

- Improvement noted in staff comfort with assessment practices.
- Assessment discrepancy persists; report card grades are often inflated vs. other assessment data.
- Application & multi-step problems are a major struggle for students.
- Teachers are encouraged to:
 - Align assessments with achievement chart categories (application, thinking, communication).
 - Collaborate in grade teams to develop more balanced and consistent assessments.
- Teacher support is provided via Jump Math PD specialists, especially around pacing.

2. Common Assessments

- **Grade 3 and 6** students completed board-designed common assessments:
 - **November:** Aligned with where students *should* be—many were not there yet.
 - **January:** Aligned with *actual* classroom progress—still showed significant gaps.
 - Very few (only two students board-wide in Grade 6) met provincial standards.
- A third round of assessments is happening, aligned with curriculum expectations.
- Emphasis on cycling back to key concepts – some results show students struggle even more on repeated questions, suggesting poor retention or lack of review.

3. IXL Data Monitoring

- Focus on Number and Algebra strands.
- Goal: 10% growth per grade.
 - Grade 6 Number Sense: Increased from 13% to 24% (a major success).
- **Growth Targets:**
 - 90 points/year per student = closing gaps
 - Only 1 school hit this average, but many achieved 60+ points, indicating no new gaps are forming.
- Monitoring is needed where implementation is inconsistent.

4. Other Notes

- Teacher collaboration hindered in some areas due to lack of supply teachers.
- Plans to allow more collaboration in May and Fall.
- Attendance is also being actively worked on as a related concern.

The presentation has been attached to the meeting minutes for reference.

Special Education Plan Items for 2025-2027

Daphne provided an overview of the current plan's action items and their progress. Outstanding items will be carried forward into the upcoming 2025–2027 Special Education Plan. A complete list of action items is available in the meeting minutes.

EQAO

All schools will be having their grade 3 & 6 students write EQAO between May 26th and June 9th. This year three schools have been provided the opportunity to hire a qualified teacher to support preparation of all students. The focus of this work will be on ensuring that all students clearly understand how to navigate the digital tools/assessment. Sessions will take place over the lunch hour or after school.

Agency Reports

The Timmins Learning Centre

The Homework Hub at the Learning Center remains on pause and under review, although adult programming and exam preparation services are ongoing. Tara, currently serving as interim Education Director, announced this would be her last meeting as her contract is ending. A new Education Director has yet to be appointed.

Canadian Mental Health Association

Riley reminded everyone to inform their agency members about the wide range of Ontario government-funded programs available online. For those seeking free mental health counseling, these resources are highly recommended—not only for personal use but also for friends and family. While some services are tailored specifically for youth, it is important to note that these may not be as comprehensive as the adult-focused options.

The Lord's Kitchen Society

The Lord's Kitchen will take part in the Tim Hortons cookie campaign, with proceeds directed to the Costello Community Care Centre. The funds will support enhancements to the kitchen, ensuring continued service to community members.

Kunuwanimano Child and Family Services

Jessica shared updates on upcoming summer programming for children and youth, with a strong focus on cultural and land-based learning. Activities will include working with cultural support workers, traditional medicine gathering and rendering, and opportunities for high school students to earn volunteer hours. Both Indigenous and non-Indigenous youth are welcome to participate. Programs will take place on a dedicated property located on Government Rd South in Timmins.

Date of the Next Meeting – May 14, 2025, at 11:45 a.m.

Adjournment - Moved By: Stan Skalecki That the meeting be adjourned at 12:45 p.m. CARRIED

NCDSB Board Math Action Plan 2024-2025 (March Update)

Math achievement efforts across the province should include multiple proven evidence- informed strategies and approaches to address local learning needs in schools.

The ministry has worked with researchers, math specialists, and school boards to identify three interwoven math actions to be prioritized in the 2024–25 school year. Board Math Leads, as they determine board and school priorities in mathematics achievement, will develop, implement, and monitor a Math Achievement Action Plan that includes meaningful and measurable key performance indicators (KPIs) aligned with each of the priority actions below.

MATHEMATICS COMMUNITY OF EXCELLENCE: In order to promote effective math instruction, it is important for educators to foster mathematics communities in classrooms and schools, and to recognize that not all students learn math in the same way or within the same time frames. Effective math instruction is supported by an inclusive, positive, and safe learning environment where all students feel valued and engaged, and in which educators clearly communicate expectations and establish norms and routines with their students at the beginning of instruction. Educators at all levels of the school system have a role to play in establishing a culture of excellence in mathematics and setting conditions for success. This includes leaders reviewing practices to determine barriers to success, creating accountability, and attending to mathematics attitudes and mindsets in school and system improvement plans.

PRIORITY ACTION: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement.	PRIORITY ACTION: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching	PRIORITY ACTION: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive
Board Area of Need: <ul style="list-style-type: none">★ Since the revisions have been made to the math curriculum, limited support has been provided to teachers to help with the fidelity of curriculum implementation. This is evidenced by the lack of alignment between report card grades and EQAO results for grade 3, 6 and 9.• Identify Key Concepts from FDK to Grade 9 that are worthy of review through regular retrieval practice in all strands. Monitor implementation of daily cumulative review to spiral practice of the key concepts.• Build a shared, common understanding of the NCDSB Key Concepts with emphasis on number and algebra.• Improve the understanding of the continuum of expectations in number sense & algebra from Gr. 1-9 and how the tools/resources we have access to support math instruction.• Ensure all staff are using the newly purchased core resources for math instruction and following the scope and sequence with fidelity.• Use of board-created common assessment tasks that mirror EQAO in Grade 3 & 6 to support slowing down thinking, monitoring progress towards meeting grade level expectations and providing intervention as needed.• Greater alignment between report card grades and EQAO results in math.• Reduce the number of split grades in mathematics by having as many teachers as possible available to teach a class during the math block.	Board Area of Need: <ul style="list-style-type: none">★ EQAO strand data indicates that all strands are weak when compared to provincial data. EQAO skills data indicates that both application and thinking are areas of need for both grade 3 & 6 students.• Improve the content knowledge of school leads and RTs in the area of number sense and numeration, specifically as it relates to the NCDSB Key Concepts and the Fundamentals of Mathematics, as well as on algebra so they can better support grade 3 & 6 teachers.• Improve the content knowledge of FDK teachers in the areas of counting principles so that a strong number base is built in the early years.• Build a shared, common understanding of the high impact practices of Direct Instruction and Deliberate Practice with Grade 3, 6 & 9 teachers.• Build a shared, common understanding of how to use the categories of the achievement chart to create assessment tasks and to evaluate mathematical thinking.• Students need to apply their knowledge and understanding of math concepts by completing problem solving activities that focus on application and thinking regularly.• Build a shared, common understanding of the connection between intermediate and secondary curriculum for new secondary math teachers.	Board Area of Need: <ul style="list-style-type: none">★ IXL Data for grades 1-8 indicate that 53% of students are working below grade level in number sense and 54% of students are working below grade level in algebra.★ Board collected data indicates that 44.1% of grade 3's are at risk in math with 19.1% of them having 3 or more risk factors; 57.8% of grade 6's are at-risk in math with 40% of them having 3 or more risk factors.• Support classroom teachers from FDK to Grade 9 in using the NCDSB Key Concepts resource to develop and implement differentiated retrieval practice questions for their grade with emphasis on number and algebra.• Use of IXL (digital math tool) to support gap closing from FDK to Grade 9 using a diagnostic assessment and personalized learning plan loop. Align interventions with the data provided by the tool. Ensure students are working at least 2 days a week on algebra.• Use common assessments in grade 3 and 6 at least 4 times to help monitor progress and to plan and provide interventions for at-risk students.• Improve principal, lead and RT understanding of how to use data to plan, deliver and monitor gap-closing in math, particularly for students who are working well below grade level.• Improve student attendance so that students are present for math learning.
Guiding Questions: <ul style="list-style-type: none">• How are all educators throughout the system focused on developing a comprehensive understanding and precise implementation of the mathematics curriculum?• How do grade, course, and daily lesson plans reflect the current curriculum, including the mathematical processes and connections between curriculum strands?	Guiding Questions: <ul style="list-style-type: none">• What systems, supports, and resources are available to support teachers and leaders in determining a focus area for their math content knowledge development?• How are all educators engaged in ongoing learning that strengthens their own mathematics knowledge, skills, and attitudes about math teaching and learning?	Guiding Questions: <ul style="list-style-type: none">• How is student assessment data and prior mathematics knowledge used to guide interventions and planning?• How do educators learn about the mathematics strengths, needs and interests of all students to inform their instructional decisions?• How are educators supporting inclusion and engagement for all students, especially those with diverse learning needs?

Board-Level Strategies:

- Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans and lesson plans.
- ★ **Key Performance Indicator(s):** An increase in the number of teachers who report the following:
 - ❖ A greater understanding of the Ontario Math Curriculum for their grade
 - ❖ More prepared to teach to the concepts for their grade
 - ❖ More confident using the new core program to plan and deliver math instruction
- ★ **Initial Report:** 67.3% of teachers feel they have a very good or excellent understanding of the Ontario Math Curriculum; 70.1% of teachers feel they are well or very well prepared to teach the concepts for their grade; 52.3% of teachers are confident or very confident using the new core program to plan and deliver math instruction.
- ★ **Progress Report:** 78% of teachers feel they have a very good or excellent understanding of the Ontario Math Curriculum; 78% of teachers feel they are well or very well prepared to teach the concepts for their grade; 64% of teachers are confident or very confident using the new core program to plan and deliver math instruction.
- ★ **Final Report:**

Action Items:

- Principals will monitor the implementation of the new core program through regular classroom walkthroughs using a board-created look-for tool. Sharing of observations will occur at principals' meetings. Do their observations align with the survey data from teachers?
- Ensure teachers are using a scope and sequence from FDK-Gr. 8 to pace themselves and to ensure alignment between the Jump Math lessons and the Ontario Curriculum.
- Ensure teachers in schools using Jump Math are feeling greater confidence in the implementation of the curriculum. Create a survey to be done in November, March and June. Provide additional learning as needed.
- Monitor pacing to ensure that teachers are staying on-track to complete the program by the end of the school year. Work with the PD specialists at Jump Math to support this as needed.
- Leads/Student Success teachers to support classroom teachers in planning to ensure greater fidelity of the curriculum using the core resource.

Board-Level Strategies:

- Utilize student achievement data and student work to establish focus areas for mathematics professional learning.
- ★ **Key Performance Indicator(s):** Improve the % of students from Kindergarten to Grade 9 who are achieving at or above grade level in each grade in Number and Algebra by at least 10% by June as measured by IXL.
- ★ **Initial Report:** IXL data from October 2024 for Grade 1-8 indicates that 45% of students across the board are working at or above grade level in number and 46% in algebra. Kindergarten has not started yet and Gr. 9 math is scheduled for semester 2. Results by grade for Number are as follows: Gr. 1 86%; Gr. 2 66%; Gr. 3 42%; Gr. 4 33%; Gr. 5 21%; Gr. 6 13%; Gr. 7 26%; Gr. 8 31%; Results by grade for Algebra are as follows: Gr. 1 91%; Gr. 2 77%; Gr. 3 56%; Gr. 4 34%; Gr. 5 27%; Gr. 6 11%; Gr. 7 12%; Gr. 8 16%
- ★ **Progress Report:** IXL data from March 2025 for Grade 1-8 indicates that 42% of students across the board are working at or above grade level in number and 43% in algebra. In grade 9, 14% are working at or above grade level in number and 5% in algebra. Results by grade for Number are as follows: JK 61%; K 52%; Gr. 1 67%; Gr. 2 62%; Gr. 3 43%; Gr. 4 35%; Gr. 5 25%; Gr. 6 24%; Gr. 7 26%; Gr. 8 28%; Results by grade for Algebra are as follows: JK 70%; K 63%; Gr. 1 80%; Gr. 2 71%; Gr. 3 48%; Gr. 4 32%; Gr. 5 21%; Gr. 6 13%; Gr. 7 15%; Gr. 8 17%
- ★ **Final Report:**

Action Items:

- Communicate why number sense and algebra are a focus for teacher learning through newsletters/email correspondence.
- Create a PD plan for leads, RTs and principals that emphasizes the focus areas of number and algebra. Deliver the learning at monthly meetings.
- Ensure all teachers have greater confidence using the data in IXL to identify students who would benefit from additional instruction.
- Work specifically with FDK and grade 1 teachers to increase their understanding of the counting principles and the key number concepts that are foundational for math achievement in the early years.
- Ensure students are working on number and algebra concepts from their personal recommendations at least two times a week in IXL.
- Ensure all students enter the diagnostic arena in IXL at least once every 10 days.
- Ensure all students are focusing their time in IXL on their personal recommendations.
- Monitor impact of learning on student achievement through IXL data.
- Ensure principals are monitoring at-risk students bi-weekly and following up with staff as needed.

Board-Level Strategies:

- Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted support for students.
- ★ **Key Performance Indicator(s):** The average point gain in each school will be at least 15 points per month for students in FDK to Grade 9. This means we are aiming for an average of 150 points over the school year. This will ensure that gaps are being closed and students are not falling further behind.
- ★ **Initial Report:** At the first data collection period, the average point gain should be about 22 points in each school. Aileen Wright 17 points; BBS 24 points; ECCS 18 points; Holy Family 17 points; OICS 19 points; Pope Francis 25 points; Sacred Heart 28 points; St. Anne 13 points; St. Jerome 31 points; St. Joseph 5 points; St. Patrick Cobalt 21 points; St. Patrick Kapuskasing 21 points.
- ★ **Progress Report:** At the end of February, the average point gain should be about 90 points in each school to close gaps and at least 60 points to avoid creating additional gaps. Aileen Wright 54 points; BBS 67 points; ECCS 77 points; Holy Family 69 points; OICS 63 points; Pope Francis 73 points; Sacred Heart 99 points; St. Anne 49 points; St. Jerome 79 points; St. Joseph 41 points; St. Patrick Cobalt 80 points; St. Patrick Kapuskasing 56 points.
- ★ **Final Report:**

Action Items:

- Ensure all students are using IXL daily to gap-close from FDK to Grade 9.
- % of students with a pinpointed level will be at or above 95% in each school at all times. This indicates that students are working on a personalized learning plan that is up-to-date.
- Principals to monitor usage bi-weekly at a minimum and follow up with teachers as needed.
- Support principals in monitoring daily cumulative review using regular walkthroughs to ensure that teachers are spiraling the key concepts that have been identified as important for each grade..
- Support principals and leads in monitoring growth in IXL monthly from FDK to Gr. 9. Students should be showing a minimum of 12-15 points growth each month. Support students who are not demonstrating growth through intervention.
- Support leads, RTs and Student Success Teachers in using the IXL data to support intervention from Gr. 1-9.
- Monitor the growth data for the students being seen for Tier 2 & 3 intervention.

School-Level Strategies:

- **Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations.**
- ★ **Key Performance Indicator(s):** An increase in the number of teachers who report the following:
 - ❖ Increased comfort in their ability to design assessment for and as learning tasks for math
 - ❖ Increased comfort in designing summative assessments that reflect all the categories on the achievement chart
 - ❖ Increased comfort in triangulating data to determine the grade on the report card
- ★ **Initial Report:** 56% of teachers feel comfortable or very comfortable designing assessment for and as tasks for math; 45.7% of teachers feel comfortable or very comfortable designing summative assessment tasks that reflect the categories of the achievement chart; 47.6% of teachers feel comfortable or very comfortable triangulating data to determine the grade on the report card.
- ★ **Progress Report:** 61% of teachers feel comfortable or very comfortable designing assessment for and as tasks for math; 47% of teachers feel comfortable or very comfortable designing summative assessment tasks that reflect the categories of the achievement chart; 47% of teachers feel comfortable or very comfortable triangulating data to determine the grade on the report card.
- ★ **Final Report:**

Action Items:

- Principals will monitor the implementation of the new core program through regular classroom walkthroughs using a board-created look-for tool. Sharing of observations will occur at principals' meetings. Do their observations align with the survey data from teachers?.
- RTs to support classroom teachers in using the continuums of expectations to support math instruction, assessment and evaluation for students with an IEP.
- Provide professional learning opportunities to NTIP teachers and experienced teachers who are newer to teaching math to improve their assessment and evaluation practices in mathematics.
- Leads & Student Success teachers will connect with each teacher in their school to support assessment and evaluation practices as needed.
- Support cross-panel sharing of best practices in the assessment of mathematics. Support new math teachers who are teaching de-streamed classes.

School-Level Strategies:

- **Engage in regular collaborative meetings to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions.**
- ★ **Key Performance Indicator(s):** Increase in the number of application and thinking questions that students are being asked to complete by 25% as observed in summative student work samples in Grades 2-9.
- ★ **Initial Report:** 52 samples were analyzed and 31 (60%) included tasks that required students to apply their understanding of concepts.
- ★ **Progress Report:** 0 samples analyzed for the progress report. Given that most of the samples we received in November were directly from the core resource, the analysis of the samples was not helpful. Rather, we recognize the need to provide an opportunity for teachers to gather in grade groups to work on more robust assessments. We have encountered significant challenges in releasing teachers as we have a very limited number of OTs; as such we are going to provide an opportunity for teachers to work together on this at the April 4th PA day. Report card data would suggest that this is still a very large problem.
- ★ **Final Report:**

Action Items:

- Ensure teachers are providing weekly opportunities for students to solve problems as part of daily cumulative review. Use of a notebook to collect samples for each student is recommended.
- Provide an opportunity for principals to work with David Costello to develop a mechanism to monitor daily cumulative review.
- Collect samples of summative assessments from Grade 2-9 to monitor the use of application and thinking questions. Plan learning opportunities for staff based on this sampling.
- Co-create summative assessment tasks with teachers for their core program to ensure they align to the categories of the achievement chart. Post these assessments in the shared folder to facilitate access and use by all teachers in Gr. 2-9.
- Collect summative assessment examples from Gr. 2-9. Have principals moderate these to determine alignment to the categories of the achievement chart and to build their capacity to recognize quality summative assessment tasks.

School-Level Strategies:

- **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.**
- ★ **Key Performance Indicator(s):** Decrease in the number of students who are on the at-risk list in Grade 3, 6 & 9 by 25% in each school.
- ★ **Initial Report: Number of At Risk Students in Grade 3 by School:** Aileen Wright 3/7; BBS 7/9; ECCS 11/16; Holy Family 5/22; Pope Francis 23/60; St. Anne 9/19; St. Jerome 29/54; St. Joseph 7/10; St. Patrick Cobalt 5/18; St. Patrick Kapuskasing 9/20. **Number of At Risk Students in Grade 6 by School:** Aileen Wright 17/17; BBS 5/8; ECCS 16/26; Holy Family 9/13; OICS 23/55; Sacred Heart 14/32; St. Anne 8/23; St. Joseph 7/10; St. Patrick Cobalt 11/13; St. Patrick Kapuskasing 12/14. Students in Grade 9: Math is being taught second semester.
- ★ **Progress Report:** Number of At Risk Students in Grade 3 by School: Aileen Wright 4/7; BBS 7/9; ECCS 8/26; Holy Family 5/22; Pope Francis 18/48; St. Anne 8/21; St. Jerome 21/56; St. Joseph 6/10; St. Patrick Cobalt 6/17; St. Patrick Kapuskasing 11/20. Number of At Risk Students in Grade 6 by School: Aileen Wright 15/16; BBS ?; ECCS 16/26; Holy Family 12/13; OICS 15/54; Sacred Heart 14/32; St. Anne 8/23; St. Joseph 6/9; St. Patrick Cobalt 10/14; St. Patrick Kapuskasing 10/14. Students in Grade 9: Math is being taught second semester.
- ★ **Final Report:**

Action Items:

- Have schools identify all the Gr. 3, 6 & 9 students who meet the established criteria that will track at-risk students and the interventions provided. Initial list will be created in early November and will be reviewed after each learning cycle (November, January, March and May).
- Review at-risk list with each school. Identify the grade 3, 6 & 9 students who meet 3 or more criteria as they will be a priority for monitoring and intervention.
- Add achievement on the common assessment task that will be administered November, January, March and May to the student profiles on the at-risk list for Gr. 3 & 6 students..
- Work with classroom teachers to determine what skills/concepts may need whole class review based on common assessment task achievement after each learning cycle. Leads will support grade 3 & 6 teachers in planning to spiral back to these concepts.
- Leads will provide intervention to students who require additional support based on achievement on the common assessment tasks for Gr. 3 & 6. Reassess achievement at the end of the intervention block.
- Monitor achievement of students on at-risk list to determine who might be able to be removed from the list based on improved achievement. This might be improved IXL scores, improved report card marks, and/or improved achievement on common assessments.
- Review at-risk list with school principals and leads at the end of Term I, in early April and again at the end of June.

Classroom-Level Strategies:

- **Use a variety of assessment tools to inform next steps in curriculum implementation.**
- ★ **Key Performance Indicator(s):** Achievement on board-created common assessments for grade 3 & 6 students will improve by 25% over the school year. Common assessments will be used in November, January, March and May.
- ★ **Initial Report:** % of students working at provincial standard on the common assessment by school/grade – Grade 3: Aileen Wright 50%, Bishop Belleau 14%, English Catholic 32%, Holy Family 23%, Pope Francis 24%, St. Anne 25%, St. Jerome 8%, St. Joseph 20%, St. Pat’s Cobalt 37%, St. Pat’s Kap 16%. Grade 6: Aileen Wright 27%; Bishop Belleau 0%, English Catholic 39%, Holy Family 39%, O’Gorman Intermediate 27%, Sacred Heart 26%, St. Anne 44%, St. Joseph 30%, St. Pat’s Cobalt 0%, St. Pat’s Kap 43%
- ★ **Progress Report:** % of students working at provincial standard on the board created common assessment by school/grade – Grade 3: Aileen Wright 17%, Bishop Belleau 11%, English Catholic 41%, Holy Family 35%, Pope Francis 20%, St. Anne 42%, St. Jerome 11%, St. Joseph 0%, St. Pat’s Cobalt 35%, St. Pat’s Kap 5%. Grade 6: Aileen Wright 0%; Bishop Belleau 0%, English Catholic 0%, Holy Family 0%, O’Gorman Intermediate 0%, Sacred Heart 23%, St. Anne 0%, St. Joseph 0%, St. Pat’s Cobalt 0%, St. Pat’s Kap 0%; % of students working at provincial standard on the IXL common assessment by school/grade – Grade 3: Aileen Wright 86%, Bishop Belleau 33%, English Catholic 77%, Holy Family 86%, Pope Francis 59%, St. Anne 67%, St. Jerome 46%, St. Joseph 50%, St. Pat’s Cobalt 76%, St. Pat’s Kap 50%. Grade 6: Aileen Wright 6%; Bishop Belleau 13%, English Catholic 31%, Holy Family 31%, O’Gorman Intermediate 26%, Sacred Heart 24%, St. Anne 26%, St. Joseph 0%, St. Pat’s Cobalt 0%, St. Pat’s Kap 0%
- ★ **Final Report:**

Action Items:

- Create common assessment tasks for grade 3 & 6 that align with the scope and sequence for the core program, the categories of the achievement chart and mirror tasks found on EQAO.
- Administer the common assessments in grade 3 & 6 in November, January, March and May.
- Moderate the tasks with grade 3 & 6 teachers, leads & student success teachers, RTs and principals to build capacity in assessment practices that align with the categories of the achievement chart.
- Support students working at level 2 in grade 3 & 6 on the common assessments through intervention. Follow up with progress monitoring task after each cycle.
- Track the improvement in achievement on the common assessments, with a focus on the students identified as at-risk. Engage in regular conversations with principals about the progress of the students in grade 3 & 6 identified as at-risk.
- Monitor the alignment between report card data and achievement on the common assessments. Support teachers with assessment practices in math as needed.

Classroom-Level Strategies:

- **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.**
- ★ **Key Performance Indicator(s):** An increase in the number of Grade 3–8 students who report they agree with the following:
 - ❖ I am good at math.
 - ❖ Being good at math is important to me.
 - ❖ I understand most of the math I am taught.
 - ❖ I can answer difficult math questions.
 - ❖ I keep trying if I make a mistake or if something is difficult.
- ★ **Initial Report:** I am good at math – 45.5%; Being good at math is important to me – 68.2%; I understand most of the math I am taught – 62.3%; I can answer difficult math questions – 32.4%; I keep trying if I make a mistake or something is difficult – 73.6%.
- ★ **Progress Report:** I am good at math – 44.7%; Being good at math is important to me – 66.7%; I understand most of the math I am taught – 64%; I can answer difficult math questions – 32.9%; I keep trying if I make a mistake or something is difficult – 72%.
- ★ **Final Report:**

Action Items:

- Survey students in grade 3–8 around mathematical mindset in November, March and June.
- Have our special assignment teacher put some simple activities together that teachers can use to improve mathematical mindset. Resurrect the materials used in past years from Jo Boaler.
- Encourage all teachers to engage students in activities monthly that focus on improving mathematical mindset.
- Use leads and student success teachers to deliver math mindset lessons with grade 3 & 6 classes monthly.
- Provide an opportunity for as many teachers as possible to attend the demonstration lessons being done by John Mighton, founder of Jump Math, that will focus on confidence building.
- Implement the Confidence Building lessons from Jump Math with students in intervention and as whole class learning in Grade 3 & 6 where appropriate.
- Ensure teachers are using worked examples during Jump Math lessons to support explicit instruction that scaffolds learning. This will help students build confidence and be more successful in understanding grade level math concepts.
- Provide an opportunity for principals to learn how to monitor the implementation of worked examples as part of the regular Jump Math lesson. Use principals’ meetings to practice observing Jump Math lessons and to provide teachers with feedback as needed.

Classroom-Level Strategies:

- **Monitor and re-engage students at the earliest sign that attendance is impacting learning at 3 days and 6 days of absence and implement the board's 10-day and prolonged absence strategy.**
- ★ **Key Performance Indicator(s):** The percentage of students who attend school at least 90% of the time will improve by at least 10% at each school in 2024–2025.
- ★ **Initial Report:** Attendance data from June 2024 indicates that 37% of students across the district have attended school 90% of the school year. Individual school data: Aileen Wright 25%; Bishop Belleau 16%, English Catholic 42%; Holy Family 40%, O’Gorman Intermediate 37%; Pope Francis 41%; St. Anne 36%; Sacred Heart 25%; St. Jerome 40%; St. Joseph 45%; St. Patrick Cobalt 34%; St. Patrick Kapuskasing 38%.
- ★ **Progress Report:** Attendance data from Term I of the 2024–2025 School Year INCLUDING SNOW DAYS indicates that 34% of students across the district have attended school 90% of the school year to date. Individual school data: Aileen Wright 11%; Bishop Belleau 18%, English Catholic 45%; Holy Family 50%, O’Gorman Intermediate 15%; Pope Francis 45%; St. Anne 30%; Sacred Heart 26%; St. Jerome 35%; St. Joseph 29%; St. Patrick Cobalt 46%; St. Patrick Kapuskasing 27%.
- ★ Attendance data from Term I of the 2024–2025 School Year NOT INCLUDING SNOW DAYS indicates that 61% of students across the district have attended school 90% of the school year to date. Individual school data: Aileen Wright 59%; Bishop Belleau 18%, English Catholic 66%; Holy Family 66%, O’Gorman Intermediate 64%; Pope Francis 79%; St. Anne 67%; Sacred Heart 50%; St. Jerome 58%; St. Joseph 81%; St. Patrick Cobalt 67%; St. Patrick Kapuskasing 56%.
- ★ **Final Report:**

Action Items:

- Provide a copy of the Attendance Concern Intervention Process to all teachers. Ensure staff are aware of their role in the process.
- Support principals in monitoring teacher–parent contact regarding attendance (less than 10 days absence).
- Support principals in monitoring attendance for students who have more than 10 days absence as part of the prolonged absence strategy.
- Provide resources to principals and school staff to support improved attendance. Ensure all staff are aware of the attendance protocol and connections with families are being made at designated time periods.
- Communicate with parents about attendance at each reporting period. Provide a consistent message about the importance of regular attendance through postcards, newsletters and an improved presence on the board website.

2023-2025 Special Education Board Plan

Action Items from current plan	Update
ACTION 1 for 2023-2025 - Continue to work on the creation of the documents that outline the various internal processes found in the special education department.	We have not been able to turn our attention to this yet.
ACTION 2 for 2023-2025 - It is our desire to include students in the IPRC and IEP process where appropriate (Grade 7 & up). We would like to continue to have schools work towards this expectation and have them support students in developing a one page document highlighting their strengths, needs, key accommodations and unique learning profile. This document will be shared with those staff currently supporting the student, as well as those who will be supporting the student the following year.	Schools continue to include older students in the IEP and IPRC process where appropriate.
<p>ACTION 3 for 2023-2025 - Continue to build capacity and competency of principals, teachers and support staff in the development, implementation and monitoring of effective IEPs for students requiring modifications to individual programs. Each school worked through an IEP audit process in the winter of 2022. We would like to engage school teams in a follow-up process in the fall of 2023 to continue to build comfort with this in each school. Ensure all new teachers hired who have not previously done the NCDSB IEP e-Hub course, complete this by the end of September 2023.</p> <p>Update - IEP Review held in December 2023/January 2024 with Principals and RTs. New hires are added to the IEP eHUB course as their names are shared with our Special Assignment Teachers.</p>	<p>Board IEP Review (10 IEPs), results shared with schools in February 2025, extension of Term 2 IEPs to target areas of need, school reviewing 6 IEPs, 1 on 1 opportunities with Catherine and Katie supporting IEPs/IEP review.</p> <p>Catherine and Katie will pull additional IEPs after Term 2 IEPs to gauge success of this approach.</p>
ACTION 4 for 2023-2025 - Literacy/Numeracy Leads have been added to the staffing complement of 9 of our 10 elementary schools that have children in FDK to Grade 3. These new staff members will serve as a champion of the Science of Reading and Structured	Literacy/Numeracy Leads continue to support our schools (all but BBS, where a Lead could not be secured). Leads are responsible for providing targeted, small-group instruction, in the areas of Language and Mathematics, as well as supporting their

<p>Literacy, will support the implementation of the new math curriculum and will work directly with students who require extra support in these areas to lessen the likelihood that gaps in learning will occur. The Special Education department will work closely with this team of teachers to provide professional learning opportunities and to monitor student achievement. We expect to focus on consolidating understanding of phonics instruction and begin to explore how best to support writing instruction.</p> <p>Update - Resource Teachers and Special Assignment Teachers have worked closely with the Leads and the Superintendent of Education to deepen our understanding of the science of reading. We meet monthly and have supported 2 full days of in person learning. The resource Next Steps in Literacy Instruction was purchased and shared with everyone. We continue to examine our collected Aimsweb data, the role of fluency and ways to track intervention growth through progress monitoring.</p>	<p>colleagues. RTs and Leads continue to take part in professional learning opportunities through several in person days, and regularly scheduled virtual sessions. A large part of their focus this past school year was supporting/administering the Common Math assessments in grades 3 and 6, and the common writing tasks. In a few schools the lead has been assigned to a classroom due to teacher shortages.</p>
<p>ACTION 5 for 2023-2025 - Ensure parents are aware of our SEAC membership and dates for our monthly meetings through posting of information on the board website by September 30th, 2024. Minutes of SEAC meetings will also be posted on a monthly basis. We will continue to explore additional community representatives on SEAC. In particular we are looking for representatives with connections to the ASD and LD communities.</p>	<p>SEAC meeting dates for the year are posted on the Board website. Minutes are added following the meetings.</p> <p>https://www.ncdsb.on.ca/seac.php</p> <p>Lisa Lamarche, Behaviour & Autism Worker for the NCDSB attends SEAC meetings.</p> <p>We currently have representatives from:</p> <ul style="list-style-type: none"> • CDSSAB • CTCTC • Timmins Learning Centre • Community Living • Misiway Milopemahtesewin Community Health Centre • CMHA • NEOFACS • Kunuwanimano Child and Family Services
<p>ACTION 6 for 2023-2025 - Review and revise the Early and On-Going Identification section of the NCDSB Special Education</p>	<p>This is a focus for the revision of the plan.</p>

<p>Plan to ensure it aligns with the recommendations of the Right to Read Inquiry Report and with current practice in literacy and numeracy instruction.</p>	
<p>ACTION 7 for 2023-2025 - Finalize the 5-year implementation plan for the Science of Reading/Structure Literacy approach. Our focus for 2023-2024 will be on the consolidation of understanding of Phonological Awareness and Phonics instruction. We expect to add fluency work and writing to build teacher capacity.</p> <p>Update - There is a focus group working on writing with one of our Leads to pilot a writing program from Australia. Much work and professional learning has been done with the leads and RT group around fluency. The Special Assignment Teachers completed a PD session with EAs regarding fluency. Many resources have been collected and shared with teachers.</p>	<p>We have put considerable focus on the use of the Sentence of Day resources during morning routine. Progress in student writing is being monitored through the Unaided Writing Task collection. We will have collected 3 samples from each student by the end of the 2024-2025 school year. We will be reviewing the 5 year implementation plan to determine what our next steps are.</p>
<p>ACTION 8 for 2023-2025 - Review the use of the Brigance Early Screening tool to determine how it might best be used to provide additional information about developmental functioning of students identified as at-risk through other assessment protocols.</p> <p>Update - Discussion to be had with the Special Assignment Teachers to see what place this tool might have in our screening/assessment protocol now that we are using Aimsweb+.</p>	<p>The Brigance provides a broad view of a student's developmental skills, where the Aimsweb+ screeners focus on literacy. RTs are encouraged to use the Brigance when a more comprehensive understanding of a child's development is needed. Instead of assessing all FDK-Year 2 and Grade 1 students, schools will have the flexibility to decide which students would benefit from Brigance screening.</p>
<p>ACTION 9 for 2024-2025 - Review and revise the Early Identification Process.</p>	<p>We will need to:</p> <ul style="list-style-type: none"> ● Remove Fountas & Pinnell Benchmark Assessment System/GB Plus ● Confirm the use of All About Numbers ● Add UFLI ● Add Spelling Mastery & Spelling Through Morphographs ● Add IXL ● Discuss the use of Walk to Learn
<p>ACTION 10 for 2024-2025 - Review and revise the Intervention for Students At-Risk section of this plan. It must reflect the Right to</p>	<p>This school year our RTs and leads have worked together to complete an At Risk Identification chart that uses many specific</p>

<p>Read Recommendation and our current practice.</p>	<p>markers in both language and math to identify the students that are most at risk in their schools. This enables everyone to clearly monitor who is receiving intervention and the level of progress being made. The information in this school document also helps with Ministry reporting.</p>
<p>ACTION 11 for 2023-2025 - Support and monitor the use of IXL in Grades 2-9 as a mechanism to close gaps in math skills. Regular use of the diagnostic arena and the student personalized learning plan is expected for all students. We are aiming for 15-20 minutes of use of this program 3 times a week.</p> <p>Update - This is the second year of IXL for Math and our Special Assignment teacher for Math has been contacted by most principals to provide support to new teachers in IXL. Often leads are supporting teachers as well. We have reminded teachers to have students access the diagnostic arena at least every second week to complete 30 questions. Students have been asked to do 15 minutes a day to practice skills they are missing. Teachers are expected to pull small groups to guide them through trouble spots to close gaps.</p>	<p>It appears as though most teachers are attempting to have students complete 15 minutes a day on IXL, and to have them step into the arena weekly. Regular use of the personalized plan and a focus on supporting the troublespots may not be as consistent from class to class/school to school as we would like. Some Principals have been using leaderboards to showcase school/ individual achievements. IXL still receives mixed reviews from the Kindergarten teachers.</p>
<p>ACTION 12 for 2023-2025 - Continue to support schools in implementing the School-Based Team model. The purpose of these meetings is to provide an opportunity for school staff to discuss the needs of students by sharing ideas about how to better support the student, and collaborate to create an action plan to support the student moving forward. A follow up is required to ensure that actions have been taken and to discuss their effectiveness. Special Assignment Teachers for Special Education may need to provide side-by-side coaching to support teams in maximizing this structure/protocol.</p> <p>Update - We will need to follow up with each school to see how this process is unfolding and how we can better support things. This process is non-negotiable, but has challenges related to releasing</p>	<p>It appears as though this is still inconsistent across the schools. Some schools use it as suggested and have shared meeting notes, while some schools are not using this model at all. Given that there are a few newer principals, maybe more time needs to be spent with some principals reviewing the process. In addition, given the short staffed situation in some schools, principals have not focussed on the formal use of the school based team model.</p>

<p>staff to meet.</p>	
<p>ACTION 13 for 2023-2025 - Explore a variety of screening tools that could be used in early primary French Immersion classrooms to support the recommendations of the Right to Read Inquiry Report. Ideally we would find something that provides norm-referenced results and allows for easy collection of data at a board level.</p> <p>Update - IDEAPEL is essentially DIBELS in French and the only tool available in french. It is our understanding that this tool is not standardized for French Immersion students. As such, we will not be implementing this tool at this time.</p>	<p>We made the decision in January to use select Aimsweb screeners with our FI students. We have chosen to do the screeners in English as this is the students first language. We had an obligation to have screening information for all K-Gr. 2 students and this is the best solution at this time. A resource to support French Classroom-based assessment (Eclair) was shared with FI and Core French educators. Daphne is to receive feedback to determine how helpful these were to teachers.</p>
<p>ACTION 14 for 2023-2025 - Work with our secondary school to determine how best to support the large number of students with diagnosed learning disabilities (nearly 25% of the student population). Review the use of LD Class Profiles as one mechanism to support students in destreamed and streambed classes. Build capacity with classroom teachers to better understand how to support students with an LD in the classroom.</p> <p>Update - Work with the new RTs at the high school to ensure that they have a solid understanding of the LD category of exceptionality and to build their professional learning around the domains of cognition, so that they are ready to support the classroom teachers in the fall.</p>	<p>This was not directly targeted this school year, however, some direction was given with the RT at the beginning of the school year before the IPRC process. Both RTs were new in the role, and this was not a highlighted priority from the school. Given the large number of new teachers and/or unqualified teachers in all of our schools, a review of this learning should be prioritized for the upcoming school year.</p>