

# SPECIAL EDUCATION ADVISORY COMMITTEE

**Wednesday, December 6, 2023, at 6:00pm**

**Hybrid Meeting:**

In-Person: St. Francis Room (2<sup>nd</sup> Floor) Catholic Education Centre

Online: [Click here to join the meeting](#)

## **WCDSB Mission Statement**

*As disciples of Christ,  
we educate and nurture hope  
in all learners  
to realize their full potential  
to transform God's world.*

**CO-CHAIRS: Cindy Benedetti and Laura Shoemaker**

## **MEMBERS**

WCDSB Trustee - **Bob Sikora**

WCDSB Trustee – **Conrad Stanley**

Waterloo Regional Down Syndrome Society - **Kim Murphy**

Waterloo Regional Police - **John Gilbert**

Family and Children's Services of Waterloo Region - **Cindy Benedetti**

Waterloo Region Family Network - **Erin Sutherland**

Centre for ADHD Awareness - **Daina Colbourne**

International Dyslexia Association Ontario - **Laura Shoemaker**

Autism Ontario - **Monica Wenzlaff**

Member at Large - **Jeanne Gravelle**



**Waterloo Catholic  
District School Board**  
Quality, Inclusive, Faith Based Education

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[info@wcdsb.ca](mailto:info@wcdsb.ca)



## SEAC Committee Meeting Agenda

<b>Date&amp; Time:</b>	December 6, 2023, at 6:00 p.m.
<b>Location (Hybrid):</b>	In-Person: St. Francis Room (2 <sup>nd</sup> Floor), Catholic Education Centre Online: Via Teams <a href="#">Click here to join the meeting</a>
<b>Next Meeting:</b>	January 10, 2024, at 6:00 p.m.
<b>Committee Members:</b> Kim Murphy, John Gilbert, Cindy Benedetti, Erin Sutherland, Daina Colbourne, Laura Shoemaker, Jeanne Gravelle, Monica Wenzlaff, Bob Sikora, Sally Fuentes	
<b>Administrative Officials:</b> Gerald Foran, Erin Lemak	

<b>1. Opening Prayer</b> Welcome	Erin Lemak
<b>2. Approval of Agenda</b>  Motion by: Seconded:	
<b>3. Declared Pecuniary Interest</b> N/A	
<b>4. Approval of the November 1<sup>st</sup> minutes:</b>  Motion by: Seconded:	
<b>5. School System Operational Business</b>  5.1. Math Strategy Plan	
<b>6. Ministry Updates (10 min)</b>	
<b>7. SEAC Committee Functions</b> 7.1. CIPC Funds (\$2500) 7.2. PAAC on SEAC	All
<b>8. Policy Advice to the Board</b>	
<b>9. Updates</b>	
<b>10. Pending Items</b>	
<b>11. Adjournment</b>  Motion by: Seconded:	
<b>12. Action Items Place Holder</b>	



**Waterloo Catholic  
District School Board**  
Quality, Inclusive, Faith Based Education

## **Agenda**



## SEAC Committee Meeting Minutes

<b>Date&amp; Time:</b>	November 1, 2023, at 6:00 p.m.
<b>Location (Hybrid):</b>	In-Person: St. Francis Room (2 <sup>nd</sup> Floor), Catholic Education Centre Online: Via Teams <a href="#">Click here to join the meeting</a>
<b>Next Meeting:</b>	December 6, 2023, at 6:00 p.m.
<b>Committee Members:</b> Kim Murphy, John Gilbert, Cindy Benedetti, Erin Sutherland, Daina Colbourne, Laura Shoemaker, Jeanne Gravelle, Monica Wenzlaff, Bob Sikora, Conrad Stanley	
<b>Administrative Officials:</b> Gerald Foran, Erin Lemak	
<b>Regrets:</b> Erin Sutherland	

[illegible]



<b>6. Ministry Updates (10 min)</b> N/A	
<b>7. SEAC Committee Functions</b>  7.1. CIPC Funds (\$2500)  Presentation that would bring parents together (online) To investigate the option of bringing Dr. Gillian Parekh to speak to parents.	All
<b>8. Policy Advice to the Board</b> N/A	
<b>9. Updates</b>  9.1. Trustee Updates: <a href="#">WCDSB Board of Trustees October 23, 2023</a>  9.2. CADDAC Update <ul style="list-style-type: none"><li>➤ Understanding the factors that impact adolescent students with Learning Disabilities Assistive Technology Use in the classroom: <a href="#">Eligibility Survey</a></li></ul> 9.3. WWDSS Update <ul style="list-style-type: none"><li>➤ The 2024 Awareness Calendar is now available for pre-order.</li><li>➤ Fall Mini conference was held Saturday, Nov 4, presentations included were: My Amazing Life &amp; Experience with Special Olympics Advocate - Allie Libertini</li><li>➤ Early Detection of Alzheimer's disease - Melanie Campbell, PhD, Professor, University of Waterloo</li><li>➤ Otolaryngologic or ear, nose, and throat (ENT) problems common in children with Down syndrome (DS) - Dr. Sharon Cushing, MD, MSc, FRCSC, Otology/Audiology Pediatric Otolaryngology, ENT.</li></ul>	
<b>10. Pending Items</b> N/A	
<b>11. Adjournment</b>  <b>Motion by:</b> Jeanne Gravelle <b>Seconded:</b> Kim Murphy	
<b>12. Action Items Place Holder</b> N/A	



**Date:** December 6, 2023  
**To:** SEAC  
**From:** Director of Education, Superintendent of Learning: Special Education  
**Subject:** **2023-24 Math Achievement Action Plan (Math Recovery Plan), Fall**

**Type of Report:** ☐ Decision-Making  
☐ Monitoring  
☒ Incidental Information concerning day-to-day operations

**Type of Information:** ☐ Information for Board of Trustees Decision-Making  
☐ Monitoring Information of Board Policy XX XXX  
☒ Information only of day-to-day operational matters delegated to the CEO

**Origin: (cite Education Act and/or Board Policy or other legislation)**

- Education Act Section 169. (1)  
Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board's resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.
- Education Quality and Accountability Office Act, 1996, S.O. 1996, c. 11, October 19, 2021 – (e-Laws currency date)

**Policy Statement and/or Education Act/other Legislation citation:**

- The Ontario Curriculum, Grades 1-8: Mathematics, 2020
- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – Grades 1 to 12 (2010)
- Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020)
- Multi-Project Agreement 2023-24 Theme: Math E1 Project Plan p. 102– Math Recovery Plan (Board Math Lead(s), School Math Facilitator(s), Digital Math Tools)

**Alignment to the MYSP:**

☒ **Awaken to Belong**

- ☒ Every student can see themselves reflected in their learning.
- ☐ Staff experiences a positive, healthy, and inclusive workplace.
- ☒ Are aware of and/or use the available resources to assist in navigation of the school system.

☐ **Ignite to Believe**

- ☐ Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- ☐ Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- ☐ The relationship between home, parish and school is strengthened.

☒ **Strengthen to Become**

- ☒ Every student reaches their full potential.
- ☒ Staff see their impact on student achievement.
- ☒ Are engaged as active partners in our students' Catholic education journey.



## Background/Comments:

To respond to 2021-22 EQAO math assessment results, the ministry developed a new Math Recovery Plan which uses the Taking Action in Math Framework to support improved student math performance. As part of this plan, school boards received funding to focus improvement efforts in Grades 3, 6 and 9 math classes.

This report will provide an update and information with respect to the following 4 components of this plan:

1. Board Math Leads
2. Priority Schools
3. School-Based Math Facilitators
4. 'Taking Action in Math' Framework – Math Achievement Action Plan

### 1. Board Math Leads

School boards were allocated funding to hire a Board Math Lead who is assigned to inform, monitor and provide timely reporting of progress towards math achievement and improvement targets and lead board-wide actions to meet these targets. This position is responsible for:

- Leading board-wide efforts to meet targets, including intentional actions
- Leading math curriculum implementation and the use of instructional and assessment practices
- Develop a communication plan for all stakeholders, including trustees which will receive an update three times throughout the year
- Develop and facilitate job-embedded professional learning opportunities in math
- Develop parent/family math resources

### 2. Priority Schools

As part of the Math Achievement Action Plan priority schools were identified to receive additional funding for School Math Facilitators. The priority schools were identified using 21-22 EQAO math assessment results. For each grade, priority schools include the lowest achieving 20% of schools.

Priority Schools will;

- Engage in 3 cycles of math coaching throughout the year: Sept.-Nov., Jan.-Feb., Apr.-June
- Prioritized math support in grades 3 and 6 classrooms
- Common Math Content Area will be the focus for all math coaching

*Note: WCDSB does not have any identified priority school at secondary for 2023-24*

PRIORITY SCHOOLS Ontario	Christ the King   Gr. 3
	Monsignor Haller   Gr. 6
	St. Clement   Gr. 6
	St. Gregory   Gr. 3 & 6
	St. Joseph   Gr. 6
	St. Peter   Gr. 6

### 3. School-Based Math Facilitators (Math Coaches)

WCDSB has engaged in tiered math coaching since 2016 as a part of the Renewed Math Strategy and the Ontario Math Strategy wherein our math coaches work directly in classrooms with teachers and students over multi-week time blocks three times a year in assigned learning cycles. The work of school-based math facilitation (math coaching) outlined in the current 2023-24 math plan is a continuation of WCDSB's previous math coaching model which includes:

- Work in priority schools in Grades 3 and 6 classrooms
- Supporting math academic achievement efforts in alignment with the school and board improvement goals and actions.
- Provide in-class facilitation to strengthen math knowledge and pedagogy
- Share resources and effective practices.

- Collaborate with classroom educators to identify students' strengths, needs and determine appropriate interventions which may also include Resources and/or Special Education teachers.
- Work directly with students who require additional support by using high-impact and early intervention strategies

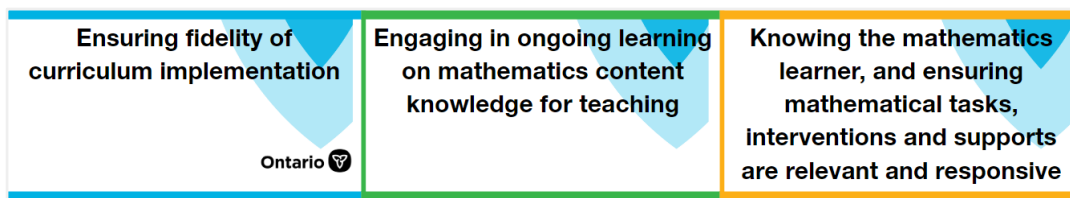
Currently we have three Math Coaches (School-based Math Facilitators) that each have priority schools and engage in scheduled learning cycles of math coaching throughout the year.

#### 4. 'Taking Action in Math' Framework - Math Achievement Action Plan

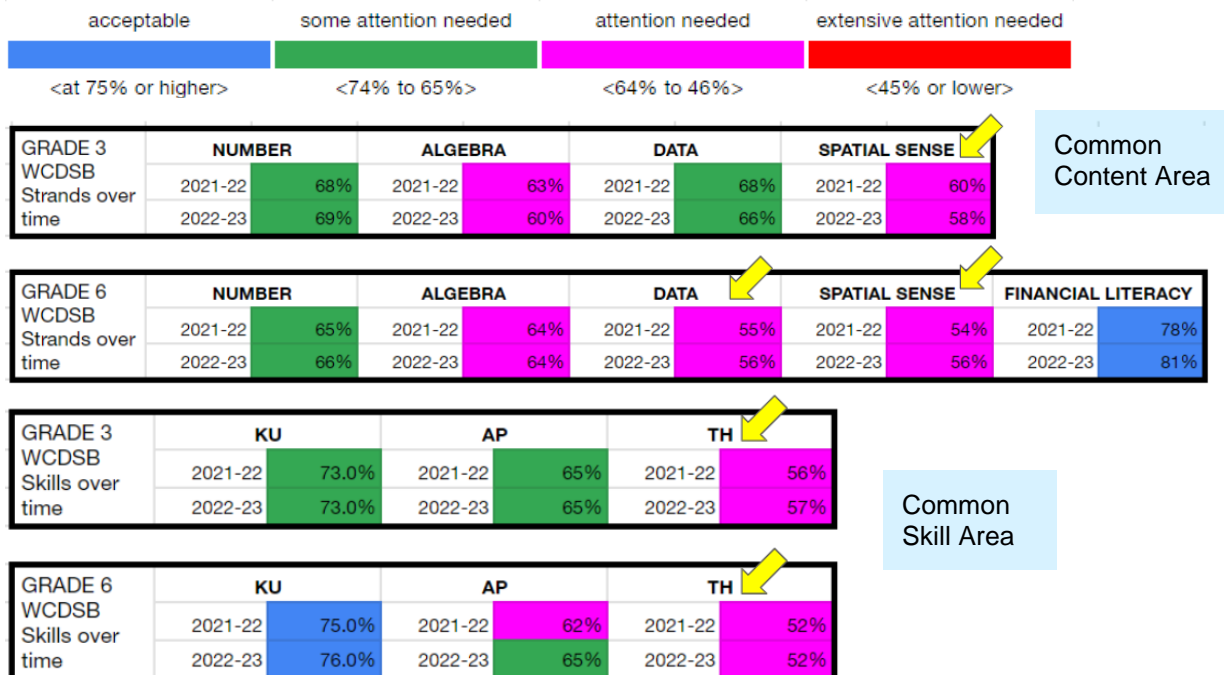
To better prepare students for success in the classroom and for their future, the objectives of the Taking Action in Math framework are to improve mathematics achievement and success through the following key pillars:

- Curriculum fidelity
- Math content knowledge for teaching
- Knowing your student(s)

Math achievement efforts across the province should include multiple proven evidence-informed strategies and approaches to address local learning needs in schools. Three interwoven math actions will be prioritized in the 2023–24 school year. Board Math Leads, **determine board and school priorities in mathematics achievement, 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.



Determined priorities in mathematics achievement from Strand & Skills over time data from Grade 3 & 6 EQAO





Our elementary math team created gr. 3 & 6 pre/post assessments per learning cycle to target specific expectations in **Spatial Sense** and **Data**. The questions in the assessments are constructed to prompt the thinking (TH) skill category & the knowledge & understanding (KU) skill category. Each question is identified by specification expectation and has a correlated small group instruction task to provide in-the-moment gap closing.

The pre/post assessments and small group tasks were sourced from the sample tasks from the Mathematics Curriculum 2020 and from our system core math resources Mathology.ca and knowledgehook.com.

## Content by Learning Cycle

### Grade 3 Spatial Sense



Cycle 1	Cycle 2	Cycle 3
<ul style="list-style-type: none"> <li>Geometric Reasoning</li> <li>Length, Mass, and Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Length, Mass, and Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Location and Movement</li> </ul>

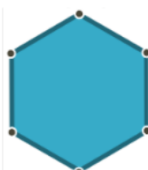

### Grade 6 Data

Cycle 1	Cycle 2	Cycle 3
<ul style="list-style-type: none"> <li>Data Analysis</li> </ul>		<ul style="list-style-type: none"> <li>Data Analysis</li> </ul>

### Grade 6 Spatial Sense

Cycle 1	Cycle 2	Cycle 3
<ul style="list-style-type: none"> <li>Geometric Reasoning</li> <li>Angles</li> </ul>	<ul style="list-style-type: none"> <li>Area and Surface Area</li> <li>Geometric Reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Location and Movement</li> <li>The Metric System</li> </ul>

## Gr. 6 Spatial Sense Question

Pre/Post Question by skill category		Task for in-the-moment gap closing, direct instruction	
Curriculum Expectation	Pre/Post Question: THINKING	Pre/Post Question: KNOWLEDGE	Small Group Task:
<p>Curriculum Identifier →</p> <p><b>Geometric Reasoning</b> E1.1 create lists of the geometric properties of various types of <b>quadrilaterals</b>, including the properties of the <b>diagonals</b>, <b>rotational symmetry</b>, and line symmetry</p>	<p>Use the properties of shapes to explain why all squares are rectangles, and why all rectangles are not squares.</p> <p>Source: Curriculum</p>	 <p>A regular hexagon has rotational symmetry. What is the order of rotational symmetry for this shape?</p> <p>Source: KnowledgeHook</p> <p>Name this shape. List 3 properties about the shape:</p>  <p>Source: Mathology</p>	<p>To move deeper into creating property lists to define classes, provide groups of students with already-sorted sets of quadrilaterals: squares, rectangles, parallelograms, rhombuses, kites, darts, trapezoids. Give each group the name of each set (e.g., "These are all parallelograms"), and have them write detailed property lists to describe the class (e.g., "So what is a parallelogram?").</p>

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

- November 15, 2023 (Initial): Initial strategies and KPIs [https://bit.ly/MathAchievementActionPlan2023\\_24](https://bit.ly/MathAchievementActionPlan2023_24)
- March 15, 2024 (Progress): Incorporate data from Term 1
- July 15, 2024 (Final): Incorporate data from Term 2



School boards must complete all sections 1. All School Report, 2. Priority Schools Reports and 3. Priority schools Provincial KPI Report and share information to the Director and trustees of the board prior to submitting it to the ministry. The Math Achievement Action Plan should be completed using the Taking Action in Mathematics framework.

All Schools and Priority Schools Reports

	Ensuring fidelity of curriculum implementation	Engaging in ongoing learning on mathematics content knowledge for teaching	Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive
Areas of Need			
Board Strategies	<div style="border: 1px solid #ccc; padding: 5px;">           Select from ...            ✓ Select from ...         </div>		
School Strategies	<div style="border: 1px solid #ccc; padding: 5px;"> <span style="background-color: #f8bbd0; padding: 2px;">Not Yet Implemented</span> <div style="border: 1px solid #ccc; padding: 5px; margin-left: 10px;">             Select from...              ✓ Select from...           </div> </div>		
Classroom Strategies	<div style="border: 1px solid #ccc; padding: 5px;"> <span style="background-color: #fff9c4; padding: 2px;">Little to No Progress</span> <div style="border: 1px solid #ccc; padding: 5px; margin-left: 10px;">             ✓ Select from...  <span style="background-color: #f8bbd0; padding: 2px;">Unsure</span> </div> </div>		
Measurable Results: Improvements in Math Achievement through KPIs	<div style="border: 1px solid #ccc; padding: 5px;"> <span style="background-color: #e1f5fe; padding: 2px;">Fully Implemented</span> <div style="border: 1px solid #ccc; padding: 5px; margin-left: 10px;"> <span style="background-color: #fff9c4; padding: 2px;">Not Effective</span> <span style="background-color: #e8f5e9; padding: 2px;">Somewhat Effective</span> <span style="background-color: #bbdefb; padding: 2px;">Effective</span> </div> </div>		

Priority Schools Provincial KPI Report

Indicator	Baseline (Reported in Initial Report)	Target (Reported in Initial Report)	Progress (Reported in Mid-term and Final)
% of students who progressed in their level of achievement on math report cards.			
% of students whose individual attendance rate is equal to or greater than 90 percent.			
% of Grades 3, 6 and 9 math students who report positive results regarding math attitudes and confidence).			

**Recommendation:**

Presented for your information.

**Prepared/Reviewed By:**

Tyrone Dowling  
 Director of Education  
 Gerald Foran  
 Superintendent of Learning: Special Education



\*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.