



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

Committee of the Whole Tuesday, November 19, 2019 ♦ 7:00 pm Boardroom

Members:
Trustees: Rick Petrella (Chair), Dan Dignard (Vice-Chair), Cliff Casey, Bill Chopp, Carol Luciani, Mark Watson, Taylor Carroll (Student Trustee)

Senior Administration:
Michael McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Robert De Rubeis, Michelle Shypula and Lorrie Temple (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

Almighty God, bless us as we gather today for this meeting. Guide our minds and hearts so that we will work for the good of our community and be a help to all people. Teach us to be generous in our outlook, courageous in the face of difficulty, and wise in our decisions. We give you praise and glory, Lord our God, for ever and ever. Amen

1.2 Attendance

1.3 Approval of the Agenda

Pages 1-2

1.4 Declaration of Interest

1.5 Approval of Committee of the Whole Meeting Minutes – October 15, 2019

Pages 3-8

1.6 Business Arising from the Minutes

2. Presentations

2.1 Educational Assistant Devices

3. Delegations

4. Consent Agenda

4.1 Unapproved Special Education Advisory Committee Meeting Minutes – October 8, 2019

Pages 9-12

4.2 Unapproved Student Transportation Services Brant Haldimand Norfolk Board of Directors Meeting Minutes – October 29, 2019

Pages 13-17

5. Committee and Staff Reports

5.1 Excursion – Panama Presenter: Robert De Rubeis, Superintendent of Education

Page 18

5.2 Insurance Renewal Presenter: Scott Keys, Superintendent of Business & Treasurer

Pages 19-20

5.3 Inclement Weather Policy Presenter: Mike McDonald, Director of Education & Secretary

Pages 21-24



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- 5.4 Board Improvement Plan for Student Achievement
Presenter: Lorrie Temple, Superintendent of Education

Pages 25-41

6. Information and Correspondence

7. Trustee Inquiries

8. Business In-Camera

207. (2) Closing of certain committee meetings. A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,
- The security of the property of the board;
 - The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
 - The acquisition or disposal of a school site;
 - Decisions in respect of negotiations with employees of the board; or
 - Litigation affecting the board.

9. Report on the In-Camera Session

10. Future Meetings and Events

Pages 42-43

11. Closing Prayer

Heavenly Father, we thank you for your gifts to us: for making us, for saving us in Christ, for calling us to be your people. As we come to the end of this meeting, we give you thanks for all the good things you have done in us. We thank you for all who have shared in the work of this Board, and ask you to bless us all in your love. We offer this prayer, Father, through Christ our Lord. Amen

11. Adjournment



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Committee of the Whole Tuesday, October 15, 2019 ♦ 7:00 pm Boardroom

Members: **Trustees:**
Rick Petrella (Chair), Dan Dignard (Vice-Chair), Cliff Casey, Bill Chopp, Carol Luciani,
Mark Watson, Taylor Carroll (Student Trustee)

Senior Administration:
Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Rob De Rubeis, Michelle Shypula and Lorrie Temple (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Petrella.

1.2 Attendance

As noted above.

1.3 Approval of the Agenda

Moved by: Cliff Casey

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the October 15, 2019 meeting.

Carried

1.4 Declaration of Interest - Nil

1.5 Approval of Committee of the Whole Meeting Minutes – September 17, 2019

Moved by: Bill Chopp

Seconded by: Carol Luciani

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the September 17, 2019 meeting.

Carried

1.6 Business Arising from the Minutes - Nil

2. Presentations - Nil

3. Delegations - Nil

4. Consent Agenda

4.1 THAT the Committee of the Whole refers the unapproved minutes of the Special Education Advisory Committee Meeting of September 17, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

4.2 THAT the Committee of the Whole refers the unapproved minutes of the Friends of the Educational Archives Committee Meeting of September 17, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.



- 4.3 THAT the Committee of the Whole refers the approved minutes of the Mental Health Steering Committee Meeting of June 14, 2019, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.4 THAT the Committee of the Whole refers the unapproved minutes of the Mental Health Steering Committee Meeting of September 25, 2019, to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.5 THAT the Committee of the Whole refers the unapproved minutes of the Policy Committee Meeting of September 26, 2019, to the Brant Haldimand Norfolk Catholic District School Board for receipt.

In response to trustee inquiries on agenda Item 4.3 and 4.4 - Mental Health Steering Committee Meeting minutes, Superintendent Shypula indicated that there is no funding provided to cover the costs of the Principals in attendance for this meeting. She also explained that resources on mental health are available in all schools and that the steering committee did not have any representation from Canadian Mental Health and trustee feedback would be considered.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives all reports and approves all motions under the Consent Agenda.

Carried

5. Committee and Staff Reports

5.1 Primary and Junior/Intermediate Class Size

Superintendent Keys presented the Primary and Junior/Intermediate class size report. He indicated that Memorandum 2019: SB14, requires school boards to submit detailed reports of their elementary class size date by October 31 of each school year and that the Board established class size compliance on the September 19, 2019 count date and the data had been submitted to the Ministry. He explained that it was a collaborative process involving the senior administration team and the administrators and no follow-up had been received from the Ministry yet.

In response to trustee inquiries on a portable being placed at Christ the King school, Superintendent Keys indicated that the portable was placed after taking space into account and this was not related to class sizes, and that the students were using the library and other reallocated spaces until the portable was moved.

The trustees also commended the Senior Administration team on getting the right numbers for the class size, as this would help develop staff competence and confidence in the future.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole refers the Primary and Junior/Intermediate Class Size report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried



5.2 Ontario Catholic School Trustees' Association Annual Membership Fees

Chair Petrella reviewed the fee structure used to determine the annual membership fees with the provincial Trustees' Association. He indicated that the fee was calculated on the base amount, student enrolment in 2018-19 and special F.A.C.E. levy for promoting and protecting Catholic education and that the fee was set out in Regulation 2016/15 and included in the GSN allocation.

Moved by: Cliff Casey

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves continued membership with the Ontario Catholic School Trustees' Association and remits the annual fee of \$46,221.00 for the 2019-20 school year.

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves continued payment of the F.A.C.E. levy with the Ontario Catholic School Trustees' Association and remits the annual fee of \$1 200.36 for the 2019-20 school year.

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves GSN funding for Central bargaining with the Ontario Catholic School Trustees' Association and remits the fee of \$43,017 for the 2019-20 school year.

Carried

5.3 Programs for Students with Autism

Superintendent Shypula explained the significant evolution that has taken place over the last 10 years in the province with respect to supporting students with autism. She noted that there are currently 181 students with autism in elementary and secondary schools across our system and provided an overview of the work being done by Ms. Donohue, Ms. Klinck and the support staff to support these students. She highlighted the ongoing training being provided to school staff, including Principals, Teachers, Educational Assistants and the Applied Behavior Analysis (ABA) team. She indicated that to date, 38 students, schools and families had participated in the Connections for Students model. With the recent Ministry funding changes and as per the Child Treatment Centre (CTCs) knowledge, students will continue to receive IBI services until March 2020. She noted that implementation of the After Schools Skills Development Program will be done based on the parameters established by the Ministry of Education and that the funding for this program extends to June 2022.

In response to trustee inquiries on the training opportunities to the educators, Superintendent Shypula indicated that the Geneva Centre for Autism Summer Institute offers free online series for educators on their website and that professional learning for educational assistants during Professional Activity days would focus on ABA strategies and evidence based content in alignment with the Geneva guidelines. She also indicated that the ABA leads function as resources; and recognizing the need for additional support, screening for the third ABA position had begun. The trustees noted the increase in the number of students over the years.

Moved by: Cliff Casey

Seconded by: Carol Luciani

THAT the Committee of the Whole refers the Programs for Students with Autism report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried



5.4 Excursion – Germany, Czech Republic, Poland and Hungary

Superintendent De Rubeis, presented a request from Assumption College School for an excursion to Germany, Czech Republic, Poland and Hungary from Friday, June 26, 2020 to Sunday, July 5, 2020. Students will have the opportunity to gain a deeper understanding of Eastern European culture and history. The tour will also provide the attendees insights to social, economic and political conditions that existed during the Cold War, the advent of the nuclear age as well as what led to the fall of communism in the late 1980's and early 1990's. He indicated that no class time will be lost and that the trip was part of a one credit summer school course, CHT 30. He responded to trustee inquiries on staff supervisors and the summer school course duration and indicated that once the students return from the excursion, the remainder of the course would be completed online, to be concluded at the end of July 2020. Discussion ensued about the cost of the trip. In response to trustee inquiries on security measures for student safety, and paid supervisors, Superintendent De Rubeis indicated that he would bring further information to the Board.

Moved by: Mark Watson

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Assumption College School for an excursion to Germany, Czech Republic, Poland and Hungary from Friday, June 26, 2020 to Sunday, July 5, 2020.

Carried

5.5 Health and Safety Update

Director McDonald presented the Health and Safety update. He indicated that the Board considers the Health and Safety of all its employees as important. He noted that the report identifies the committee members and gives a snapshot of the accidents and the incident reports that were submitted. The Appendixes provided a comparison on the Employee Accident/ Incident statistics from September 1, 2018 to February 28, 2019 and from March 1, 2019 to August 31, 2019. He explained that our statistics are in accordance with provincial experience. He noted that like all other boards there was an increase in the incidents of student aggression; and the plan was to bring the annual data to contextualize what those incidents were to facilitate comparison between the categories and what statistics bear. He also responded to trustee inquiries on employee aggression, traumatic events and incident types.

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Committee of the Whole refers the Health and Safety Update to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

6. Information and Correspondence

Superintendent Temple provide and update on the HPE (Health and Physical Education) revised Curriculum and PPM 162 (procedures related to learning expectations related to Human Development and Sexual Health). She indicated that changes recently introduced to the HPE curriculum will continue to be fully addressed through the (Fully Alive) Family Life Education



program in a way that is consistent with Church teachings, and our faith tradition and that the Board would continue to teach the curriculum established by the Ministry of Education, and curriculum across all subject areas through the lens of our Catholic faith.

Superintendent Keys provided an update on Capital Projects and indicated that as part of the Capital Priorities Program submissions, the Joint-Use Elementary School Facility in Caledonia project was submitted to the Ministry. Capital funding for the two childcare locations at OLOP and HT had already been part of prior submissions; and are currently being assessed by the Ministry.

Moved by: Carol Luciani

Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the information and correspondence since the last meeting.

Carried

7. Trustee Inquiries

There were trustee inquiries on the current state of computers in schools. Discussion ensued on computer labs, cost of the programs being used by the teachers, meeting teacher needs, the transition process, functionality and issues faced by the teachers. Superintendent Temple provided an update on Freshgrade platforms and indicated that Freshgrade services were free until the end of the year. The trustees requested further information on the cost of the Pulse program and its functionality and indicated that going forward this should be a collaborative process.

In response to trustee inquiries on library technicians and the library at Waterford, Superintendent Temple indicated that the Senior Administration team is cognizant of the current situation of the library and a process is in place to remediate.

There was a trustee inquiry on enrollment projections, Superintendent Keys indicated that he would reach out to the consultant for the report and provide the information at a future meeting.

Superintendent Shypula responded to trustee inquiries on the Leveraging Digital pilot project for Educational Assistants and the Lexia Rollout and indicated that the rollout had begun at Jean Vanier with a focus on student learning and understanding. Superintendent Shypula indicated that a more formalized report will be brought to the Board at a future meeting.

8. Business In-Camera

Moved by: Dan Dignard

Seconded by: Mark Watson

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.

Carried

9. Report on the In-Camera Session

Moved by: Mark Watson

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the business of the In-Camera session.

Carried

10. Future Meetings and Events

Chair Petrella drew attention to the upcoming meetings and events.



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11. Closing Prayer

The closing prayer was led by Chair Petrella.

12. Adjournment

Moved by: Cliff Casey

Seconded by: Carol Luciani

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the October 15, 2019 meeting.

Carried

Next meeting: Tuesday, November 19, 2019, 7:00 p.m. – Boardroom



**SPECIAL EDUCATION ADVISORY COMMITTEE
Tuesday, October 8, 2019 – 9:30 a.m. – Boardroom**

- Present:** Susan Battin, Jill Esposto, Lauren Freeborn, Nil Woodcroft
- Resources:** Carmen McDermid (*Student Achievement Lead: Special Education*), Michelle Shypula (*Superintendent of Education*)
- Regrets:** Bill Chopp (*Trustee*), Laura Bergeron (*ad hoc*), Jennifer Chapman, Christine Dragojlovich, Shannon Mason (*Principal and Principal Lead: Special Education Staffing*), Patti Mitchell (*Parent, County of Brant*), Tracey Taylor, Teresa Westergaard-Hager
-

1. Opening Prayer

Carmen McDermid led the group in the opening prayer.

2. Welcome and Opening Comments

Superintendent Shypula welcomed guests and members and a round of introductions were led for the benefit of all in attendance.

3. Approval of Agenda

Acting Chair, Jill Esposto, amended the Agenda to include **Membership and Meeting Times** as Item 6.

Moved by: Susan Battin

Seconded by: Nil Woodcroft

THAT the SEAC approves the agenda of the October 8, 2019 meeting, as amended.

Carried

4. Approval of Minutes – June 18, 2019

Moved by: Nil Woodcroft

Seconded by: Susan Battin

THAT the SEAC approves the minutes of the June 18, 2019 meeting.

Carried

5. Approval of Minutes – September 17, 2019

Moved by: Susan Battin

Seconded by: Nil Woodcroft

THAT the SEAC approves the minutes of the September 17, 2019 meeting.

Carried

6. Membership and Meeting

The committee agreed that a survey would be sent out to group members to review future meeting dates:

- Second Tuesdays of the month from 1:30 to 3:30 pm or 3:30 to 5:30 pm
- Third Wednesdays of the month from 1:30 to 3:30 pm, 3:30 to 5:30 pm or 6:00 to 8:00 pm



- Option for suggested dates that will best suit individual schedules

The committee agreed that the survey results would be reviewed at the November SEAC meeting and would commence in January 2020. The secretary to the Superintendent of Education would complete and send out the survey to group members. Additionally, the secretary will coordinate a SEAC membership invitation letter to select agencies to recruit for the committee.

7. Election of Chairperson 2019-20

The election of chairperson for the 2019-20 school year was deferred to November to include more committee representation in the election.

8. Correspondence

8.1 Letter from the Brant Haldimand Norfolk Catholic District School Board SEAC

Superintendent Shypula provided an overview of the Letter that the Brant Haldimand Norfolk Catholic District School Board SEAC created addressed to Honorable Lisa M. Thompson – Minister of Education (see Appendix A). The letter was in support of the concerns expressed in a letter by the Durham Catholic District School Board on Wednesday, March 6, 2019 and the Ministry's lack of clarity around the process of students returning to our school systems and presenting difficulties to our Special Education Services Departments. The letter also addressed unclear direction on both support and funding to Boards. The letters were sent out to all Chairs of Ontario Special Education Advisory Committees in May 2019.

8.2 Letter from Peel District School Board

Superintendent Shypula updated on the letter received from Peel District School Board on May 10, 2019 and addressed to The Honourable Lisa Thompson, Minister of Education. The letter expressed the concerns on the negative impacts in changes to funding for the Special Incidence Portion (SIP) and a request to review and change their decisions (see Appendix B).

8.3 Letters from Greater Essex County District School Board

Superintendent Shypula updated on the letters received from Greater Essex County District School Board, both dated July 5, 2019 and addressed to the Hon. Lisa Thompson, Minister of Education. The first letter (see Appendix C) was written by their SEAC in support of Bill 64, **Noah and Gregory's Law**, *Transition to Adult Developmental Services and Supports* that they feel will improve transitions to adult services. The second letter (see Appendix D) addresses the concerns of the changes to the provincial funding model for class size averages and the impact of these changes on students.

9. Community Agency Updates

Nil Woodcroft – Manager of Early Childhood Intervention, Haldimand-Norfolk REACH

Nil updated that HN Reach had just completed their third accreditation with the Canadian Centre for Accreditation (CCA). The accreditation was a three-year process where the CCA reviewed the agencies' policies, standards and practices and that the overall experience was positive by meeting with staff, participants and Board members. HN Reach is currently awaiting results. Nil updated on autism services for families and how certain services are being extended to June 2020. HN Reach are working with families in the application process to assist in the selection of services for the child(ren). A list of services is posted on their website at: <http://www.hnreach.on.ca/>. Nil updated on infant and child



development services and that EarlyON Child and Family Centres continue to offer a variety of programs at various sites such as Dunnville, Caledonia and Simcoe. A list of these sites and programs offered are also available on their website.

Susan Battin – Senior Therapist, Lansdowne Children’s Centre

Susan updated that Lansdowne Children’s Centre will be starting their accreditation process in November with the CCA. Lansdowne’s Heroes Walk & Roll event held on Saturday, September 14, 2019 was a great success and will become an annual event. The agency is starting to meet to start planning for Christmas party events and have an upcoming motorcycle ride event. Speech and language services are starting to meet with teachers in the Board. Lansdowne provision of occupational and physiotherapy services are offered in Dunnville, Simcoe and Caledonia and looking to expand services in to EarlyON sites within HN Reach. Due to recent changes in legislation, Susan updated on changes within autism services and that costs will be associated with services in the future.

Lauren Freeborn – Service Planning Coordinator, Contact Brant

Lauren updated on changes within the Ontario Autism Program (OAP) and what options are available to families. There is a current waitlist and families who require assistance with applications and services available to them, can contact Lansdowne for individual appointments.

Jill Esposto - Director of Services, Brant Family & Children Services

Jill updated on ongoing changes that have taken place with staffing since July 2019 at Brant Family and Children Services. The Board of Directors resigned in July and the Ministry removed Andrew Koster as Executive Director. This amid funding challenges which continue under the Ministry preview. The Ministry appointed Bernadette Gallagher is Acting ED and she also carries out the duties of the Board. She will be overseeing the work at Brant FACS over the next year and is responsible to recruit a new Board who can then hire a permanent Executive Director. The funding challenges are complex and were impacted by the multiple factors including the onboarding of the new CPIN system, authorization of workers, high rates of Targeted subsidy and funding challenges related to the Transitional Funding formula applied by the Ministry when Ogwadeni:Deo took over the child welfare mandate for Six Nations families and children. The agency is participating in helping to inform broader changes for the sector alongside the Ministry as they explore ways modernize child welfare. They are looking at adoption services as well as broader issues impacting the whole field of Child Welfare in Ontario. Brant and Brantford continue to have high rates of opioid use and death as well as high rates of poverty which impact child welfare service as well.

10. Reports

10.1 Student Achievement Leader: Special Education

Carmen updated on the Board Wide System Faith Day that was held on Friday, September 13, 2019 and how the focus was on the Board new spiritual theme, *Encounter – Hearts on Fire (Luke 24:32)*. Staffs had an opportunity to pray and reflect together in teams. Carmen provided staffing updates on the special education department and how all system positions are currently filled within the Board. On Thursday, September 12, 2019, a Community of Practice (COP) meeting was held where speakers, Linda McFadden and Monica Scott Brant and Haldimand Norfolk, Fetal Alcohol Syndrome Disorder (FASD) Coordinators updated Special Education Resource Teachers (SERTs) on their roles and responsibilities. Carmen updated that there will



be an upcoming COP meeting on October 30 where staff will receive a presentation on school-based rehabilitation services from Jennifer Huxley, Service Manager with Lansdowne Children's Centre. Participants will receive information on school-based rehabilitation services. Participants will also receive information on Coordinated Service Planning from Maxine Lean and Lauren Freeborn from Contact Brant. On Thursday, September 26 and Friday, September 27, SERTs were divided into two groups with support from the system special education team to assist with the writing of Individual Education Plans (IEPs) in being able to write measurable goals and expectations. Carmen updated that during the summer months the Board worked with Nelson to complete 43 cognitive assessments and a lot of positive feedback was received from parents about this opportunity.

Carmen updated on discussions had with the Crisis Prevention Institute (CPI) for Nonviolent Crisis Intervention (NVCi) training and shared how CPI felt that staff were well trained and the option of online training could be explored following the extensive enhanced, face-to-face training.

Carmen shared that she will be requesting members feedback and their input in specific areas of the special education plan, that is enclosed in their binders.

10.2 Superintendent of Education

Superintendent Shypula updated on the Educational Assistants: Leveraging Digital Implementation. The Brant Haldimand Norfolk Catholic District School will be launching its Educational Assistants: Leveraging Digital Plan in October 2019. Following intentional planning with various stakeholders, including educational assistants, principals, student achievement, special education, principal and superintendent representation and in collaboration with IBM, five schools across the district will begin this pilot project. The five schools are:

- Notre Dame (Brantford)
- Resurrection
- St. Peter
- Jean Vanier
- Christ the King

The focus of this project will be for educational assistants to use digital to assist classroom and special education teachers in capturing and sharing the student's academic, motor and social development as it relates to the expectations in the student's Individual Educational Plan. In consultation, the various stakeholders were instrumental in establishing clear and concise success criteria for the pilot, identifying base-line data, monitoring strategies, and in developing purposeful and engaging professional learning to build educational assistants, classroom and special education teachers' capacity.

11. Closing Remarks/ Adjournment

The meeting adjourned at 11:35 am and Superintendent Shypula thanked members for their contributions to the meeting.

Minutes

Present:

GEDSB:

Rafal Wyszynski, Superintendent of Business & Treasurer - President
James Richardson, Trustee- Director

BHNCDSB:

Scott Keys, Superintendent of Business & Treasurer - Director
Bill Chopp, Trustee – Director (9:17am)

CSC MonAvenir:

Mario Nantel, Director of Transportation – Director

STSBHN Recording Secretary

Philip Kuckyt, Manager of STSBHN – Secretary & Treasurer
Kathryn Underwood, Executive Assistant to the Superintendent of Business GEDSB

Regrets:

Brenda Blancher, Director of Education, Grand Erie District School Board
Mike McDonald –Director of Education, Brant Haldimand Norfolk Catholic District School Board
Andre Blais, directeur de l'éducation CSC MonAvenir
Dereck Chin, Chief of Business CSC MonAvenir – Director

Recorder: Kathryn Underwood, Recording Secretary

A – 1 Opening

(a) Roll Call

The meeting was called to order at 9:00 a.m.

(b) Agenda Additions/Deletions/Approval

P Kuckyt requested that an additional item, Stop Arm Camera technology and Pilot Option be added under other business.

Moved by: M Nantel

Seconded by: S Keys

“That the STSBHN Board of Directors approve the revised agenda of October 29, 2019 as circulated.”

Carried.

- (c) **Declaration of Conflict of Interest**
None.

B – 1 Approval and Signing of Minutes

- (a) **Minutes of August 14, 2019**

Moved by: M Nantel

Seconded by: S James

“That the minutes of August 14, 2019 be approved as distributed.”

Carried.

C – 1 In Camera-Legal Matter

Moved by: S Keys

Seconded by: M Nantel

“That the STSBHN Board of Directors move into the In-Camera Session to discuss a Legal Matter at 9:06 a.m.”

Carried.

Welcome to Open Session

The Public Session was called to order by President, R Wyszynski at 9:07 a.m.

D – 1 Business Arising from Previous Meeting

- (a) **Policy an Procedures Approval: Comments 029-033**

P Kuckyt highlighted the proposed changes and directed the committee to the summary page which contained responses back from other trustees and responses by P Kuckyt.

Moved by: S Keys

Seconded by: M Nantel

“That procedures 029-033 be approved as circulated.”

Carried.

E – 1 Standing Business

- (a) **KPI's**

P Kuckyt highlighted the significant changes in the areas of Financial, Service Performance, Safety, General Ridership and Communication.

Financial-The total school bus vehicle counts did not have a significant change, however the number of taxis have increased to 83 from 78 that were required at the end of the previous school year. Operator provider aids have remained the same from of the end of the previous school year.

Service Performance- For regular stream students over seventy-five minutes ride time, students have remained the same and special education ridership has decreased. Reported a lower level of service for the number of vehicles running more than ten minutes late however this is typical for school start up.

Safety-In response to a question, P Kuckyt indicated that some of the bus drivers are first aid trained but not first aid certified.

General Ridership- Courtesy ridership has been down from previous years however this figure typically increases over the course of the school year.

Communication- The total number of visitors to the website was over fourteen thousand in September and two thousand visitors accessed the site on the first day of school.

Software changes have shown an increase 5,500 updates compared to last September. Email and twitter subscription have not had a significant change, however a new notification application for delayed transportation will be a focus in the coming months to increase uptake.

(b) **KPI's**

P Kuckyt highlighted the progress to date to meet the short, medium and long-term goals and objectives.

Short term- Active school travel grant was received in the Spring of 2019 and ends in June 2020, staff are working with six school sites in the County of Brant and City of Brantford to implement active school travel initiatives.

RFP for home to school services, received a response to the exception letter from the School Business Support Branch of the Ministry of Education, that included a suggested contract length of six years. P Kuckyt indicated that he followed up with Ministry staff and provided an explanation and rationale for the length of the term and reconfirmed a ten-year contract.

Medium term- Presented a delegation to the Norfolk Police Services Board to adopt a Safety Patroller Program that was well received and supported. Staff will be following up and working with Police Services staff to work out details on how to implement this program locally. A future delegation will be presented at the Haldimand Police Services Board in November 2019.

Long Term Goals-The BusPlanner Delays app was released to stakeholders in August as another way to receive information on delayed or cancelled bus routes.

KPI's have indicated that only 190 stakeholders have downloaded this up but staff will be focussing efforts to increase awareness.

(c) **2018-19 Financial Year End Analysis**

P Kuckyt reviewed the 2018-19 Financial Year End Analysis, ending August 31, 2019. P Kuckyt reported that the analysis is not a separately audited financial statement but indicated that the financial statements are audit as part of process for GEDSB and BHCNDSB annual audit process.

Have not yet made a transfer amount for any surplus amounts indicated on the statement for each board until the fiscal year end is audited.

F – 1 **New Business**

(a) **Policy and Procedure Review: 034-038**

The committee received the Policy and Procedure 034-038 as information only.

It was requested that the committee provide feedback on the draft policies 034-038 and procedures to P. Kuckyt on or before February 7, 2020.

(b) **Stop Arm Camera technology and pilot option**

STSBHN has the opportunity to pilot technology where internal camera systems and stop arm cameras will be installed free of charge to the member boards. This model would work with municipalities to issue tickets to those who violate the Highway Traffic Act by passing a school bus when it is stopped, and overhead lights are activated. The pilot company would take a percentage of the revenue generated from issuing tickets and put it toward the implementation of the required technology.

In response to a question on the RFP and the possible pricing increases for the desired technology, P Kuckyt indicated that the RFP will include language on all the technology pieces and it will include any submissions in the financial evaluation process to ensure that inflated rates are not submitted.

P Kuckyt indicated that our district is protected by four police services which will need to be considered before moving forward with a pilot. P Kuckyt will research which police service will be open to partnering during the pilot before moving forward.

The group indicated their support for STSBHN moving forward with a camera and GPS pilot.

In response to a question from J Richardson, P Kuckyt indicated that the district has seen an increase in the number of school bus drivers since the start of the school year. Although, the odd route split has been required, he reported that an acute driver shortage is not to be expected throughout the school year.

J Richardson requested that the annual October meetings be moved to the first week of November.

G – 1 Adjournment

Moved by: S Keys

Seconded by: B Chopp

“That the October 29, 2019 STSBHN Board of Directors meeting be adjourned at 9:45 a.m.”

Carried.

Future Meeting Dates, All Meetings, Ed Centre, Norfolk Room:

- Tuesday February 25, 2020, 9:00am
- Tuesday May 26, 2020, 1:00pm (Please note time change of this meeting)

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE**

Prepared by: Robert De Rubeis, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: November 19, 2019
Submitted by: Michael McDonald, Director of Education & Secretary

EXCURSION – Panama
Public Session

BACKGROUND INFORMATION:

Assumption College Catholic High School is requesting approval for an excursion to Panama from Friday, March 12 to Saturday, March 20, 2021 (only one school day missed as trip runs through March Break). Staff supervisors will include David Page, Marilyn Martello and Moira Graham. The cost of the trip is approximately \$3,729.00.

DEVELOPMENTS:

Approximately forty-four (44) Grades 9 to 12 students from Assumption College Catholic High School will be travelling by air to Panama. This tour provides an opportunity for students to study one of the world's most diverse ecosystems. Students will have the opportunity to visit numerous sites including the Smithsonian Tropical Research Institute. They will also conduct research at CREHO (Centro Regional para el Hemisferio Occidental), a facility looking to contribute to the wise use and conservation of wetlands.

Students will have an opportunity to experience faith formation during a group arranged church service.

Explorica is requiring approval of the excursion by November 30, 2019.

All information has been provided in accordance with Board policy and procedures.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Assumption College Catholic High School for an excursion to Panama from Friday, March 12 to Saturday, March 20, 2021 for receipt.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Committee of the Whole
Submitted on: November 20, 2019
Submitted by: Michael McDonald, Director of Education & Secretary

INSURANCE RENEWAL

Public Session

BACKGROUND INFORMATION:

The Board's property and liability insurance is currently covered by the Ontario School Boards' Insurance Exchange (OSBIE), which is a reciprocal cooperative established in 1987. Premiums are established annually based on OSBIE's overall experience. OSBIE insures most school boards and several joint ventures in Ontario.

As at January 1, 2020, OSBIE is in year four of the current five-year Subscription Period, which ends on December 31, 2021.

DEVELOPMENTS:

Based on actuarial estimates, OSBIE was able to provide the following general rate adjustments for 2020:

	General Rate Adjustment (%)	BHNCDSB Rate Adjustment (%)
Liability	1.0	2.06
Property	-5.0	-0.43
Boiler and Machinery	Program change. Premiums to be determined.	-2.86
Crime	0.0	2.06
Automobile	-10.0	20.0
Privacy Data Liability	0.0	1.78

The provider of OSBIE's boiler and machinery insurance has indicated that they will no longer be offering this insurance to OSBIE and its members. As a result, OSBIE is currently negotiating premiums for this insurance. Before year end, a separate invoice will be forwarded to the Board for boiler and machinery insurance.

Overall improvements in the quality of risk have resulted in general rate decreases in Liability and Property insurance rates. In addition to their regular insurance program, OSBIE provides an incentive program to help reduce fees even further.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2020 insurance renewal premium, payable to the Ontario School Boards' Insurance Exchange, in the amount of \$127,476, excluding PST.

Brant Haldimand Norfolk Catholic District School Board

OSBIE INSURANCE

Insurance Premium Excluding Taxes					
Description	2017	2018	2019	2020	% Increase / Decrease
Property	63,303.00	57,530.00	54,155.00	45,268.00	-0.43
Crime	4,936.00	5,071.00	5,186.00	5,292.00	2.06
Boiler and Machinery	4,592.00	4,592.00	4,465.00	To be invoiced separately	-2.86
Liability	70,211.00	63,636.00	63,137.00	65,637.00	2.06
Subtotal	143,751.00	131,472.00	127,581.00	116,197.00	
Fleet Automobile	7,414.00	6,969.00	6,969.00	7,714.00	20.00
Privacy Data Liability	3,056.00	3,150.00	3,504.00	3565.00	1.78
Total Insurance Premium	\$154,221.00	141,591.00	138,054.00	127,476.00	

	Coverages	Deductibles
Property	Unlimited	\$10,000 per occurrence
Crime	\$1 million	\$500 per occurrence
Boiler and Machinery	To be invoiced separately	n/a
Auto	\$27 million	\$250
Liability	\$27 million	\$0
Privacy Data	\$2 million	\$10,000

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD POLICY COMMITTEE

Prepared by: Mike McDonald, Director of Education & Secretary
Presented to: Committee of the Whole
Submitted on: November 19, 2019
Submitted by: Mike McDonald, Director of Education & Secretary

INCLEMENT WEATHER & TEMPORARY SCHOOL/FACILITIES CLOSURES

Public Session

BACKGROUND INFORMATION:

In 2016, the BHCNDSB revised the policy in an attempt to create consistent expectations for employees regarding inclement weather days, especially as they relate to temporary school closures. With the large number of weather related transportation cancellation events last year, there was some dissatisfaction with aspects of the policy and there was also the need for clarification and consistency in certain areas. Student and staff safety is the number one priority when school closure decisions are made.

DEVELOPMENTS:

As a result of this, the need was determined to re-examine the policy with the purpose of making some changes and providing clarification. In an effort to ensure that the Board captured as much input as possible, the policy was circulated to stakeholders for feedback. A great deal of feedback was received, many staff and parents took the time to provide their opinion on possible changes. Although not all of the feedback was in agreement, and not all input could be incorporated into the revised policy, many of the major themes were adopted within the revised policy and procedure.

There were many changes made to the existing policy mostly in relation to the staff procedures for dealing with an inclement weather day. The most notable change to the policy which resulted in a variety of subsequent changes, is that the with two possible exceptions, when transportation is cancelled due to weather and road conditions, schools and school facilities, will be closed to both students and staff. The exceptions identified in the new policy relates to extreme cold weather which make the operations of the buses difficult and the wait times for students for the bus problematic.

The policy addresses the communication of inclement weather days and notes that, in recognition of the need for parents and staff to know in a timely manner, the Board will make their decision as early as possible once they have been able to gather the most recent data on weather and road conditions to make an informed decision

RECOMMENDATION:

THAT the Committee of the Whole recommends the Brant Haldimand Norfolk Catholic District School Board for approve the revised Inclement Weather & Temporary School/Facility Closures policy 400.01



Inclement Weather & Temporary School/Facility Closures AP 400.01

Procedure for:	All Staff	Adopted:	April 23, 2013
Submitted by:	Mike McDonald (Director of Education)	Revised:	April 26, 2016
Category:	Operations		

Purpose

The purpose of this Administrative Procedure is to provide direction to all staff regarding the expectations and processes to address the results of inclement weather.

Responsibilities

Direction is given in this Administrative Procedure to supervisory officers, principals, teachers, managers, supervisors and all staff.

Information – N/A

Procedures

The Director of Education or designate, in consultation with Student Transportation Services, shall determine when school openings will be delayed or schools/facilities will be temporarily closed due to inclement weather. The Director of Education or designate shall determine if a zone is to be closed due to inclement weather. The Director of Education or designate is responsible for setting up a notification system to inform the district of any delays or temporary zone closures. All bus delays and temporary zone closures shall be initially communicated by Student Transportation Services Brant Haldimand Norfolk (STSBHN) and by BHNCD SB and local media

1.0 Safety

The BHNCD SB believes that the safety and well-being of staff and students is first and foremost. As such, once it is determined that weather conditions are unsafe, the decision will be made to cancel transportation and/or close zones. The determination of adverse weather conditions is subjective and consequently if a parent/guardian determines that the weather it is not safe for their children to attend school than that is always their determination and decision to send them to school or to keep them home.

2.0 Communication

The BHNCD SB understands that prompt and clear communication of decisions are important for staff, students and parents and consequently will make every effort to communicate the decision as soon as possible. A decision to cancel transportation and temporarily close zones will be made by 6:30 a.m. where possible and STSBHN will begin to communicate the details (automated alerts, local media – radio/tv, social media). BHNCD SB will assist communication efforts via automated alerts, website posts and social media. For a complete list of media outlets partnered to broadcast inclement weather messaging, visit stsbhn.ca – Frequently Asked Questions.

3.0 School Zones

The BHNCD SB is a large board geographically and as a result the weather conditions will vary from location to location. For the sake of this policy, the board will be divided into four zones. The zones are Norfolk county (Zone 1), Haldimand County (Zone 2), Brant County (Zone 3) and the City of Brantford (Zone 4). These zones will be communicated to parents and the community. In the event that not all of the zones of the Board are closed, the communication will be clear as to what zones are closed.



4.0 Cancellation of Transportation and School Closure

In the event that inclement weather has been forecast, or is imminent, the STSBHN will collect data and information from a variety of sources and discuss the weather conditions with the Superintendent of Business or Director of Education. The decision to cancel transportation and close zones will be made based upon: the forecasted road conditions and visibility during student travel time. If it is believed that due to these factors safe travel is not possible, transportation will be cancelled.

When this occurs, the following will occur:

- All schools and Board facilities within the affected zone closed to students and staff and **all activities**, including but not limited to; community use of school rentals, athletic events/practices, and before and after school childcare, will be cancelled.
- If any zone is closed, all training sessions in the Board will be cancelled.
- If a bus route travels through a zone where transportation is cancelled the bus will not operate. Therefore, students who reside in a cancelled zone, but attend school in a zone which is open, will not have transportation provided, and if they reside in a zone where schools are open but they attend school in a zone which is closed transportation will also be cancelled.
- Once transportation has been cancelled in the morning, it remains cancelled all day.

4.1 Staff Procedure

- (a) If transportation is cancelled to all zones, schools and facilities are closed to all students and staff.
- (b) If transportation is not cancelled in a zone where an employee works, the employee will make every reasonable effort to reach their normal place of employment using safety and common sense as the guiding principle. If after these considerations an employee cannot safely make it to their place of work they will alert their supervisor, record in Smartfind and make an application for an Inclement Weather Day, or other leave, to be adjudicated by the Human Resources Department.

5.0 Cold Weather Cancellation of Transportation (Due to Risk of Bus Reliability) and Schools Remain Open

In the event that the Environment Canada identifies that the air temperature, with wind chill, is below -30 degrees and a high risk of frostbite could occur in 10 minutes or less, transportation will be cancelled but schools and facilities may remain open. This will be determined at 5:45 a.m. and messaged out accordingly. The cancellation of transportation due to air temperature and bus reliability, is to ensure that students are not stranded, without heat, on a disabled bus

6.0 Early Dismissal

Early dismissal will occur only in extreme circumstances. The decision to have students transported home early will be made by 12:00 noon and the information shall be communicated to families and staff. posted on the Board website, communicated through social media and shared with local media.

When it is necessary to dismiss early, parents/guardians (or alternate emergency contacts) of students in Junior Kindergarten to Grade 8 and parents/guardians (or alternate emergency contacts) of Secondary students under 18 years of age will be contacted, unless the school has previously made alternate arrangements with parents/guardians. If no contact can be made before buses leave, students will remain at school until parents have been contacted and they have made arrangements to pick up their children. Adequate staff will remain at school to provide supervision.



Zone 1 Norfolk County	Zone 2 Haldimand County	Zone 3 Brant County	Zone 4 City of Brantford
Elementary Schools	Elementary Schools	Elementary Schools	Elementary Schools
Our Lady of Fatima	Notre Dame School	Blessed Sacrament	Christ the King
Sacred Heart	St. Mary's	Holy Family	Holy Cross
St. Bernard of Clairvaux	St. Michael's	Sacred Heart	Jean Vanier
St. Cecilia's	St. Patrick's	St. Theresa	Notre Dame
St. Frances Cabrini	St. Stephen's		Our Lady of Providence
St. Joseph's			Resurrection
St. Michael's			St. Basil
			St. Gabriel
			St. Leo
Secondary Schools			St. Patrick
Holy Trinity Catholic High School			St. Peter
St. Mary Satellite Campus			St. Pius X
			Secondary Schools
			Assumption College School
			St. John's College
			St. Mary Catholic Learning Centre
			Board Facility Sites
			Catholic Education Centre
			Facility Services
			IT Services

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Lorrie Temple, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: November 19, 2019
Submitted by: Michael McDonald, Director of Education & Secretary

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board is committed to providing all students with learning experiences that are rooted in effective research-based practices. We recognize that the primary purpose of assessment is to improve student learning. To support these commitments, Essential Practices Kindergarten to Grade 12 have been identified and are fundamental to supporting the learning and achievement of all students (see Appendix A). The identified Essential Practices will form the foundation of our Differentiated System Support Plan for the 2019-20 school year (see Appendix B).

The Essential Practices in Assessment for Learning include Know the Learner, Learning Goals and Success Criteria and Descriptive Feedback. Essential Practices in Literacy and Numeracy have also been identified. The Essential Practices in Literacy include, Daily Reading and Writing Experiences and Cross Curricular Integration. The Essential Practices in Numeracy include Daily Number Routines, Problem Solving Opportunities and Use of Visual Representations.

Aligned with the identified Essential Practices in Numeracy and supplemental to the Renewed Math Strategy (RMS) directives which were introduced in 2016, additional communication from the current Ministry of Education has introduced Focusing on the Fundamentals of Math. The guide is intended to support teachers' ongoing efforts in building students' knowledge and skills in mathematics. It focuses attention on the content of expectations in The Ontario Curriculum, Grades 1–8: Mathematics, 2005 that deal with fundamental mathematics concepts and skills.

The fundamental skills identified include: Working with numbers; Recognizing and applying understanding of number properties; Mastering math facts; Developing mental math skills and developing proficiency with operations (see Appendix C).

Our goals continue to be improving student learning and achievement in mathematics and increasing and enhancing principal and teacher learning in mathematical content knowledge and instruction. The collective work of the district is a focus on the system identified Essential Practices for Student Achievement.

DEVELOPMENTS:

In the area of Student Achievement in Mathematics, we continue to implement several initiatives for Student Achievement in 2019-20. Below is a table that outlines the key initiatives and their status:

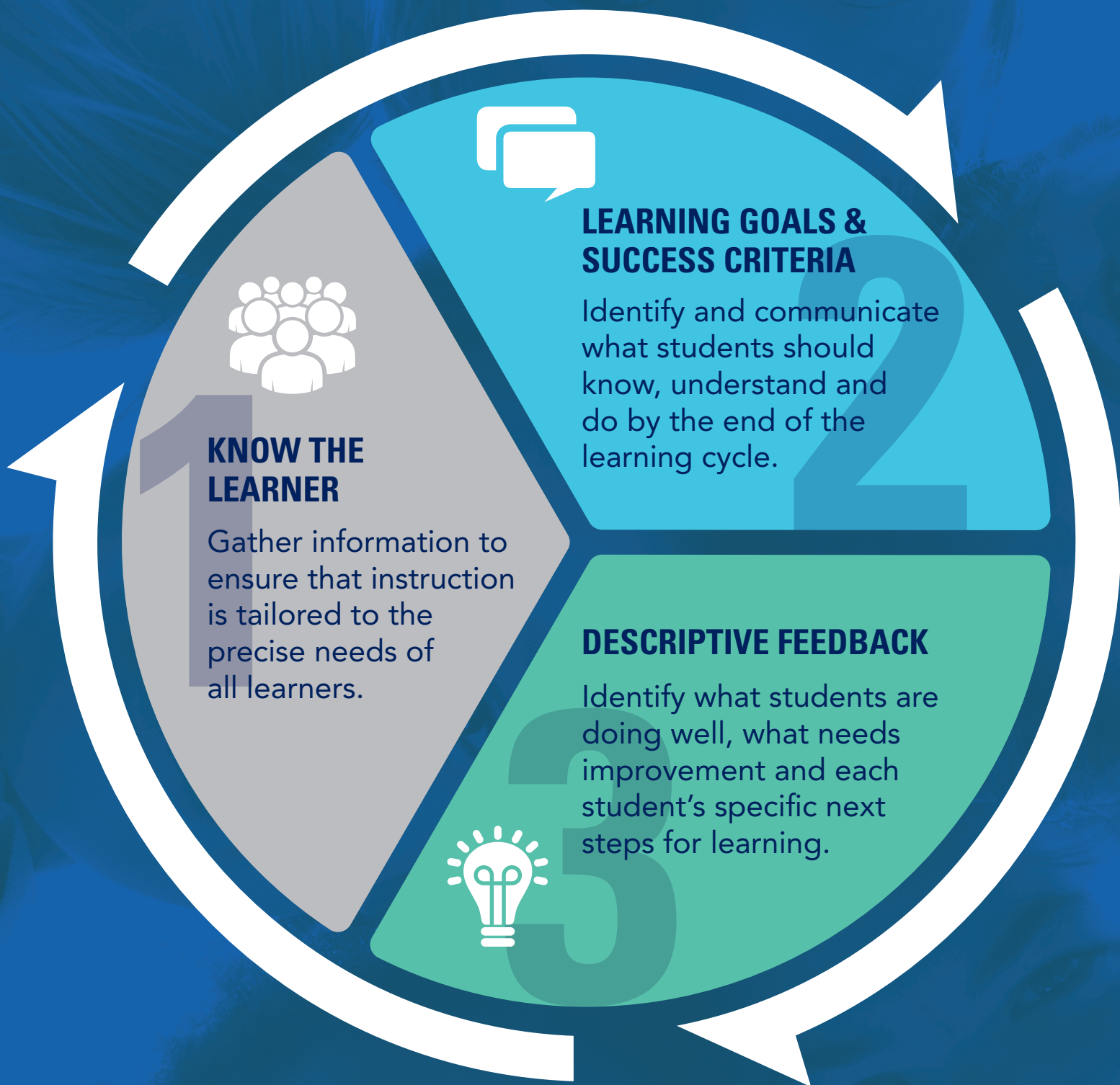
Initiative	Building Teacher Capacity Quantity of Effort	Impact on Student Achievement Quantity of Effect
<p>Grade 3 and Grade 6 Measurement Networks</p> <p>Diagnostic assessments completed on all students in grade 3 and grade 6 by mid-October.</p> <p>Measurement profiles for all students provided to teachers.</p> <p>Teachers will participate in four modules of learning related to building content and math knowledge for teaching in the area of Measurement. Content regarding preparation for EQAO assessments will also be included in each of the four learning sessions.</p> <p>The sessions are planned for October/November, December/January, February and March/April, 2019-20.</p>	<ul style="list-style-type: none"> • 51 Grade 2/3, 3 or 3/4 teachers • 40 Grade 5/6, 6 or 6/7 teachers <p>Educator learning is being measured by a pre and post survey as well as an exit survey after each module's learning.</p>	<ul style="list-style-type: none"> • 674 Grade 3 students participating • 680 Grade 6 students participating <p>Diagnostic assessments completed on all students in grade 3 and 6 by mid October. (AfL)</p> <p>See Appendix D and E</p> <p>Measurement profiles for all students provided to teachers</p>
<p>Intermediate Professional Learning Grade 9</p> <p>Teachers of Grade 9 mathematics courses (applied and academic) will participate in professional learning related to common areas of concern on the Grade 9 EQAO assessment. Additionally, teachers will receive access to new EQAO preparation materials for student use.</p>	<ul style="list-style-type: none"> • 3 schools • 12 teachers • Department Head from each school <p>Educator learning will be measured by a pre and post survey. The preparation tool will be measured by educator feedback following its implementation in each semester.</p>	<ul style="list-style-type: none"> • 781 students participating <p>2019-20 EQAO data will be used to measure the impact on student learning.</p>
<p>New to Division (Kindergarten, Primary, or Junior/Intermediate)</p> <p>New teachers, as well as those with a significant divisional change in portfolio, will attend one day of learning related to best practices in teaching literacy and numeracy at the Kindergarten, Primary or Junior/Intermediate level. System teachers will continue support for teachers at the school level throughout the year.</p>	<ul style="list-style-type: none"> • 48 new or new-to-division teachers <p>Educator learning will be measured by a feedback survey.</p>	<p>Classroom teachers will monitor and track student progress throughout the 2019-20 school year.</p>
<p>Principal Learning</p> <p>At monthly Family of Schools meetings, principals are provided with learning that deepens their own understanding of the math concepts and the instructional practices.</p>	<p>Principals participate as co-learners in all math learning and PD.</p> <p>Support staff capacity building and principal monitoring of math concepts and skills</p>	<p>Principals monitor and track student progress based on diagnostic information</p>

RECOMMENDATION:

THAT the Committee of the Whole refers the Board Improvement Plan for Student Achievement report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Essential Practices K-12

ASSESSMENT FOR LEARNING The BHCNDSB is committed to providing all students with learning experiences that are rooted in effective research-based practices. The primary purpose of assessment is to improve student learning. The identified Essential Practices Kindergarten to Grade 12 are fundamental to supporting the learning and achievement of all students.



Leveraging digital enhances and facilitates the Essential Practices K-12 for learners & educators.

Essential Practices in Literacy

Essential Practices in Numeracy

A balanced instructional approach incorporating whole group instruction, small group instruction, and independent practice in authentic settings is necessary to differentiate instruction to meet the diverse learning needs of students.

DAILY READING EXPERIENCES

Reading a variety of text forms focusing on the strategies of making connections, inferring, summarizing, making predictions, synthesizing, and evaluating to enable a deeper understanding of texts.

DAILY WRITING EXPERIENCES

Writing a variety of text forms for a variety of purposes and audiences using the traits of ideas, voice, word choice, sentence fluency, and conventions.

CROSS-CURRICULAR INTEGRATION

Meaningful integration of literacy into all subject areas incorporating student voice and choice to deepen students' ability to think, express, reflect and act.

DAILY NUMBER ROUTINES

Quick daily tasks focusing on the development of automaticity, fluency, and efficiency with numbers.

PROBLEM SOLVING OPPORTUNITIES

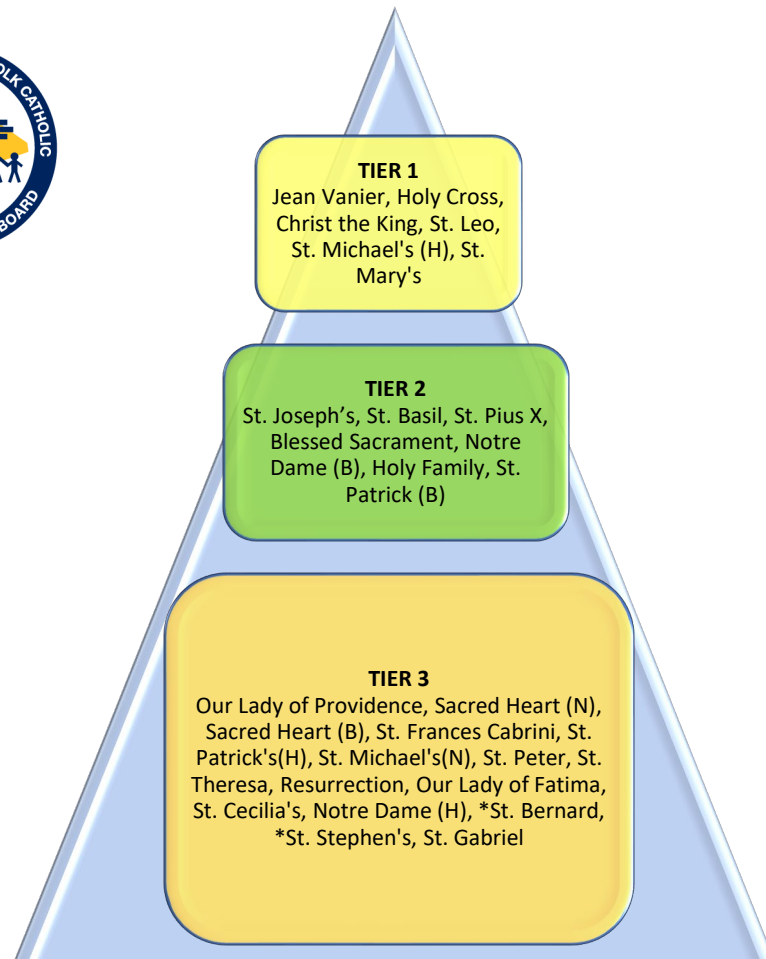
Problems that are open-ended with multiple entry points focusing on the process of thinking and strategy use rather than the final product.

USE OF VISUAL REPRESENTATIONS

Selecting appropriate models, tools, and/or manipulatives to support student thinking and learning.



Differentiated System Support Plan for Student Achievement 2019-20, K-8



If we differentiate our system support, then we will be able to provide more precise intervention in response to student learning needs. As a result, overall student achievement results will improve.

TIER 1 Schools

In addition to Tier 3 and Tier 2 support initiatives, the following personalized and precise support will be provided:

- Greater monitoring frequency, which includes attending **DSAT** 3 times and 3 school visits by Superintendent
- Release time (tentative) for co-planning, co-teaching, co-reflecting with System Teacher
- Focus on Assessment for Learning in the 60-minute Math block

TIER 2 Schools

In addition to Tier 3 support initiatives, the following targeted support will be provided:

- Additional time and intensity provided by System Teachers to support educators and their students in numeracy (Grades 3 and 6) and literacy (Grades 1-3)
- Principals attend **DSAT** 3 times for focused conversation related to student targets in numeracy and literacy and actions taken to support those needs
- Increased frequency of Superintendent monitoring , 3 school visits by Superintendent

TIER 3 Schools

- Principals will participate in learning related to instructional leadership in mathematics monthly
- SERTs will participate in PD related to learning for all in mathematics
- Principals attend **Family of Schools Visits** 3 times for focused conversation related to student targets in numeracy and literacy and actions taken to support those needs
- Grade 3 and Grade 6 educators will engage in 3 learning sessions related to building capacity in the area of Measurement
- Assessment for learning (e.g. diagnostics) will be used to determine urgent student learning needs and next instructional steps
- New educators, ECEs and SERTs will be given a copy of *Number Talks: K-5* to support the essential practice of Number Routines in Mathematics
- 2 school visits by Superintendent
- Access to EQAO pilot assessments for Grades 3 and 6
- Access to *Monthly Assessments* focused on Measurement and Number Sense, for Grades 3 and 6
- All educators will receive a copy of the Curriculum Alignment Project for their grade(s)²⁹ of 43

Focusing on the Fundamentals of Math

A TEACHER'S GUIDE

This guide is intended to support teachers' ongoing efforts in building students' knowledge and skills in mathematics. It focuses attention on the content of expectations in *The Ontario Curriculum, Grades 1–8: Mathematics, 2005* that deal with fundamental mathematics concepts and skills (specifically, expectations in the Number Sense and Numeration strand and expectations that relate to number properties in the Patterning and Algebra strand). The guide outlines steps to achieving the knowledge and skills described in these expectations and suggests how to make more timely connections that will better support student learning. A strong foundation in the concepts and skills emphasized here will prepare students for success in high school, and ensure that they have a set of essential skills for employment and responsible citizenship in the future.

Becoming highly skilled at arithmetic requires the development of number sense alongside procedural and factual knowledge as well as the mathematical principles that govern how the operations are related to one another.

(Bruce & Chang, 2013, p. 14, citing Baroody & Dowker, 2003)

What are the fundamental math concepts and skills?

Fundamental math skills, and the concepts that underpin them, may be categorized according to the following framework:

- **Working with numbers:** Understanding and using numbers (e.g., being able to read, represent, count, order, estimate, compare, compose, decompose, and recompose numbers).
- **Recognizing and applying understanding of number properties:** Understanding how numbers behave in operations and drawing on that understanding to master math facts and perform calculations.
- **Mastering math facts:** Understanding and recalling math facts, using a variety of strategies.
- **Developing mental math skills:** Doing calculations in the mind, with little or no use of paper and pencil or calculator.
- **Developing proficiency with operations:** Performing calculations with ease, precision, and consistency and with a general understanding of number and operations, number properties, and their appropriate application in problem solving.

Why is it important for students to master the fundamentals of math?

Understanding how numbers work is foundational to all aspects of mathematics. As students progress through the grades, they learn about different types of numbers and how those numbers behave when operations are applied to them. Recognizing and understanding number properties is foundational to arithmetic and algebra.

Students need to be fluent with number facts in order to perform mathematical calculations efficiently and accurately, whether mentally or by applying algorithms on paper. The goal is for students to develop **automaticity**, which is the ability to use skills or perform mathematical procedures with little or no mental effort. Automaticity with math facts also supports students in critical thinking and problem solving.

The more automatically a procedure can be executed, the less mental effort is required. Since each person has a limited amount of mental effort that he or she can expend at any one time, more complex tasks can be done well only when some of the subtasks are automatic.

(National Research Council, 2001, p. 351)

Most students learn math facts gradually, over a number of years, using tools such as manipulatives and calculators. Mastery comes with practice, and practice helps consolidate knowledge. Students will draw on their ability to apply math facts with automaticity throughout secondary school, as they manipulate algebraic expressions and equations.

Mental math skills involve the ability to perform mathematical calculations in the mind, without relying on pencil and paper. Mental math skills enable students to estimate

answers to calculations, and so be able to work quickly on everyday problems and judge the reasonableness of answers calculated formally.

It is important for students to become proficient in using the operations of addition, subtraction, multiplication, and division in the elementary grades. Even in today's technological age, people use calculations every day – for example, to verify that they've received correct change or to estimate how many cans of paint they need to paint a room. In the early grades, students learn about operations with whole numbers, and this sets the stage for working with decimals, fractions, and integers later on.

Though individual students may progress at different rates, generally speaking, addition/subtraction facts should be mastered by the end of Grade 3, and multiplication/division facts should be mastered by the end of Grade 5 (Chapin & Johnson, 2006) – but students should continue to practise and extend their proficiency throughout the grades and in the context of learning in all the strands of the mathematics curriculum.

How can educators help students master the fundamentals?

Strategies help students find an answer even if they forget what was memorized. Discussing math fact strategies focuses attention on number sense, operations, patterns, properties, and other critical number concepts.

(O'Connell & SanGiovanni, 2011, p. 5)

Fluency with basic math facts is fostered through instruction that *highlights strategies for remembering facts, focuses on making sense, and integrates math-fact learning into other aspects of math learning*, such as developing computational skills. Repeated practice, or "drill", by itself may improve speed, but it does not contribute to understanding and it is not sufficient to guarantee immediate recall. Strategies such as learning related math facts together – for instance, " $\times 5$ is half of $\times 10$ " – enable students to understand the interconnectedness of math facts and also make it easier to remember them.

Children should learn their number facts. However, they would benefit from learning these facts by using an increasingly sophisticated series of strategies rather than by jumping directly to memorization.

(Lawson, 2016, p. 4)

Strategies that can help students commit basic facts to memory include:

- identifying the various ways in which math facts can be understood, such as "+ 1", "- 1", "+ 2", "- 2", "+ 10", "- 10", "doubles", "making 10", " $\times 2$ or doubling", " $\times 10$ ", " $\times 5$ ";
- learning about number properties as they notice patterns in addition and multiplication – for example, as students in the primary grades realize that two numbers added backward or forward give the same sum, they learn about the commutative property of addition;

- looking for relationships between numbers – for example: 3×5 is the same as $5 + 5 + 5$, or half of 30, or one more than $7 + 7$, or halfway between 10 and 20;
- representing operations performed on numbers in different ways – for example, in concrete, pictorial, and symbolic ways;
- analysing results of operations – for example, “What happens when two odd numbers are added?”;
- practising by playing games, such as Domino Drop, Roll-O, and Over-Easy Doubles;¹ and
- having frequent opportunities to practise.

Educators’ observations and their conversations with students provide them with rich insight into the strategies that students are using and how effectively they are applying them. Conversations reveal whether students understand how they are performing computations and whether their answers make sense to them. Research shows that, for many students, timed testing may be less constructive, as it fosters math anxiety, which negatively impacts the students’ efficiency and accuracy.

As educators plan student learning experiences, it is important to focus on student understanding and sense making, the interconnectedness of the categories, and the application of skills in problem-solving contexts both in and outside the classroom. The goal should be to provide opportunities for students to come to recognize, informally, how numbers and operations work. Only then should formal methods, such as algorithms, be introduced, modelled, and supported.

How can educators use this guide to support students in learning the fundamental math concepts and skills?

The following tables, for Grades 1 to 3, Grades 4 to 6, and Grades 7 and 8, outline a “scope and sequence”, from *The Ontario Curriculum, Grades 1–8: Mathematics, 2005*, for developing and mastering the fundamentals, based on the framework outlined on page 2 of the present document. As educators support students in meeting the curriculum expectations, they help them master the skills and knowledge indicated in the tables for each grade by the end of the school year, giving consideration to individual students’ learning needs.

The fundamental concepts and skills outlined in the following tables can be developed in connection with learning in all strands of the math curriculum – Number Sense and Numeration, Geometry and Spatial Sense, Measurement, Data Management and Probability, and Patterning and Algebra.

In order to become fluent in calculation, students must have efficient, accurate methods supported by number and operation sense. They must learn how algorithms work.

(Sutton & Krueger, 2002, p. 82)

1. See Ministry of Education, *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6. Volume 5: Teaching Basic Facts and Multidigit Computations*, Appendix 10-2, n.d., p. 69.

MATH FUNDAMENTALS IN GRADES 1, 2, AND 3

CATEGORY*	GRADE 1	GRADE 2	GRADE 3
Working with Numbers	<ul style="list-style-type: none"> Understand and use: <ul style="list-style-type: none"> whole numbers to 50 (i.e., 0, 1, 2, 3, ... 50) anchors of 5 and 10 fractions, as follows: divide whole objects into equal-sized parts and identify the parts as unit fractions, e.g., $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, using various models, such as an area model, number line model, volume model, set model 	<ul style="list-style-type: none"> Understand and use: <ul style="list-style-type: none"> whole numbers to 100 (i.e., 0, 1, 2, 3, ... 100) fractions, as follows: compose and decompose wholes using unit fractions, e.g., show that $\frac{9}{4}$ is the same as two wholes and one-fourth; compare and order unit fractions using various models 	<ul style="list-style-type: none"> Understand and use: <ul style="list-style-type: none"> whole numbers to 1000 (i.e., 0, 1, 2, 3, ... 1000) fractions, as follows: divide whole objects and sets of objects into equal parts, and identify parts using fractional names
Recognizing and Applying Understanding of Number Properties	<ul style="list-style-type: none"> Recognize the: <ul style="list-style-type: none"> property of zero in addition, i.e., $a + 0 = a$ property of zero in subtraction, i.e., $a - 0 = a$ commutative property of addition, i.e., $a + b = b + a$ Apply understanding of number properties in doing calculations 	<ul style="list-style-type: none"> Apply understanding of number properties in doing calculations 	<ul style="list-style-type: none"> Recognize the: <ul style="list-style-type: none"> commutative property of multiplication, i.e., $a \times b = b \times a$ property of zero in multiplication, i.e., $a \times 0 = 0$ property of one in multiplication, i.e., $a \times 1 = a$ associative property of addition, i.e., $(a + b) + c = a + (b + c)$ Apply understanding of number properties in doing calculations
Mastering Math Facts	<ul style="list-style-type: none"> Understand and recall math facts for: <ul style="list-style-type: none"> addition to 10, and related subtraction 	<ul style="list-style-type: none"> Understand and recall math facts for: <ul style="list-style-type: none"> addition to 20, and related subtraction 	<ul style="list-style-type: none"> Understand and recall math facts for: <ul style="list-style-type: none"> multiplication from 0×0 to 7×7, and related division
Developing Mental Math Skills	<ul style="list-style-type: none"> Describe and use strategies to: <ul style="list-style-type: none"> add and subtract whole numbers to 10 estimate the number of objects in a set, and check by counting, e.g., by grouping objects into 5s or 10s 	<ul style="list-style-type: none"> Describe and use strategies to <ul style="list-style-type: none"> add and subtract whole numbers to 20 	<ul style="list-style-type: none"> Describe and use strategies to: <ul style="list-style-type: none"> add and subtract two-digit whole numbers multiply to 7×7 divide to $49 \div 7$ round two-digit whole numbers to the nearest ten estimate when solving problems involving addition and subtraction
Developing Proficiency with Operations	<ul style="list-style-type: none"> Add and subtract whole numbers to 20 Add and subtract money amounts to 20¢, using coin manipulatives and drawings Recognize the inverse relationship between addition and subtraction (e.g., since $4 + 5 = 9$, then $9 - 5 = 4$) and apply this understanding in doing calculations 	<ul style="list-style-type: none"> Add and subtract whole numbers to 100 Add and subtract money amounts to 100¢ Recognize the inverse relationship between addition and subtraction and apply this understanding in doing calculations Represent multiplication as the combining of equal groups, that is, as repeated addition (e.g., use counters to show that 3 groups of 2 is equal to $2 + 2 + 2$ and to 3×2) Represent division as the sharing of a quantity equally (e.g., "I can share 12 carrot sticks equally among 4 friends by giving each person 3 carrot sticks.") 	<ul style="list-style-type: none"> Add and subtract whole numbers to 1000 Add and subtract money amounts to make simulated purchases and change for amounts up to \$10 Recognize the inverse relationship between addition and subtraction and apply this understanding in doing calculations Recognize the inverse relationship between multiplication and division (e.g., since $4 \times 5 = 20$, then $20 \div 5 = 4$) and apply this understanding in doing calculations

*See the discussion of the categories on page 2.

Notes:

- These tables are provided strictly as a resource for teachers, to assist in focusing in on the key foundational math concepts and skills embedded in the curriculum expectations in *The Ontario Curriculum, Grades 1–8: Mathematics, 2005*. For purposes of instruction and evaluation, mandatory learning is as described in the curriculum expectations.
- Blue, boldface font indicates items practised constantly, from grade to grade.

MATH FUNDAMENTALS IN GRADES 4, 5, AND 6

CATEGORY*	GRADE 4	GRADE 5	GRADE 6
Working with Numbers	<ul style="list-style-type: none"> • Understand and use: <ul style="list-style-type: none"> ◆ whole numbers to 10 000 (i.e., 0, 1, 2, 3, ... 10 000) ◆ decimal numbers to tenths ◆ fractions, as follows: compare and order fractions with like numerators by considering the size and the number of fractional parts or by using benchmarks of 0, $\frac{1}{2}$ and 1; demonstrate and explain the relationship between equivalent fractions, using concrete materials and drawings ◆ relationships between fractions and decimals to tenths 	<ul style="list-style-type: none"> • Understand and use: <ul style="list-style-type: none"> ◆ whole numbers to 100 000 (i.e., 0, 1, 2, 3, ... 100 000) ◆ decimal numbers to hundredths ◆ fractions, as follows: compare and order fractions with like denominators, including proper and improper fractions and mixed numbers; demonstrate and explain the concept of equivalent fractions, using concrete materials ◆ relationships between fractions and their equivalent decimal forms 	<ul style="list-style-type: none"> • Understand and use: <ul style="list-style-type: none"> ◆ whole numbers to 1 000 000 (i.e., 0, 1, 2, 3, ... 1 000 000) ◆ decimal numbers to thousandths ◆ fractions, as follows: compare and order fractions with unlike denominators, including proper and improper fractions and mixed numbers ◆ relationships among fractions, decimals, and percents ◆ composite and prime numbers, and the relationship between them
Recognizing and Applying Understanding of Number Properties	<ul style="list-style-type: none"> • Recognize the: <ul style="list-style-type: none"> ◆ associative property of multiplication, i.e., $(a \times b) \times c = a \times (b \times c)$ ◆ distributive property of multiplication over addition, i.e., $a \times (b + c) = (a \times b) + (a \times c)$ • Apply understanding of number properties in doing calculations 	<ul style="list-style-type: none"> • Apply understanding of all number properties of addition and multiplication in doing calculations 	<ul style="list-style-type: none"> • Apply understanding of all number properties of addition and multiplication in doing calculations
Mastering Math Facts	<ul style="list-style-type: none"> • Understand and recall math facts for: <ul style="list-style-type: none"> ◆ multiplication from 0×0 to 10×10, and related division 	<ul style="list-style-type: none"> • Continue to practise math facts and begin to apply knowledge automatically in doing calculations 	<ul style="list-style-type: none"> • Continue to practise math facts and practise applying knowledge automatically in doing calculations
Developing Mental Math Skills	<ul style="list-style-type: none"> • Describe and use strategies to: <ul style="list-style-type: none"> ◆ add and subtract two-digit numbers ◆ multiply to 10×10 ◆ divide to $100 \div 10$ ◆ multiply whole numbers by 10, 100, and 1000, and divide by 10 and 100 ◆ round four-digit numbers to the nearest ten, hundred, and thousand ◆ estimate addition, subtraction, and multiplication of whole numbers 	<ul style="list-style-type: none"> • Describe and use strategies to: <ul style="list-style-type: none"> ◆ add, subtract, and multiply whole numbers ◆ multiply whole numbers to 10, 100, 1000, and 10 000, and divide decimal numbers by 10 and 100 ◆ round decimal numbers to the nearest tenth ◆ estimate addition, subtraction, multiplication, and division of whole numbers 	<ul style="list-style-type: none"> • Describe and use strategies to: <ul style="list-style-type: none"> ◆ add, subtract, multiply, and divide whole numbers ◆ multiply whole numbers by 0.1, 0.01, and 0.001 ◆ multiply and divide decimal numbers by 10, 100, 1000, and 10 000 ◆ estimate addition and subtraction of whole numbers and decimals
Developing Proficiency with Operations	<ul style="list-style-type: none"> • Add and subtract whole numbers to 10 000 • Add and subtract decimal numbers to tenths • Add and subtract money amounts to make simulated purchases and change for amounts up to \$100 • Recognize the inverse relationship between addition and subtraction and apply this understanding in doing calculations • Multiply two-digit whole numbers by one-digit whole numbers • Divide two-digit whole numbers by one-digit whole numbers • Describe simple whole-number multiplicative relationships, including those involving unit rates • Recognize the inverse relationship between multiplication and division and apply this understanding in doing calculations 	<ul style="list-style-type: none"> • Add and subtract decimal numbers to hundredths, including money amounts • Recognize the inverse relationship between addition and subtraction and apply this understanding in doing calculations • Multiply two-digit whole numbers by two-digit whole numbers • Divide three-digit whole numbers by one-digit whole numbers • Describe multiplicative relationships between quantities by using simple fractions and decimals • Demonstrate an understanding of proportional reasoning using simple multiplicative relationships involving whole number rates • Recognize the inverse relationship between multiplication and division and apply this understanding in doing calculations 	<ul style="list-style-type: none"> • Add and subtract decimal numbers to thousandths • Recognize the inverse relationship between addition and subtraction and apply this understanding in doing calculations • Multiply and divide decimal numbers to tenths by whole numbers • Multiply and divide whole numbers (four-digit by two-digit) • Demonstrate an understanding of proportional reasoning using ratios and unit rates • Recognize the inverse relationship between multiplication and division, and apply this understanding in doing calculations • Explain the need for a standard order for performing operations, and use the order for calculations with whole numbers

MATH FUNDAMENTALS IN GRADES 7 AND 8

CATEGORY*	GRADE 7	GRADE 8
Working with Numbers	<ul style="list-style-type: none"> • Understand and use: <ul style="list-style-type: none"> ◆ whole numbers (no ceiling) ◆ decimal numbers (no ceiling) ◆ fractions (positive) ◆ integers (no ceiling) ◆ multiples and factors of whole numbers ◆ perfect squares and square roots ◆ rate as a comparison, or ratio, of two measurements with different units ◆ relationships among fractions, decimals, percents, and ratios 	<ul style="list-style-type: none"> • Understand and use: <ul style="list-style-type: none"> ◆ rational numbers (whole numbers, including in expanded form; integers; positive and negative fractions; and decimals to thousandths) ◆ exponents ◆ common factors and common multiples ◆ paired quantities that are directly proportional, including ratios and rates, identified in real-life situations (e.g., the number of servings and the quantities in a recipe, mass and volume of a substance, circumference and diameter of a circle) ◆ translations between equivalent forms of a number, i.e., fractions, decimals, and percents
Recognizing and Applying Understanding of Number Properties	<ul style="list-style-type: none"> • Apply understanding of all number properties of addition and multiplication in doing calculations 	<ul style="list-style-type: none"> • Apply understanding of all number properties of addition and multiplication in doing calculations
Mastering Math Facts	<ul style="list-style-type: none"> • Continue to practise math facts and apply knowledge automatically in doing calculations 	<ul style="list-style-type: none"> • Continue to practise math facts and apply knowledge automatically in doing calculations
Developing Mental Math Skills	<ul style="list-style-type: none"> • Describe and use strategies to: <ul style="list-style-type: none"> ◆ generate multiples and factors ◆ represent perfect squares (to 10^2) and square roots (to 100), using a variety of tools (e.g., geoboards, connecting cubes, grid paper) ◆ solve problems involving the addition and subtraction of fractions and decimals ◆ estimate operations with whole numbers, decimals, and percents 	<ul style="list-style-type: none"> • Describe and use strategies to: <ul style="list-style-type: none"> ◆ estimate operations with whole numbers, decimals, percents, integers, and fractions ◆ estimate, and verify using a calculator, the positive square roots of whole numbers
Developing Proficiency with Operations	<ul style="list-style-type: none"> • Multiply and divide decimal numbers to thousandths by one-digit whole numbers • Divide whole numbers by simple fractions and by decimal numbers to hundredths • Evaluate expressions that involve whole numbers and decimals, including expressions that contain brackets, using order of operations • Add and subtract fractions with simple like and unlike denominators • Demonstrate, using concrete materials, the relationship between the repeated addition of fractions and the multiplication of that fraction by a whole number • Add and subtract integers • Solve problems involving: <ul style="list-style-type: none"> ◆ whole numbers ◆ decimals ◆ fractions ◆ integers ◆ percents ◆ unit rates 	<ul style="list-style-type: none"> • Multiply and divide decimal numbers by various powers of ten • Solve multi-step problems involving whole numbers and decimals • Represent the multiplication and division of fractions • Evaluate expressions that involve integers, including expressions that contain brackets and exponents, using order of operations • Add, subtract, multiply, and divide simple fractions • Solve problems involving operations with integers • Express repeated multiplication using exponential notation • Solve problems involving percents expressed to one decimal place and whole-number percents greater than 100 • Solve problems involving proportions, rates, and ratios

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Name: _____ Date: _____ School: _____

Grade 3 Measurement Diagnostic Tool

1. **Circle** all the statements that **are true**. Put an **X** through the **incorrect statements**.

- a) One metre (1 m) is about the distance from the floor to a doorknob.



- b) One centimetre (1 cm) is about the width of **your** fingertip.



- c) The length of two of your shoes, lined up toe to heel, is more than a metre (1 m).



- d) 1 m is the same as 1 000 cm.

1 metre = 1 000 centimetres

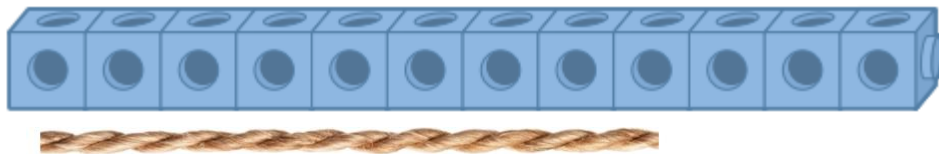
- e) A kilometer is longer than a metre.

1 kilometer > 1 metre

- f) One kilometer (1 km) is about the length of a school bus.



2. Dakota connected 12 centimetre cubes to make a ruler.
She measured the length of a string.



The string is 9 cm long.

Did Dakota measure correctly? _____

Explain your thinking.

3. Circle the measurement that is the **longest**.

1 m

21 m

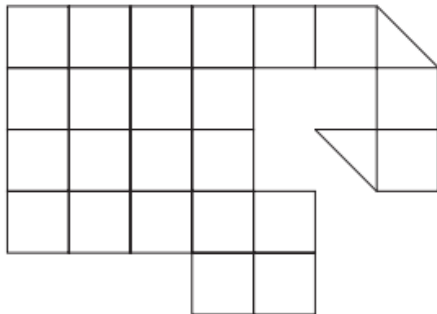
36 cm

1 m 8 cm

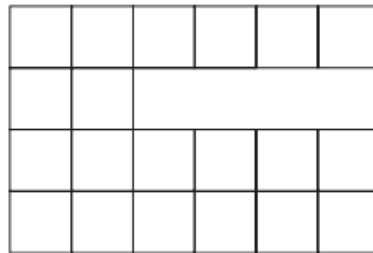
Explain how you know your choice is the longest.

4. Two playgrounds are pictured below.

Playground A



Playground B



1 square unit

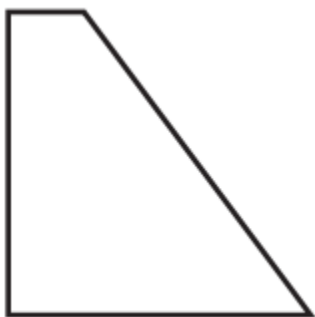
How much larger is the area of Playground A than the area of Playground B?

Playground A is _____ square units larger than Playground B.

Show your thinking.

5. The distance around a shape is called its **perimeter**.

a) Estimate the perimeter of the following shape. It is *about* _____ cm.



b) Now, use a ruler to measure the perimeter.

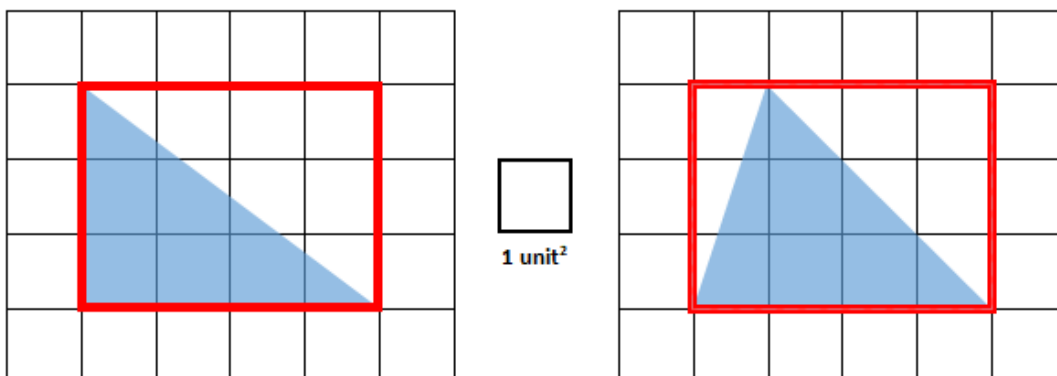
(i) Write the measurements of each side length on the shape.

(ii) The perimeter is _____ cm

Name: _____ Date: _____ School: _____

Grade 6 Measurement Diagnostic Tool

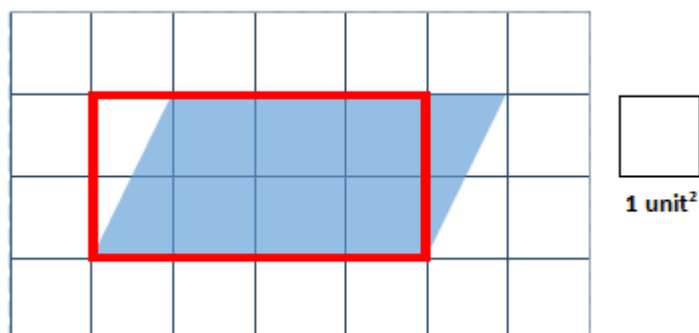
1. Using what you know about the area of a rectangle, determine the **area** of each triangle.



The **area** of the shaded triangle is _____ units² The **area** of the shaded triangle is _____ units²

Explain how you determined the **area** of the triangles.

2. Using what you know about the area of a rectangle, determine the area of the parallelogram.



The **area** of the shaded parallelogram is _____ units².

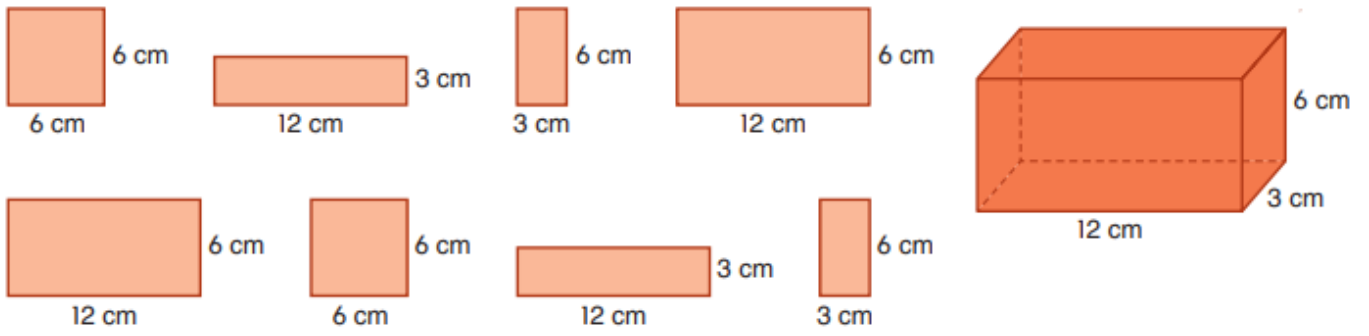
Explain how you determined the **area** of the parallelogram.

3. How many mL are there in 0.56L?

- 5.6 mL
 56 mL
 560 mL
 5 600 mL

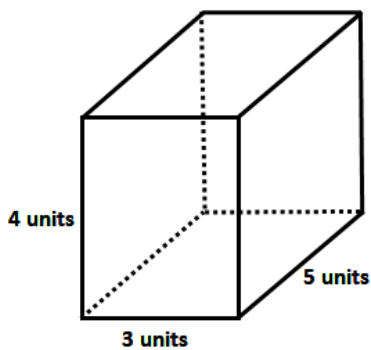
Explain your thinking.

4. a) Circle **all** the rectangles that are faces of the given rectangular prism:

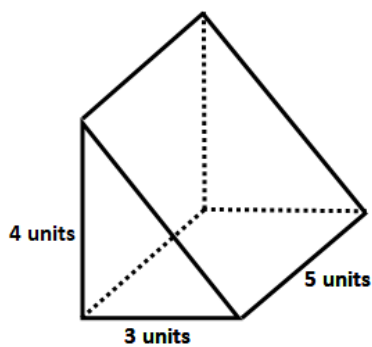


b) What is the **surface area** of the rectangular prism? How do you know?

5. a) Calculate the **volume** of the rectangular prism below. Show all your thinking.



b) Using what you know about the volume of a rectangular prism, show how you might determine the **volume** of a **triangular prism** with the dimensions below and use your method to calculate the volume.



2019-20
Trustee Meetings and Events

Date	Time	Meeting/Event	New / Revised
November 19, 2019	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
November 26, 2019	5:00 pm	Legal Expense Review Committee	
November 26, 2019	7:00 pm	Board Meeting	
December 3, 2019	6:30 pm 7:00 pm	Annual Meeting Mass (Bishop Crosby) Annual Board Meeting	
December 4, 2019 (to be confirmed)	3:00 pm	Executive Council Meeting	
December 5, 2019	9:00 am	Mental Health Steering Committee Meeting	
December 10, 2019	9:30 am 7:00 pm	SEAC Meeting Board Meeting	
<i>December 22, 2019 - January 3, 2020</i>		CHRISTMAS BREAK	
January 15, 2020 (to be confirmed)	3:00 pm	Executive Council Meeting	
January 17-18, 2020		OCSTA Catholic Trustees Seminar (Toronto)	
January 21, 2020	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
January 28, 2020	7:00 pm	Board Meeting	
February 11, 2020	9:30 am	SEAC Meeting	
February 12, 2020 (to be confirmed)	3:00 pm	Executive Council Meeting	
February 18, 2020	7:00 pm	Committee of the Whole	
February 25, 2020	9:00 am 7:00 pm	STSBHN Meeting Board Meeting	
March 2, 2020	7:00 pm	Regional Catholic Parent Involvement Committee Meeting (RPCIC)	
March 11, 2020 (to be confirmed)	9:00 am 3:00 pm	Mental Health Steering Committee Meeting Executive Council Meeting	
<i>March 16-20, 2020</i>		MARCH BREAK	
March 24, 2020	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
March 31, 2020	5:00 pm	Legal Expense Review Committee	
March 31, 2020	7:00 pm	Board Meeting	
April 15, 2020 (to be confirmed)	3:00 pm	Executive Council Meeting	
April 21, 2020	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
April 28, 2020	7:00 pm	Board Meeting	
April 30, 2020 April 30 – May 2, 2020		OCSTA/OCSBOA Business Seminar (Ottawa) OCSTA AGM (Ottawa)	
April 29 – May 1, 2020		Board Art Show (Haldimand Museum in Cayuga, Eva Brook Donly Museum in Simcoe and Wayne Gretzky Centre in Brantford)	
<i>May 3 - May 8, 2020</i>		Catholic Education Week	
May 4, 2020	5:00 pm	Catholic Student Leadership Awards @ ACS	
May 5, 2020	6:30 pm	Celebration of the Arts (@ Sanderson Centre)	
May 11, 2020	7:00 pm	Regional Catholic Parent Involvement Committee Meeting (RPCIC)	
May 12, 2020	9:30 am	SEAC Meeting	
May 13, 2020 (to be confirmed)	3:00 pm	Executive Council Meeting	
May 19, 2020	7:00 pm	Committee of the Whole	
May 26, 2020	9:00 am	STSBHN Meeting	

Date	Time	Meeting/Event	New / Revised
	7:00 pm	Board Meeting	
June 4-6, 2020		CCSTA AGM (Collingwood)	
June 10, 2020 (to be confirmed)	9:00 am 3:00 pm	Mental Health Steering Committee Meeting Executive Council Meeting	
June 16, 2020	9:30 am	SEAC Meeting	
June 18, 2020	7:00 pm	Committee of the Whole	
June 23, 2020	7:00 pm	Board Meeting	
June 25, 2020	4:45 pm	Assumption College Graduation	
June 25, 2020	6:30 pm	Holy Trinity Graduation	
June 25, 2020	7:00 pm	St. John's College Graduation (@ Sanderson Centre)	

Meetings scheduled at the Call of the Committee Chair: Accommodations Committee, Audit Committee, Budget Committee, Catholic Education Advisory Committee, Communications and Information Technology Advisory Committee, Legal Expenses Review Committee, Policy Committee