



Elementary P.A.C.E.

Program for Academic and
Creative Extension



Learning Together in Christ
Engaging, Enabling, Empowering

April 3, 2024
Student Services

Parent Information Night

PRESENTERS:

Diana Candido, Superintendent of Education, Exceptional Learners

Elsa Strano, Coordinator Special Programs, Elementary

Melinda Rapallo-Ferrara, PACE Consultant

Dr. Diane Lood, Lead & Manager, Psychological Services



Celebration of Gifts

**We thank you for the wonderful students
we have in our schools.
May we help them to learn to recognize
the gifts they possess
and to never underestimate their potential.
May we give them the confidence and
knowledge
they need to achieve their dreams.
Let them be supported as they risk, as they
give,
and as they grow.
May our example, our dedication, and our
compassion comfort and inspire those we
work with.**



Amen



Land Acknowledgement

We are gathered on the ancestral lands and waters of all Indigenous Peoples, who have left their footprints on Mother Earth before us.

We respectfully acknowledge those who have walked on it, those who walk on it now, and future generations who have yet to walk upon it.

We pray to the Creator for strength and wisdom that all may continue to serve as stewards of the Earth.



**Todd Jamieson
YCDSB Knowledge
Keeper**



Agenda

Virtual Presentation

- Brief overview of the PACE program, Individual Education Plans, extensions, transportation and logistics (locations of PACE schools)
- PACE Program as described by PACE students

PACE School

- Break-out sessions at PACE schools
- Opportunity for questions



Criteria for entry into the PACE Program

Candidates who enter the PACE program are students who are identified as “Gifted” with demonstrated strengths in the following domains:

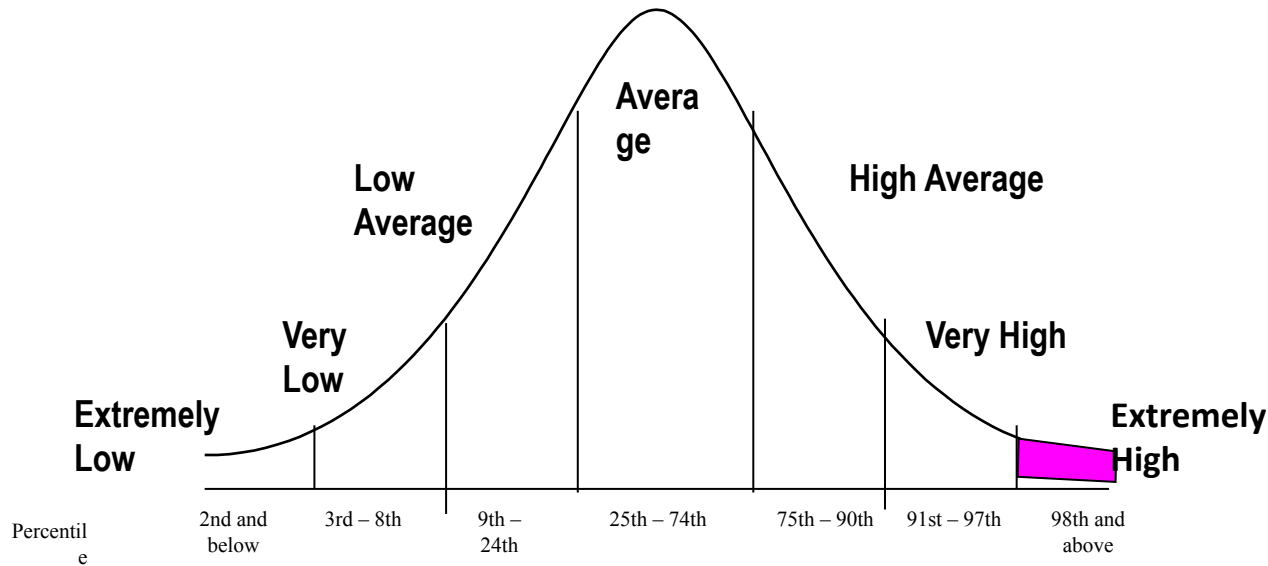
- Academic excellence
- Cognitive and intellectual skill development





The Gifted Student

About 2% of the population





Logistics of the PACE Program

The PACE Program:

- is a self-contained classroom
- supports students from grade 5 to 8
- students are full time members of a PACE class
- each student who has been formally identified, receives an IEP
- students transfer from current homeschool to the PACE school based on their current home address



Transportation:

- transportation is provided as per guidelines (must be 1.6 km or more)
- for transportation updates visit www.schoolbuscity.com in late August



Elementary PACE Schools

Year 2 of Transition to 5 PACE Centres

- ❖ St. Gregory the Great
- ❖ St. Charles Garnier
- ❖ St. Justin Martyr
- ❖ Father Henri Nouwen
- ❖ St. Julia Billiart
 - Grade 5 & 6 for next year
 - phased in over the next 3 years



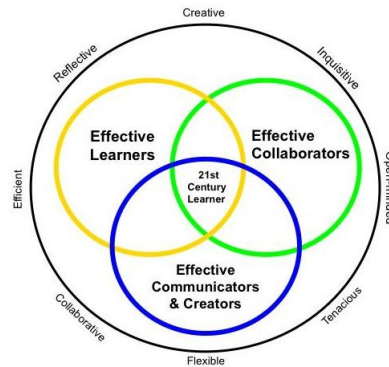
Overview of the Program for Academic and Creative Extension (PACE)

The purpose of enrichment is to:

- extended learning opportunities and challenges to students who have already mastered, or can quickly master, the basic curriculum
- opportunities for students to pursue learning in their own areas of interest and strengths

The PACE Program promotes:

- critical higher level thinking skills
- creative problem solving
- decision making strategies
- collaboration
- real world applications
- research skills
- analysis and synthesis of information
- Connections to technology, STREAM, Robotics and Coding





The Role of the PACE Teacher

- is a teacher with Special Education qualifications
- guides students using curriculum, towards self-directed and independent learning
- utilizes a wide array of research based effective teaching strategies, varies the curricula
- applies various learning processes and models to programming and assessment
- provides opportunities for Blended Learning (use of technology and face to face teaching)





Technology in the PACE Program

- All students in the PACE program will have access to a Chromebook
- Each PACE classroom is equipped with an Interactive Whiteboard
- Robotics
- STREAM Centres



STREAM



CENTRES OF EXCELLENCE



Differentiation within the PACE Program

Providing enrichment by:

- extending the depth and/or breadth in the areas of Language and Math
- compacting content to provide for rapid pacing throughout the curriculum
- substituting different or more abstract materials/resources with a greater focus on technology
- ensuring enriched learning experiences in all subject areas





Sample Individual Education Plan of a PACE student (with extensions)

Ministry of Education Expectation from Ontario Curriculum	Sample PACE Extension (Performance Task/ Culminating Task)
Mathematics - Measurement <ul style="list-style-type: none">● show that two-dimensional shapes with the same area can have different perimeters, and solve related problems	Math Extension <ul style="list-style-type: none">● Create a cityscape and apply your knowledge of perimeter and area to forecast the area of land required



Assessment of students in the PACE Program

- letter grades/percentage marks are based on the student's level of achievement based on the Ministry of Education Grade Level Curriculum Expectations
- comments are based on student's level of achievement on the extensions in Language and Math
- assessment formats are varied, they may be in the form of multimedia presentations, collaborative projects, quizzes, tests, etc.

GROWING SUCCESS

ASSESSMENT, EVALUATION,
AND REPORTING
IN ONTARIO SCHOOLS

First Edition, Covering Grades 1 to 12





Once students are selected ...

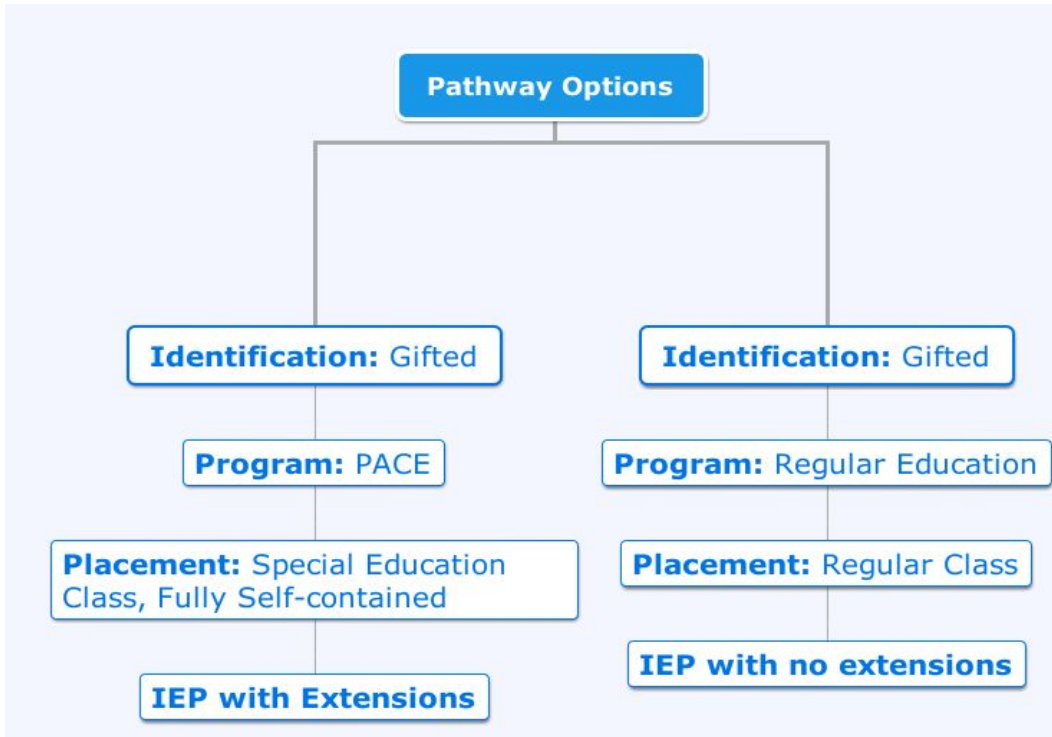
- Parent Letter of Acceptance (decision to be confirmed and returned to home school Principal by April 5, 2024)
- IPRC - Identification, Placement Review Committee
 - Identification - Giftedness
 - Program – PACE, placement fully self contained
OR Regular class at home school
- Key Entitlements for Students Identified
 - Individual Education Plan (IEP)
 - Annual IPRC Review





Next Steps

Letter of Invitation to Identification Placement and Review Committee (IPRC)





Parent Support: Transition to PACE

Decision to Enter PACE

- talk to your child about it
- all students are changing schools and beginning this new class
- encourage a “coping attitude”- not to judge too quickly what it will be like
- adopt a supportive, positive approach
- the PACE school may provide additional information on supporting the transition

Upon Entry into PACE

- Maintain and encourage a “balance”
 - academics, extra-curricular and rest/relaxation time
- Maintain appropriate home/school communication
 - agenda, report cards, scheduled interviews



Secondary PACE Program

PACE/Advanced Placement (AP) Programs

- Father Bressani CHS
- Sacred Heart CHS
- St. Brother Andre CHS
- St. Theresa Lisieux CHS

**PACE/AP Boundary information can be
accessed by going to the School
Locator at ycdsb.ca**

Questions regarding the Secondary PACE
Program can be directed to
Linda Lausic, Coordinator of Special
Programs, Secondary



Students Attending PACE from a French Immersion Program

- Junior grade students in a French Immersion Program must earn a total of 485 school hours of French instruction per year
- Should you consider a decision to return to French Immersion, it must be made as soon as possible
- Recommendation is prior to Thanksgiving (beginning of October)

Questions regarding French Immersion can be directed to

Tanya Giovinazzo, French Immersion Consultant



From a PACE Student's Perspective

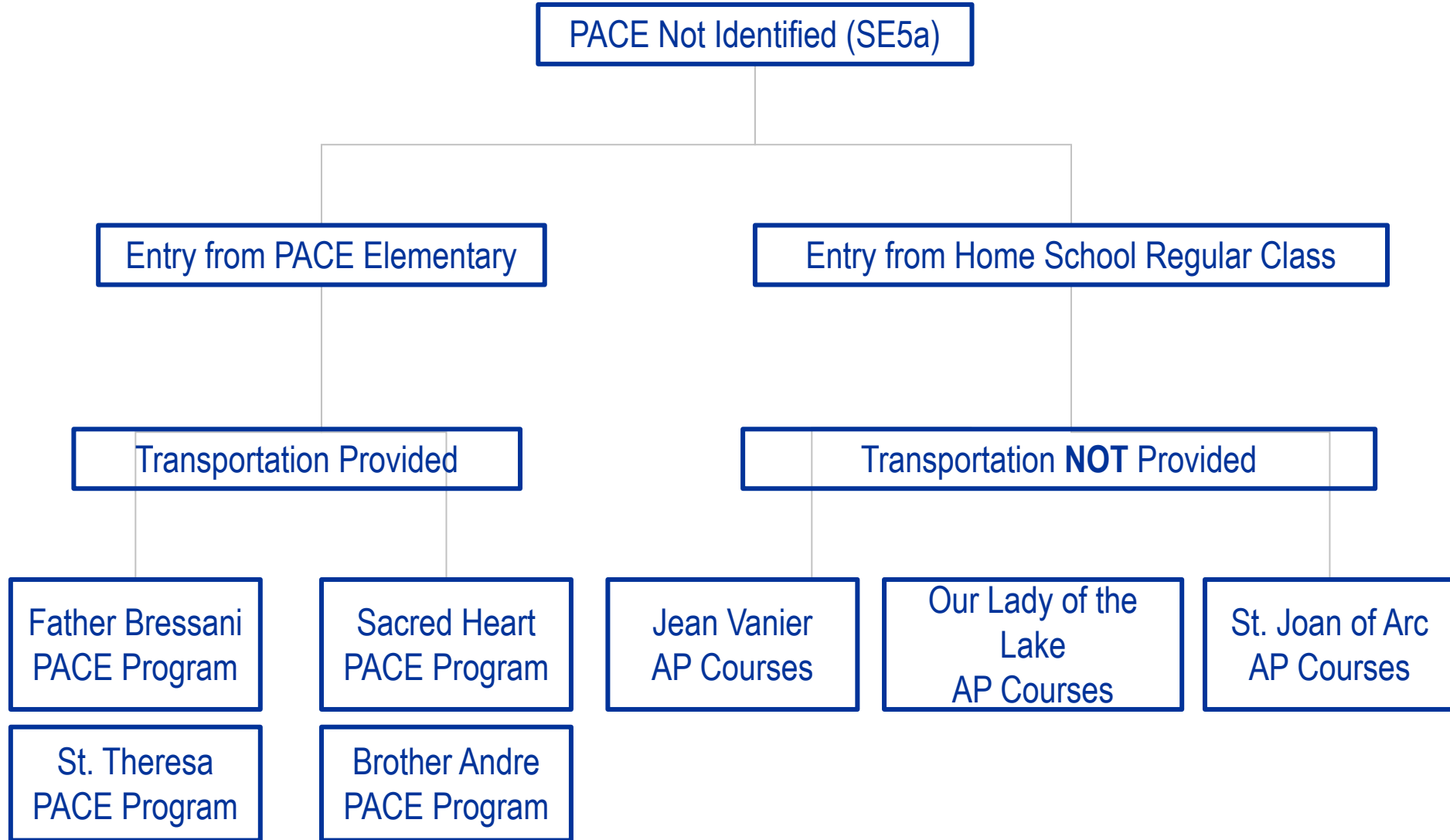




Thank you!



Transition to Secondary Pathways-Not Identified





Break-Out School Sessions Agenda Items

Introduction to grade 5 PACE Program:

- adjusting to the PACE program
- instructional learning environment
- expectations

Overview of the PACE School:

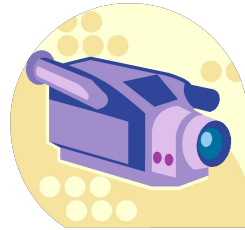
(presented by the PACE School Administrator)

- the community
- school uniform, liturgies, sacraments, teams, plays, clubs, excursions, etc.





From a PACE Student's Perspective





Question and Answer Period

