



**YORK CATHOLIC DISTRICT SCHOOL BOARD  
STUDENT SUCCESS & PATHWAYS COMMITTEE MEETING  
AGENDA**

**Monday, February 23, 2026**

**2:30 p.m.**

**Catholic Education Centre**

**320 Bloomington Rd. West, Aurora, ON. L4G 0M1**

Watch the Student Success & Pathways Committee Meeting STREAM event on our YCDSB TV Channel:

<http://bit.ly/YCDSB-TV>

\* Indicates Addendum

**Pages**

**1. OPENING PRAYER**

*Creator God, as we journey through this world, give us the grace to allow your Holy Spirit to work through us. Help us to speak, think and work with honesty, and compassion, to celebrate all that is life-giving, to restore hope where it has been lost, and to bring about change where it is needed. We ask this in the name of Jesus Christ, our companion. Amen*

**2. 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.

**3. CALL TO ORDER**

**4. ROLL CALL**

**5. ELECTIONS**

5.a Chair

5.b Vice Chair

**6. REVIEW TERMS OF REFERENCE**

3

**7. APPROVAL OF NEW MATERIAL**

**8. APPROVAL OF THE AGENDA**

**9. APPROVAL OF THE PREVIOUS MINUTES:**

9.a Student Success & Pathways Committee Meeting, October 27, 2025

4

**10. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING**

**11. PRESENTATIONS**

8

11.a EQAO Results

Anthony Arcadi

11.b EQAO Practice Tests

Daniel La Gamba

**12. ACTION ITEM(S)**

**13. DISCUSSION ITEM(S)**

**14. INFORMATION ITEM(S)**

15. NOTICES OF MOTION
16. FUTURE ITEM(S)
17. ADJOURNMENT

YORK CATHOLIC DISTRICT SCHOOL BOARD

**STUDENT SUCCESS & PATHWAYS  
(STANDING COMMITTEE OF THE BOARD)**

**TERMS OF REFERENCE**

**2026**

The Student Success & Pathways Committee will support the York Catholic District School Board's Mission, Vision, Core Values and Strategic Commitments and good Governance as outlined within these Terms of Reference.

**1. Purpose/Mandate:**

- 1.1. To receive staff presentations on the Board Improvement Learning Cycle for Student Achievement and Well-Being (BILC-SAW) and review its alignment with the YCDSB Strategic Plan.
- 1.2. To review programs and initiatives that promote student achievement, student engagement, mental health and well-being and align with the BILC-SAW.
- 1.3. To receive staff presentations and demonstrations regarding technology enhanced learning opportunities for students.
- 1.4. To report student achievement on the province-wide assessments of reading, writing and math skills at key stages of students' elementary and secondary school education.
- 1.5. To receive staff presentations on the implementation and assessment of various academic programs, both elementary and secondary, within the board.
- 1.6. To make recommendations to the board regarding the establishment/expansion/relocation of focus/specialized programs, in the curriculum and special education departments.
- 1.7. To receive staff presentations on Special Education issues and initiatives.
- 1.8. To receive staff presentations on professional learning initiatives i.e. PA Days.
- 1.9. To receive staff presentations that help students transition to high school.
- 1.10. To develop strategies to help attract/retain Catholic students.

**2. Expected Outcome of the Committee's Work:**

- 2.1 To ensure continuous improvement of student achievement and well-being.

**3. Committee Membership:**

- 3.1 The Student Success & Pathways Committee will be comprised of five Trustees.

**4. Resource Personnel:**

- 4.1 Director of Education
- 4.2 Associate Director
- 4.3 Superintendent of Curriculum & Assessment
- 4.4 Superintendent of Exceptional Learners
- 4.5 Chief Information Officer
- 4.6 Principal of Student Success
- 4.7 Coordinator: Elementary Programs
- 4.8 Coordinator: Secondary Programs
- 4.9 Research Officer, Instructional Services
- 4.10 Superintendents of Education: School Leadership
- 4.11 Coordinating Manager, Budget & Audit Services
- 4.12 Administrative Assistant, Director's Office

As agenda requires: Curriculum, Planning, Plant, and Transportation Department Staff

**Trustee Membership:**

**F. Alexander**

**M. Barbieri**

**E. Crowe**

**M. Iafrate**

**A. Saggese**

**Last Revision / Approval Date:**

**5. Meeting Schedule and Time:**

- 5.1 The Student Success & Pathways Committee will meet at least three times per year or as needed.



**YORK CATHOLIC DISTRICT SCHOOL BOARD  
STUDENT SUCCESS & PATHWAYS  
MINUTES**

**October 27, 2025  
2:00 p.m.  
Catholic Education Centre  
320 Bloomington Rd. West, Aurora, ON. L4G 0M1**

Committee Members: M. Iafrate (Vice Chair), F. Alexander, M. Barbieri, T. McNicol, A. Saggese

Administration: J. Sarna, A. Arcadi, A. Iafrate, L. Coquim

Others Present: D. Pimentel, A. Pasquini, T. Giovinazzo, E. Crowe

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**1. OPENING PRAYER/LAND ACKNOWLEDGEMENT**

**2. CALL TO ORDER**

The meeting was called to order at 2 p.m.

**3. ROLL CALL**

All present.

**4. APPROVAL OF NEW MATERIAL**

**5. APPROVAL OF THE AGENDA**

**Moved by:** M. Iafrate

**Seconded by:** F. Alexander

**6. APPROVAL OF THE PREVIOUS MINUTES**

**Moved by:** M. Iafrate

**Seconded by:** F. Alexander

**7. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING**

**8. PRESENTATIONS**

**8.1 Religion Department Updates**

David Pimentel, principal of Religious Education, presented updates on key initiatives and faith-based events across the York Catholic District School Board.

The presentation highlighted the continued focus on virtues education, including the distribution of new virtue resources to schools. Updates were provided on the REAC 2025–26 initiative, the Saints of York Catholic resources, and the Elementary Family Life Education Curriculum. Faith formation opportunities such as Faith Day 2025 and the When Faith Meets Pedagogy Conference for youth and adults were discussed, along with ongoing activities for Faith Ambassadors.

Upcoming spiritual events include the Boardwide Lenten Mass of Reconciliation and Renewal on March 12, 2026, Ordinandi 2026, and the Luke 4:18 Social Justice Symposium. The presentation also noted the refresh of the YCDSB Religious Education Dashboard and website and expressed appreciation for the community’s ongoing support of ShareLife.

Superintendent Arcadi expressed appreciation to Trustee Saggese for joining the REAC Committee and noted that her commitment and knowledge are greatly valued.

Trustee Saggese expressed appreciation for the increased focus on the YCDSB Religious Education Dashboard, the project educating students on YCDSB Saints, and the rollout of virtue posters in schools. She also acknowledged the Grade 12 religion resource HRE04, the Luke 4:18 event hosted by YCDSB (to run biannually), and expressed her anticipation for the upcoming music festival.

## 8.2 Continuing Education

Anthony Pasquini, Principal of Student Success, presented an overview of Continuing Education programs designed to support students’ futures through a variety of learning opportunities.

**Elementary Programs** included International Language Classes, offered both remotely and in-person across eight sites, with enrollment slightly decreasing from 2,627 to 2,580 students. The Elementary Band Program at St. Elizabeth CHS grew from 27 to 33 students. Two new programs—Hoopstars Basketball and Young Rembrandts Visual Art—were introduced, enrolling 10 and 20 students, respectively.

**Secondary Programs** experienced overall growth. Night School Credit enrollment rose from 1,073 to 1,328 students, Saturday International Language Credit increased from 281 to 410 students, and After-School Remedial Literacy and Numeracy expanded from 872 to 1,184 students. Specialty courses—including Yearbook, percussion, high-performance athlete, and IB classes—served 151 students.

**New and Innovative Programs** included After-School Remedial Literacy & Numeracy for EQAO and OSSLT preparation, the Travel for Credit – March Break Program to Italy and Japan (which received strong feedback), and the expanded Aquatic Leadership (PAQ2O) program in Markham, emphasizing community partnerships.

**Pathways and Lifelong Learning** programs continue to support both YCDSB students and the broader community. Introduction to Photography (AWQ2O) enrolled 50 students, promoting lifelong learning and community engagement.

The **City of Vaughan** recently contacted the Continuing Education Department to discuss offering a new course, PLF4M – Recreation and Healthy Active Living Leadership, to help meet the growing demand for camp counsellors, coaches, officials, and administrators across York Region. The City is pursuing sponsorship opportunities to benefit all students, and if successful, the program could be expanded to all municipalities within York Region. Expanding partnerships with community organizations remains a key priority for the Continuing Education Department.

During the discussion, Trustee Iafrate inquired whether remote programming ran concurrently with face-to-face sessions, which Principal Pasquini confirmed. Questions were also raised about the Credit for Travel program to Spain, which was discontinued due to lack of interest, and about course distribution across schools with respect to new programs. Principal Pasquini explained that new courses typically start at one school and expand as enrollment grows.

Trustee Saggese highlighted her appreciation for the new language offerings, noting that their introduction of new languages at the request of parents demonstrates the YCDSB's responsiveness to parent input. As well, Trustee Saggese expressed great delight in the City of Vaughan reaching out to YCDSB to work in partnership.

### **8.3 Diploma in French Language Studies (DELFF)**

Tanya Giovinazzo, FSL Consultant, presented updates on the French as a Second Language (FSL) program, focusing on the DELF (Diplôme d'Études en Langue Française) initiative.

She explained that the DELF is an internationally recognized certification issued by the French Ministry of National Education, assessing students' proficiency in listening, speaking, reading, and writing. She further explained that at the YCDSB, Grade 12 students enrolled in French Immersion or French Core classes are invited to take the optional exam at levels A2, B1, or B2. This past spring, approximately 150 students took the exam and 30 trained teachers served as examiners. The DELF is globally valued, recognized by universities and the Canadian government,

and supports students in setting future language goals while enhancing engagement in FSL programs.

The Curriculum Department has distributed ABC DELF practice books to all schools to integrate CEFR-based learning and prepare students for the exam. Professional development sessions for teachers have also been implemented to strengthen curriculum connections, support student success, and provide opportunities for DELF teacher certification.

**Trustee lafrate** asked whether DELF certifications occur at specific times of the year for teachers and students. **Consultant Giovinazzo** explained that teacher certifications are offered throughout the year, while Grade 12 students in the FI or FSL Core program take the exam in May.

The exam consists of two parts: a writing/reading test followed by an oral examination. Testing is conducted on a first-come, first-served basis due to time and space limitations. Trustee lafrate also commented that students with the DELF certification are recognized by universities.

**Trustee Saggese** asked if the program was growing, to which **Consultant Giovinazzo** responded yes, noting that the coterminous board does not offer this program.

9. **ACTION ITEM(S)**
10. **DISCUSSION ITEM(S)**
11. **INFORMATION ITEM(S)**
12. **NOTICES OF MOTION**
13. **FUTURE ITEM(S)**
14. **ADJOURNMENT**

2:45 pm M. lafrate/ F. Alexander



**SSP: February 23, 2026**

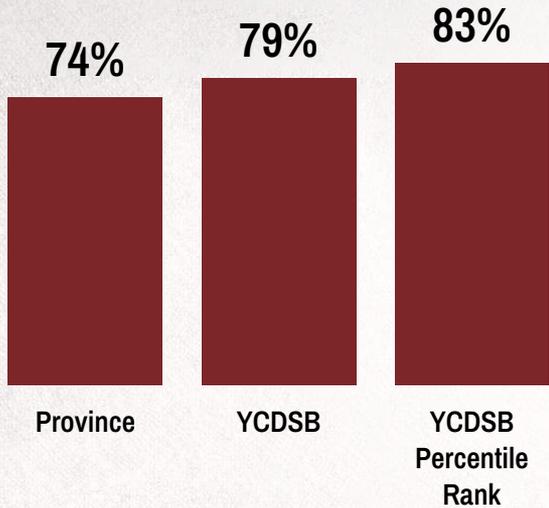
Curriculum & Assessment

## EQAO Results

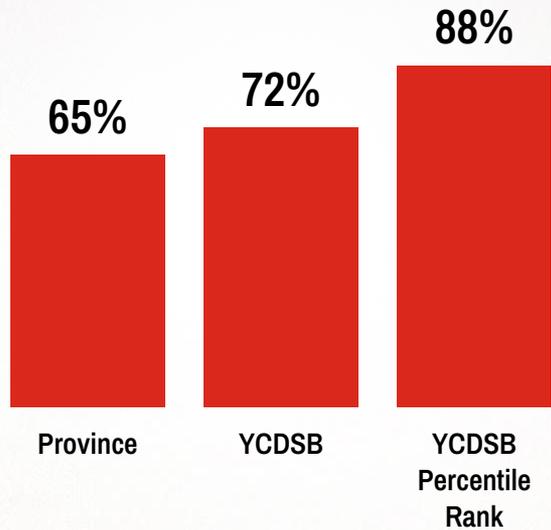


# GRADE 3 EQAO RESULTS

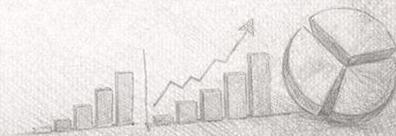
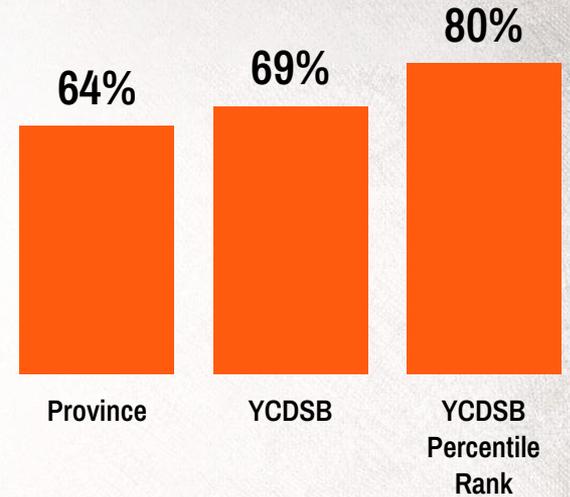
## Reading



## Writing

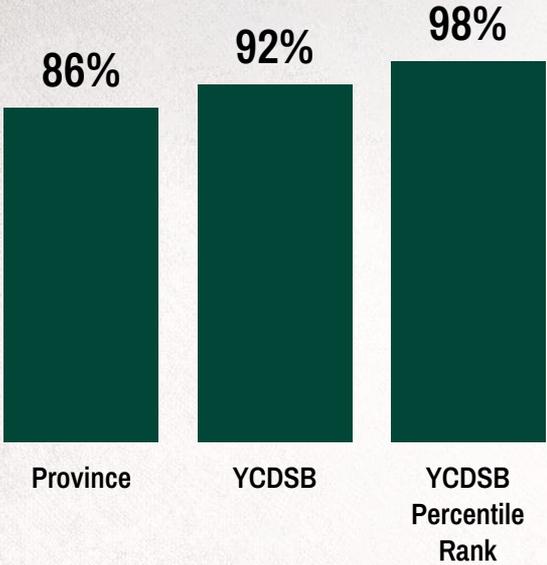


## Mathematics

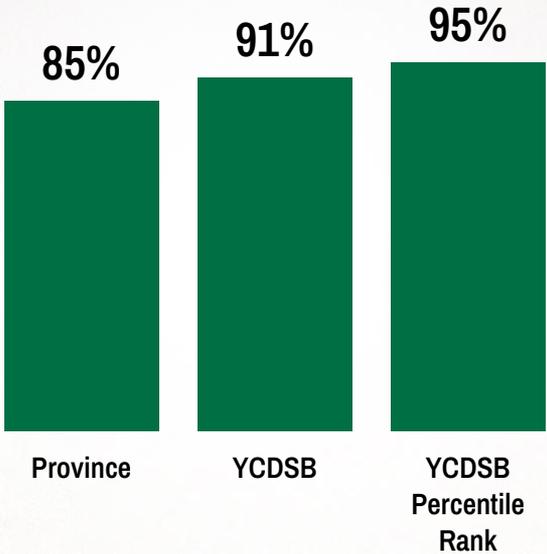


# GRADE 6 EQAO RESULTS

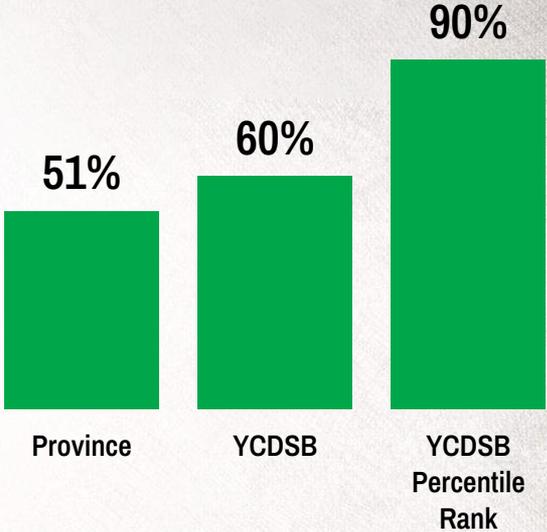
## Reading



## Writing

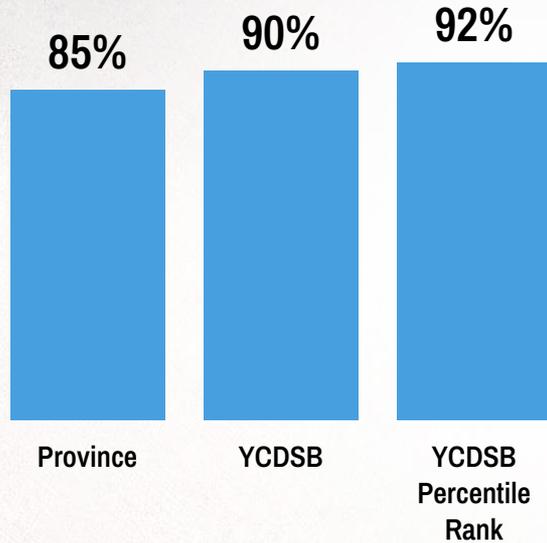


## Mathematics

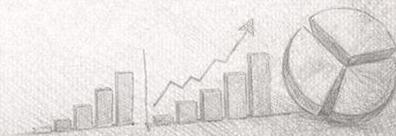
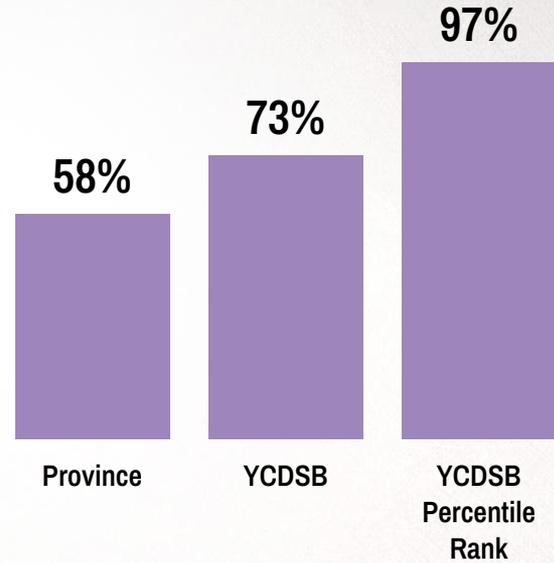


# SECONDARY EQAO RESULTS

## Grade 10 OSSLT

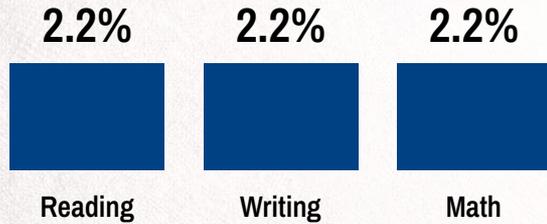


## Grade 9 Mathematics

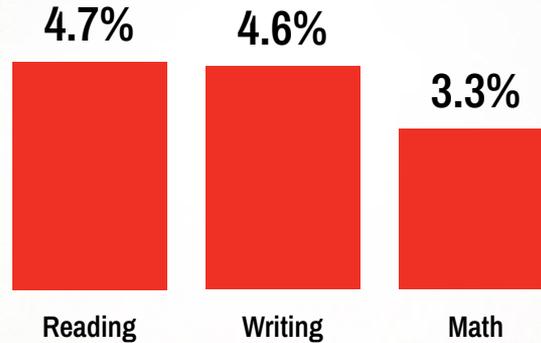


# EXEMPTION SNAPSHOT (GRADE 3)

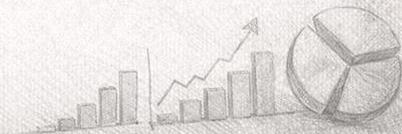
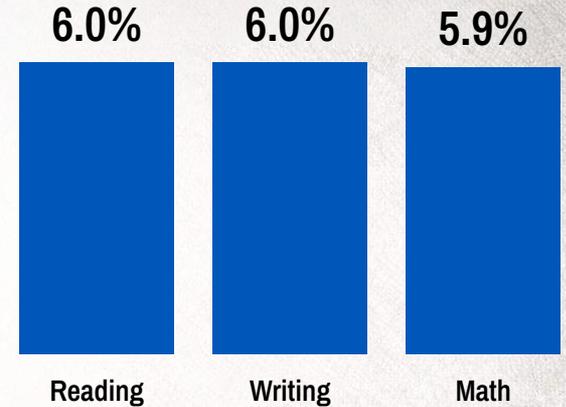
## YCDSB



## YRDSB (CO-TERMINUS)

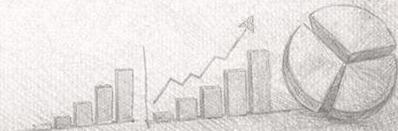


## DSBN (NIAGARA)

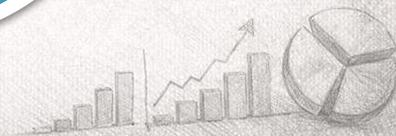
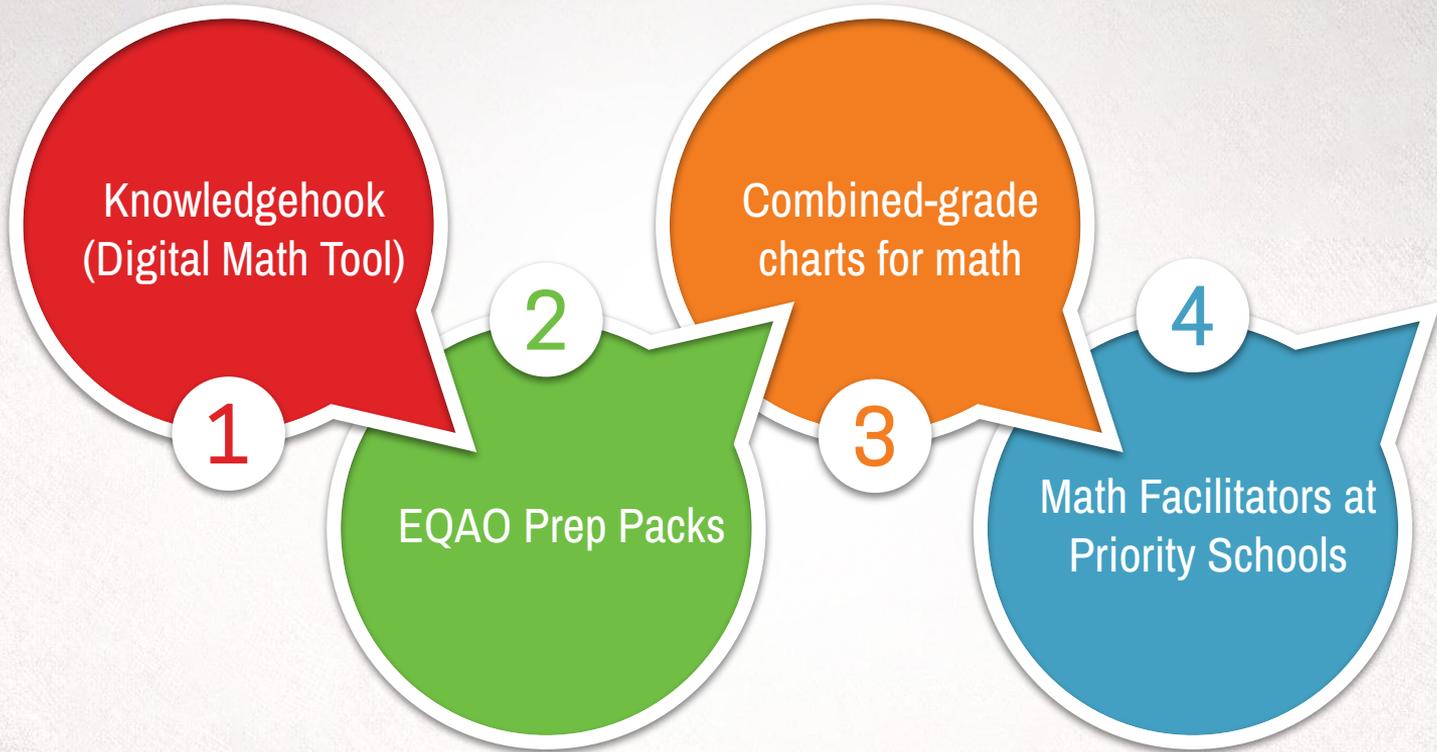


# MOE DESIGNATED PRIORITY SCHOOLS FOR MATH

School	Grade Focus	Math EQAO (Identified Year)	Math EQAO 24-25
Immaculate Conception	3	65%	73%
	6	34%	57%
Light of Christ	3	47%	55%
St. Bernadette	6	21%	23%
St. Peter	6	21%	32%
St. Jean de Brebeuf	9	37%	57%
St. Joan of Arc	9	25%	54%

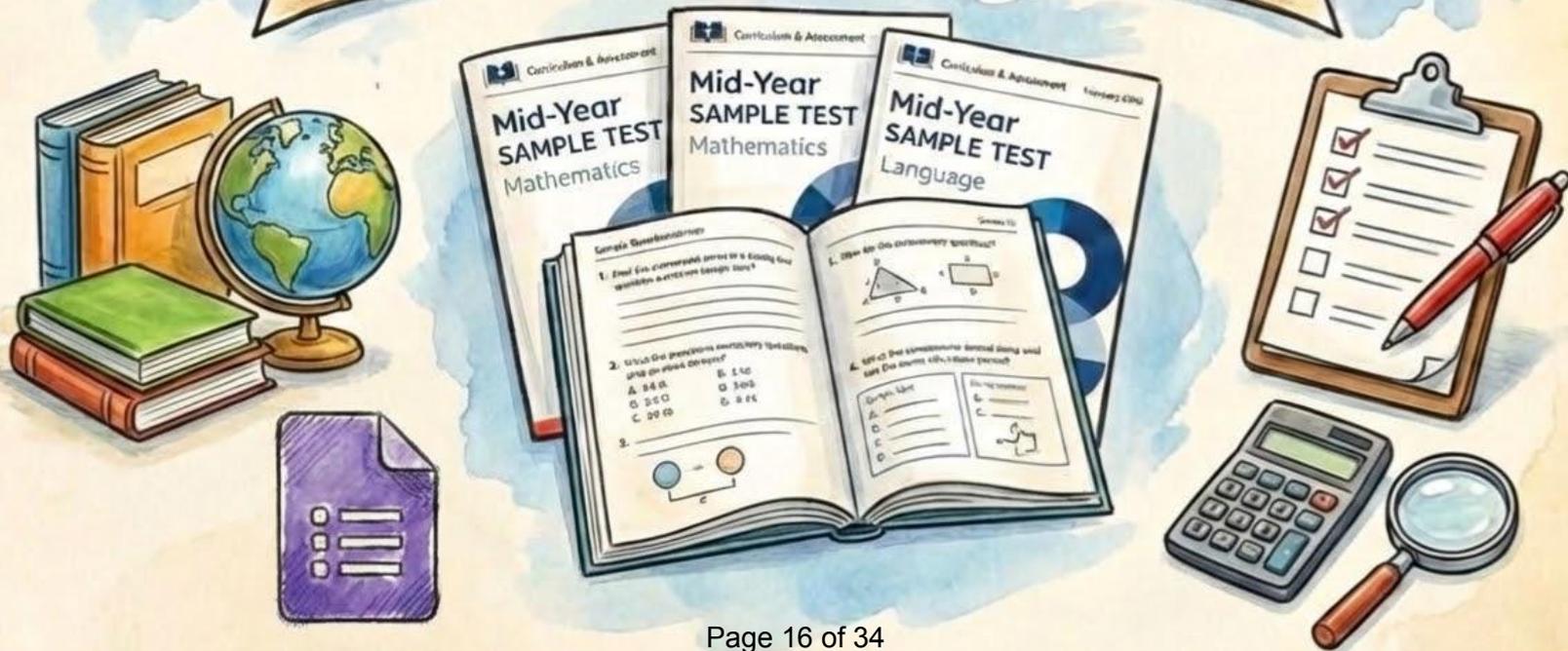


# EXISTING EQAO SUPPORT RESOURCES



# EQAO Sample Tests

Curriculum & Assessment





# MID-YEAR EQAO SAMPLE TESTS

HELP BUILD FAMILIARITY WITH EQAO-STYLE  
FORMATS & EXPECTATIONS

Created By:

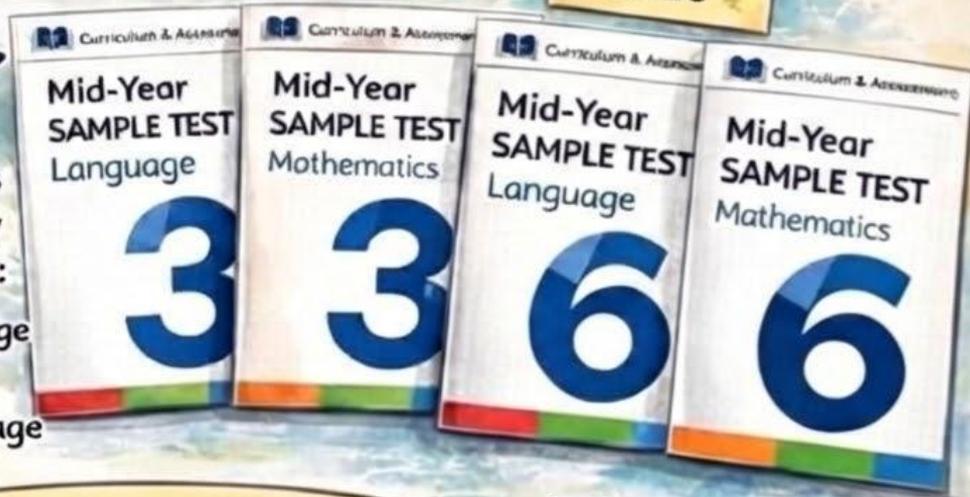
Curriculum &  
Assessment Dept.



EQAO Sample Tests  
were developed by  
our school board:

- ✓ Grade 3 Language & Math
- ✓ Grade 6 Language & Math

February  
2026

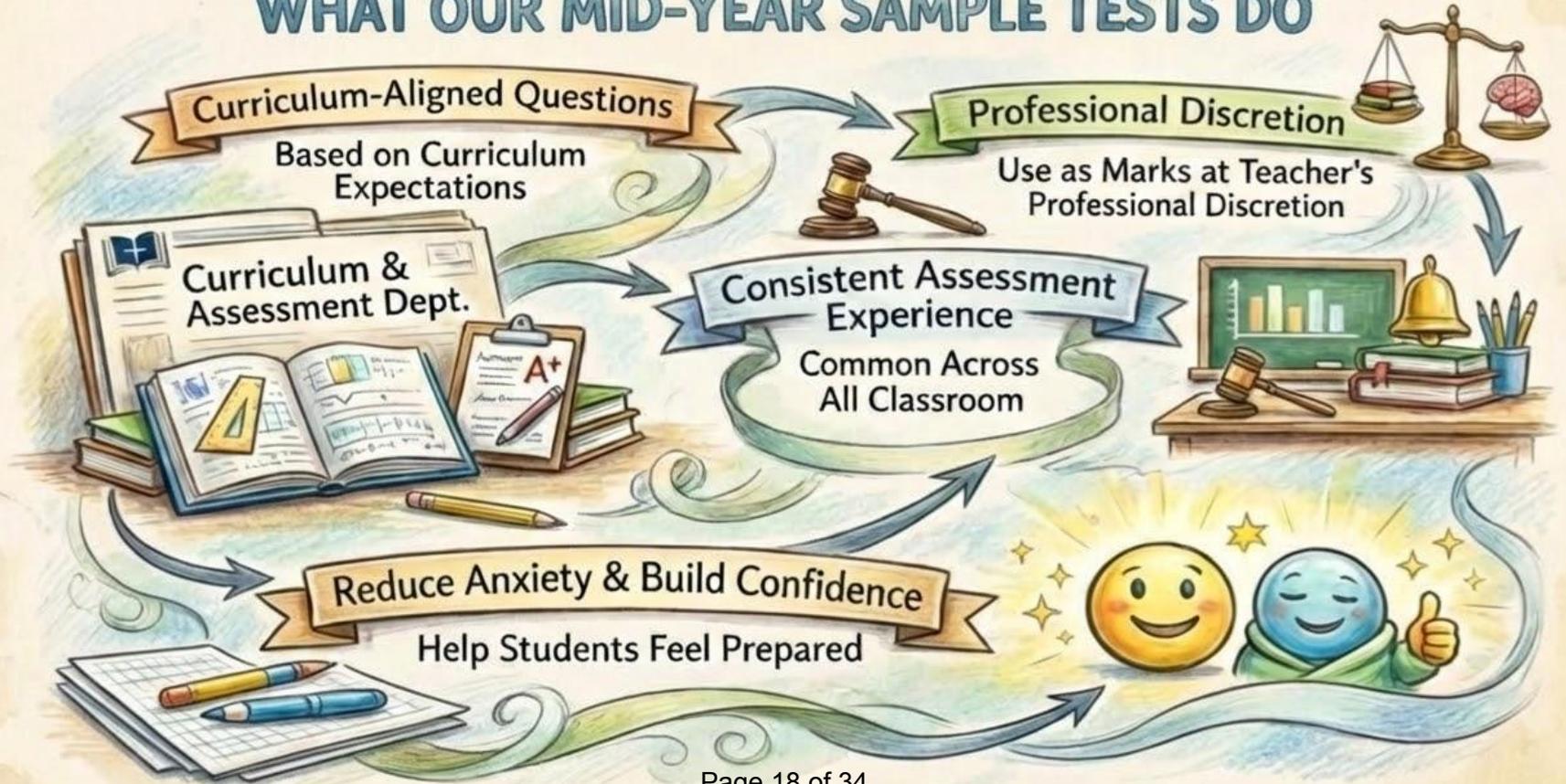


CLARITY OF PURPOSE,  
NOT REHEARSAL

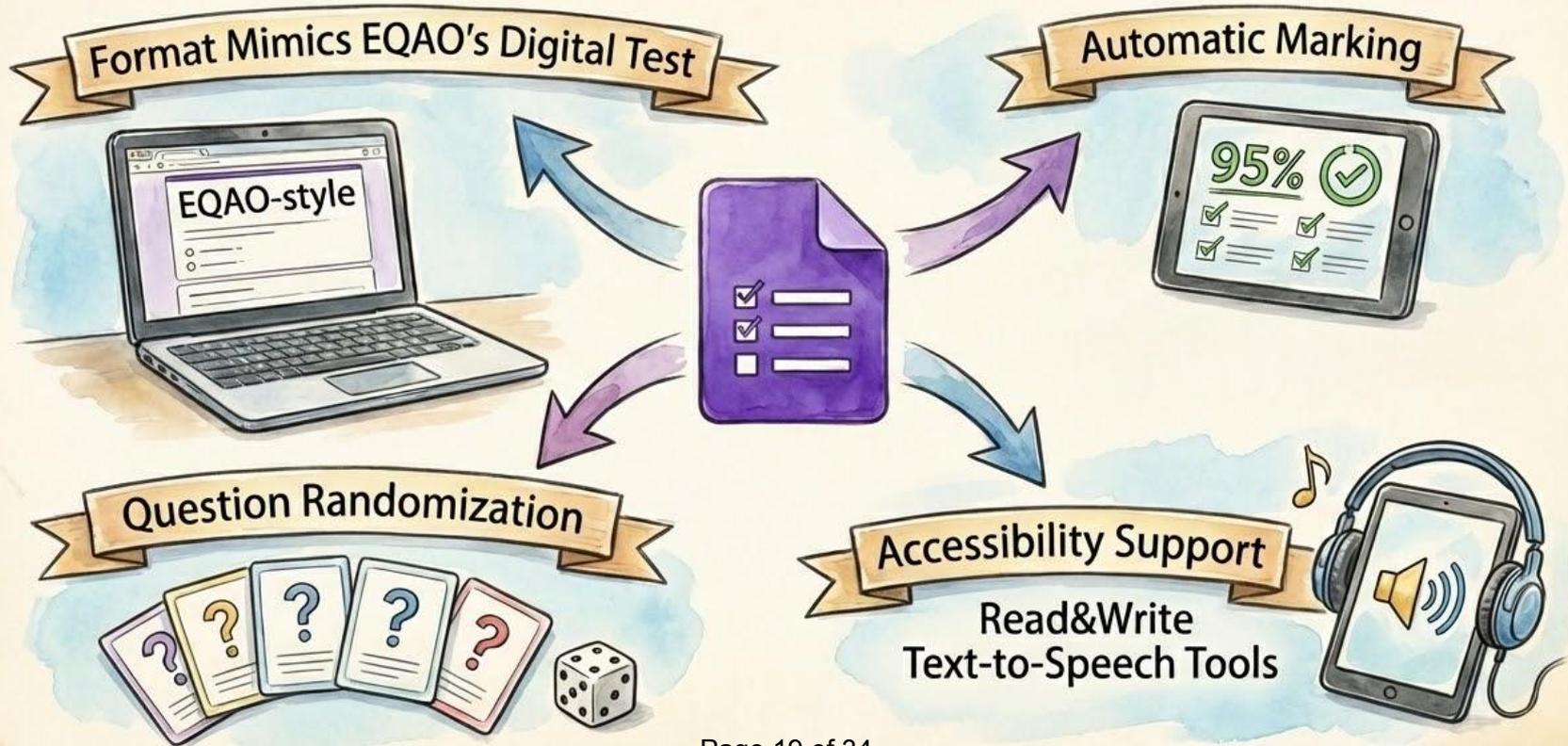




# WHAT OUR MID-YEAR SAMPLE TESTS DO



# OUR SAMPLE TESTS USE GOOGLE FORMS





<b>Question #</b>	<b>Curriculum Expectation(s)</b>	<b>Description (Short Form)</b>
Q1	C1.1, C1.3	Identify main idea; demonstrate understanding of text
Q2	C2.2, C3.3	Infer meaning; identify theme/symbolism
Q3	C1.3, C2.2	Explain details; make inferences using evidence
Q4	C2.2, C3.1	Infer lesson; analyze author's message
Q5	C2.2, C3.3	Infer character beliefs; identify faith-based themes
Q6	C2.1, C2.2	Make connections; interpret symbolism
Q7	C2.2, C2.3	Infer character traits; analyze character development
Q8	C3.3	Identify the theme/moral of a text
Q9 (OR)	C2.2, C1.3, C2.3	Use evidence; explain learning; connect ideas in text
Q10 (Writing)	D1.1, D1.2, D1.3, D2.2	Generate ideas; organize writing; revise; explain thinking

- 
1. In paragraph 1, why does Maya enjoy visiting her grandfather?
    - a. She likes eating apples.
    - b. She needs help with homework.
    - c. He has many pets.
    - d. He tells warm stories and spends time with her. **[Answer]**
  
  2. What does the apple tree symbolize based on paragraphs 3–6?
    - a. Winter weather
    - b. Growth through care and cooperation **[Answer]**
    - c. A decoration for the room
    - d. A difficult plant to grow



## Scoring Guide

Expected word count: 40-70 words.

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### Level 4 – Thorough Understanding (4 marks)

- ✓ Shows a clear and complete understanding of how the apple tree teaches cooperation
- ✓ Uses specific and accurate details from the story
- ✓ Explains the idea deeply in their own words
- ✓ Connects Maya's learning to the tree parts working together

### Example of Level 4 thinking:

- Explains how the roots, leaves, and branches must all do their jobs
- Shows how Maya realizes her group needs to work that way too
- Uses more than one detail from the text to support the answer

### Sample student response:

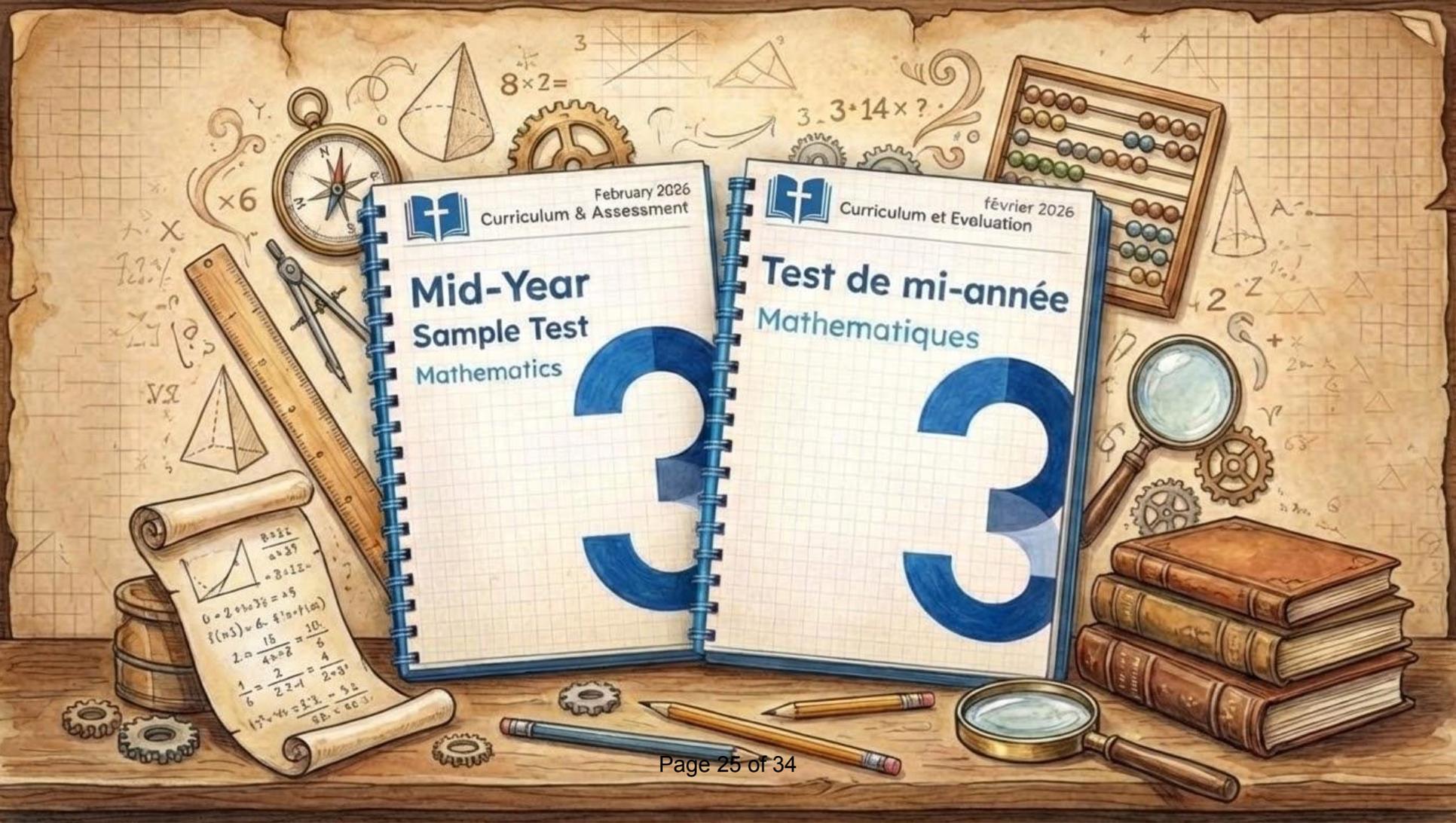
The apple tree helps Maya understand cooperation because each part of the tree has a job. The roots bring water, the leaves collect sunlight, and the branches hold everything steady. In paragraphs 12–13, her



13. Which sentence best joins the ideas?

Maya visited her grandfather. She enjoyed his stories.

- a. Maya visited her grandfather, but she enjoyed his stories.
- b. Maya visited her grandfather because she enjoyed his stories. **[introduces cause-and-effect not required by the question]**
- c. Maya visited her grandfather, and she enjoyed his stories. **[Answer - correctly joins two related, equal ideas]**
- d. Maya visited her grandfather although she enjoyed his stories.



February 2026  
Curriculum & Assessment

# Mid-Year Sample Test Mathematics



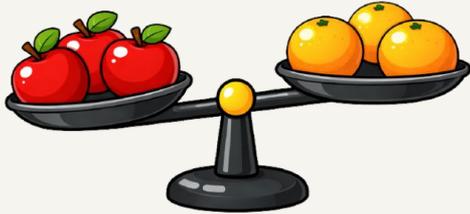
février 2026  
Curriculum et Evaluation

# Test de mi-année Mathématiques

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
<b>Number/Algebra</b> Module A Ch.1: Numbers to 1000 (12 days)	<b>Number/Algebra</b> <b>Continued</b> Ch.2: Addition Up to 1000 (6 days)	<b>Number/Algebra</b> <b>Continued</b> Ch.4: Using Bar Models: Addition and Subtraction (8 days)	<b>Number</b> Module B Ch.6: Multiplication Facts for 2, 5, and 10 (13 days)	<b>Spatial Sense</b> Module B Ch.7: Length (9 days)	<b>Number</b> Module C Ch.9: Mental Math and Estimation (10 days)	<b>Number</b> Module C Ch.11: Using Bar Models: Multiplication and Division (8 days)	<b>Number</b> Module D Ch.13: Fractions (9 days)	<b>Spatial Sense</b> <b>Continued</b> Ch.14: Time (3 days)	<b>Data</b> <b>Continued</b> Ch.16: Graphs and Tables (7 days)
<b>Number/Algebra</b> Module A Ch.2: Addition Up to 1000 (4 days)	<b>Number/Algebra</b> Module A Ch.3: Subtraction up to 1000 (10 days)	<b>Number/Algebra</b> Module B Ch.5: Multiplication and Division (10 days)		<b>Spatial Sense</b> Module B Ch.8: Mass and Capacity (9 days)	<b>Financial Literacy</b> Module C Ch.10: Money (7 days)	<b>Spatial Sense</b> Module C Ch.12: Area and Perimeter (10 days)	<b>Spatial Sense</b> Module D Ch.14: Time (10 days)	<b>Spatial Sense/Data</b> Module D Ch.15: 2-D and 3-D Geometry (12 days)	<b>Data</b> Module D Ch.17: Probability (7 days)
	<b>Number/Algebra</b> Module A Ch.4: Using Bar Models: Addition and Subtraction (4 days)		<b>Data</b> Module D Ch.16: Graphs and Tables (4 days)						

Question #	Specific Curriculum Expectations	KTCA	Nelson My Math Path 3	Remediation
Q1	B1.4: count to 1000, including by 50s, 100s, and 200s, using a variety of tools and strategies	TH	MMP 1.3	<a href="#">Worksheet</a>
Q2		AP	MMP 2.5	
Q3	B1.5: use place value when describing and representing multi-digit numbers in a variety of ways, including with base ten materials	KU	MMP 1.2	<a href="#">Worksheet</a>
Q4	B2.1: use the properties of operations, and the relationships between multiplication and division, to solve problems and check calculations	KU	MMP 2.1, 3.1, 4.1, 5.1 & 5.2	<a href="#">Worksheet</a>
Q5	B2.2: recall and demonstrate multiplication facts of 2, 5, and 10, and related division facts	KU	MMP 6.2	<a href="#">Worksheet</a>
Q6		KU	MMP 6.3	
Q7	B2.4: demonstrate an understanding of algorithms for adding and subtracting whole numbers by making connections to and describing the way other tools and strategies are	TH	MMP 3.4	<a href="#">Worksheet</a>

20. The scale is not balanced. Which statement is true?



- a. The mass of the apples is equal to the mass of the oranges.
- b. The mass of the apples is less than the mass of the oranges.
- c. The mass of the oranges is greater than the mass of the apples.
- d. The mass of the oranges is less than the mass of the apples.

Misconceptions:

- a. Assumes the masses are equal because there are the same number of objects and does not recognize that an unbalanced scale shows unequal mass.
- b. Misinterprets the scale, thinking the lower side is lighter and that heavier objects go up instead of down.
- c. Focuses on the appearance or type of fruit rather than using the scale to compare mass.
- d. **[Answer]**

Question #	Specific Curriculum Expectations	KTCA	Nelson My Math Path 3	Remediation
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Q5	B2.2: recall and demonstrate multiplication facts of 2, 5, and 10, and related division facts	KU	MMP 6.2	<a href="#">Worksheet</a>
Q6		KU	MMP 6.3	
Q7	B2.4: demonstrate an understanding of algorithms for adding and subtracting whole numbers by making connections to and describing the way other tools and strategies are	TH	MMP 3.4	<a href="#">Worksheet</a>



# Counting Around Town

People use counting patterns every day in towns and cities. Look at each situation and choose the best answer.

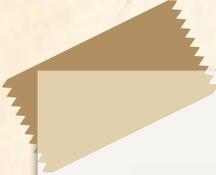
**Instructions:** Read each question carefully. Check (✓) the correct answer.

1. A city bus stops every 50 metres. Which number comes next? 50, 100, 150, \_\_\_

- A) 175
- B) 200
- C) 250
- D) 300

2. A school raises money in groups of 100 dollars. Which number completes the pattern?

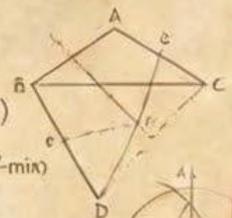
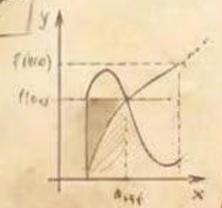
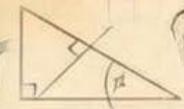
300, 400, 500, \_\_\_



Question	Correct Answer	Teacher Notes (Big Idea)
1	B	Recognizing and extending a growing number pattern using skip counting by 50s.
2	B	Identifying and continuing number patterns that increase by 100.
3	B	Identifying the correct skip-counting pattern based on a given rule.
4	C	Finding missing numbers in a skip-counting pattern.
5	A	Distinguishing correct and incorrect skip-counting sequences.
6	C	Using repeated addition to solve a real-life problem.
7	B	Representing skip counting on a number line.



$$8 \times 2 =$$



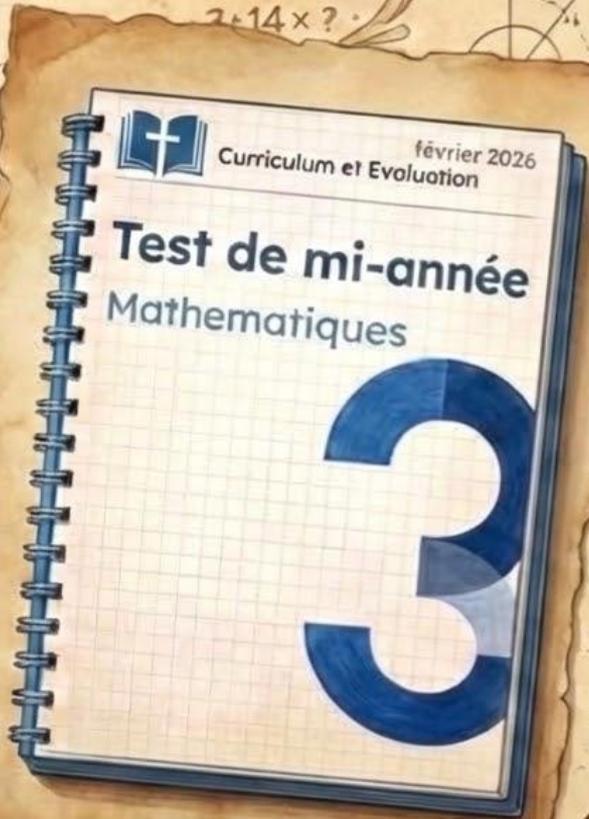
$$f(x) + 6 = \frac{n}{5} r^s \cdot \sin$$

$$b = 2 + \frac{1}{2} + 5 - \text{mix}$$

$$2^4 = 6$$

$$2 = 2 \cdot 1 \cdot 1' - 2 \frac{1}{2} = 2 \cdot 3^5$$

$$13^m = \frac{1}{40} = 1 \frac{1}{2} \times 3 \cdot 33$$



★ **END-OF-YEAR SAMPLE TESTS** ★  
COMING LATER IN THE SCHOOL YEAR



Thank you