

YORK CATHOLIC DISTRICT SCHOOL BOARD

AGENDA

STUDENT SUCCESS & PATHWAYS
COMMITTEE MEETING

Monday, April 3, 2017
Catholic Education Centre
Board Room
6:30 P.M.

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| 2. | ROLL CALL | | |
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Almighty God,
Giver of all that is good, we thank You for the precious gift of human life:
For the life of children, making us glad with their freshness and promise,
For the life of young people, hoping for a better world,
For the life of people who are disabled, teaching us that every life has value,
For the life of the elderly, witnessing to the ageless values of patience and wisdom.
Like Blessed Mary, may we always say yes to Your gift.
May we defend it and promote it from conception to its natural end,
and bring us at last, to the fullness of eternal life
in Jesus Christ, our Lord.
Amen.

YORK CATHOLIC DISTRICT SCHOOL BOARD

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

TERMS OF REFERENCE

April 3, 2017

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 review programs and initiatives that promote faith development, student achievement, engagement and well-being in our schools.
- 1.2 To receive presentations regarding student assessment/evaluation/reporting practices.
- 1.3 To receive staff presentations on various academic programs (elementary and secondary) within the Board.
- 1.4 To make recommendations to the Board regarding the establishment /expansion/relocation of focus programs.
- 1.5 To advise the Board on issues related to boundaries, transportation and costs/benefits of focus programs.
- 1.6 To develop strategies that attract/retain Catholic students.
- 1.7 To receive staff presentation on initiatives that help students transition to high school.

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 5 Trustees.

4. Resource Personnel:

- 4.1 Director of Education
- 4.2 Associate Director, Strategic Leadership
- 4.3 Superintendent of Curriculum & Assessment
- 4.4 Administrative Assistant, Director's Office
- 4.5 Coordinator: Elementary Programs
- 4.6 Coordinator: Secondary Programs
- 4.7 Superintendents of Education: School Leadership
- 4.8 Coordinating Manager, Budget & Audit Services

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

5. Meeting Schedule and Time:

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

Trustee Membership:
T. Ciaravella
E. Crowe
C. Ferlisi
M. Marchese
M. Mogado

Last Revision/Approval Date:
April 3, 2017

MINUTES PROGRAM COMMITTEE

Monday, September 12, 2016

Attending:

Committee Members: T. Ciaravella (Teleconference), T. Mc Nicol, A. Stong

Other Trustees Attending: C. Cotton, M. Marchese, M. Mogado

Absent with Notice: E. Crowe, C. Ferlisi

Administration: F. Bagley, M. Battista, A. D'Addese, N. DiNardo, M. Fedrigoni, D. Murgaski, J. Porter, T. Pechkovsky, Y. Sztorc

Recording: S. Greco

Presiding: A. Stong, Committee Chair

1. CALL TO ORDER AND PRAYER

Committee Chair, A. Stong called the meeting to order at 6:35 pm and led the opening prayer.

2. APPROVAL OF THE REVISED AGENDA

Add Discussion Item 7c: Automatic Entry from Kindergarten in French Immersion Schools

THAT the revised agenda be approved as presented.

MOTION: McNicol/Cotton

CARRIED

3. APPROVAL OF THE PREVIOUS MINUTES

THAT the Program Committee Minutes of April 18, 2016 be approved. Chair Carol Cotton requested, in future, that any data circulated with agendas be included with minutes.

MOTION: Marchese/Ciaravella

CARRIED

4. DECLARATION OF CONFLICT OF INTEREST – FROM PREVIOUS MEETING - NIL

5. ACTION ITEMS: NIL

6. DISCUSSION/INFORMATION ITEMS

a) French Immersion Secondary

D. Murgaski, Superintendent of Curriculum & Assessment advised that her team is working on identifying the best courses to be offered for the secondary French Immersion program and working towards implementing FI at the secondary level starting September 2018 at St. Br. Andre CHS, Jean Vanier CHS, St. Maximilian Kolbe CHS and Fr. Bressani CHS. Trustee Mogado noted immediate communication to the community is important if we are going to start FI in Grade 9 in order to capture all students in the area and community at large. Chair Cotton requested information/summary from two or three various GTA catholic high schools regarding the courses they are currently offering in FI secondary programs. Discussion occurred regarding the requirement for admission eg fluency test. Superintendent Murgaski advised that ten courses will be included in the French Immersion Secondary Program and the list of courses will be shared with Trustees as soon as it is available. French Immersion Programs have requirements for the number of hours of French instruction, which impacts our admission of students in later grades. Trustees requested a process be in place for fluent French students to allow them to gain entry into our schools with a verbal interview. Further info will be shared at the next meeting.

b) Elementary Siblings Transportation

D. Murgaski, Superintendent of Curriculum & Assessment advised that her team is moving forward as per the Board Motion approved during the budget meeting of June 14, 2016 (below).

TRUSTEE MOTION: TRANSPORTATION

MOTION: Crowe/Ferlisi

Whereas the Board has managed to keep transportation spending under funding since the inception of the new transportation funding model allowing the difference to be invested in the classroom;

Whereas a portion of our routes were recently tendered resulting in Contract rate increases included in the 2016-17 Estimates of \$0.87 Million;

Whereas this increase in expenditures is outside of the Board's control, but is driven by increased operating expenditures in the sector, including a lower Canadian dollar;

Whereas it is difficult to implement major changes in the Student Transportation Policy #203 for September 2016 given the short notice period.

LET IT BE RESOLVED

THAT the following changes be implemented for 2017-18:

- a) Grandparenting provisions of previous boundary changes and program moves be brought to the Board for review at the September 27th, 2016 Board meeting with the associated transportation costs, for possible action at the October 25th, 2016 Board meeting.*
- b) Busing of siblings of French Immersion students be discontinued given that this is the ONLY program that buses siblings of eligible students.*
- c) Bell times be reviewed and changes of ten minutes or less be brought to the Joint Board Consortium for implementation.*
- d) Bell times of schools involved in the PAR process be reviewed and realigned if transportation efficiencies can be found.*

- MOTION CARRIED -

Vote: Unanimous

Discussion occurred and the Committee agreed that further discussion be held with all the Board of Trustees as they felt this motion poses a serious implication as it impact many families. Due to time sensitivity further evaluation /discussion is required before information is shared via Parent Information Nights, newspaper advertisements, parish bulletin inserts, flyers, website info. Trustee Mogado requested the number of students (siblings) if this motion proceeds and what is the budget impact to the board. T. Pechkovsky was asked to generate a report on budget impacts as it relates to the June motion and will be brought to the October Board meeting. Chair Cotton noted that since the above motion has passed, discussion needs to occur on the implementation and the impact to the budget as this will drive the decision. Discussion ensued regarding grandfathering siblings at other French Immersion sites already in place. This motion will be placed on the September 27th Board Meeting Agenda for discussion related to the implementation of "b" for the 2017-2018 year.

c) Development of the French Immersion Policy

F. Bagley, Associate Director: Strategic Leadership requested Trustee input to create a draft policy. F. Bagley shared a list of topics that will be addressed in the draft policy at the Policy Review Meeting in December (date TBD).

Post Meeting: F. Bagley forwarded the following list of topics to all Trustees on September 12th following the PRC meeting:

-overarching statement defining the program as an "optional" program for parent consideration

-registration and admission processes (lottery process/automatic entry of FDK students; out of boundary)

-delayed entry process; demission process

-process for determining school location for program delivery; boundaries & catchment areas; # of classes/grades; class sizes; enrollment caps; combined grades; hours of instruction/subjects taught in French & English for each panel

-single vs. dual track; program review parameters for dual track schools (sustainability)

-program considerations for ELL and Special Education students

-participation in EQAO and other standardized testing

-role of Program Committee as it relates to the establishment & sustainability of FI program

-transportation (at Program Committee this evening Tom Pechkovsky was asked to generate a report on budget impacts as it relates to the June motion passed during the budget cycle. A report will be brought forth to the October Board meeting. The motion will be included in the agenda of September 27 for further discussion related to the implementation of the transportation motion for the 2017-18 school year).

d) Automatic Entry from Kindergarten in French Immersion Schools

D. Murgaski, Superintendent of Curriculum & Assessment, advised this topic continues to be at the forefront of FI. There are variances in practices currently in place. This will be included in the parameters in the policy being created.

7. FUTURE TOPICS: NIL

8. MEETING DATE(S) – TBD

9. ADJOURNMENT

THAT the Program Committee meeting adjourns at 7:40pm

MOTION: McNicol/Marchese

CARRIED

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

Report To: Student Success & Pathways Committee

From: Administration

Date: April 3, 2017

Report: Financial Literacy

EXECUTIVE SUMMARY

This report is written to provide information to the Student Success & Pathways Committee about how students are supported in learning financial literacy skills throughout the curriculum

BACKGROUND INFORMATION

Concerns have been raised about the financial literacy skills that students are graduating with. This presentation will outline how these skill sets are addressed in the curriculum.

SUMMARY:


Financial Literacy is a critical skill we all know students need to acquire. It is a skill that has many facets and that is best learned a little at a time as students take on more responsibility to manage their own finances. Through a variety of expectations, students grow in understanding between a want and a need, how to earn, save, spend and donate their money and how to budget for their future.

This presentation will give you an overview of:

- financial literacy skills present in Religion and Family Life programming and lesson plans
- financial literacy skills in curriculum from grades 4 to 12
- updates on financial literacy curriculum for the 2017 - 2018 school year.


Prepared and Submitted by: Rita Campitelli, Coordinator of Secondary Programs
Endorsed By: Diane Murgaski, Superintendent of Curriculum & Assessment



 **WHAT IS FINANCIAL LITERACY ?**

“.....having the knowledge, skills and confidence to make responsible financial decisions.”

FCAC: Financial Consumer Agency of Canada <http://www.fcac-acfc.gc.ca/Eng/financialLiteracy/Pages/home-accueil.aspx>

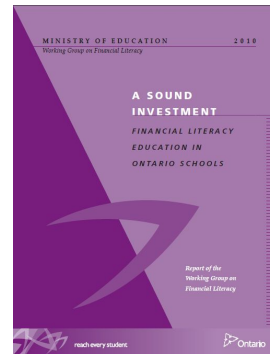


A woman with blonde hair is smiling and putting a coin into a pink piggy bank. The piggy bank is on a white surface, and the woman is in the background, slightly out of focus.

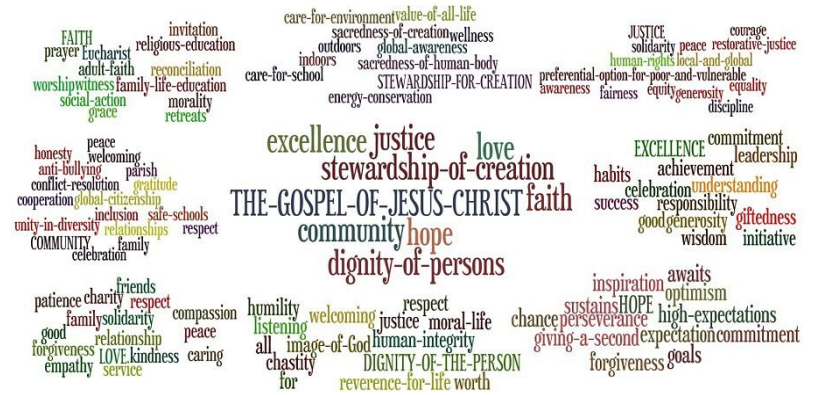


The Vision

“Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and an compassionate awareness of the world around them.”



As Catholic Graduates...





Financial Literacy and Catholic Social Teaching



Religion and Family Life Education

Financial Literacy
and Religious
Education:
Grades 4 to 8

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>Needs and Wants. In this lesson, students will develop an understanding of the food and materials that people have access to around the world. They will then begin to identify the difference between a "need" and "want".</p>	<p>What is a commitment? In this lesson, students will define the word commitment, identify financial commitments they make and who might be involved in these commitments.</p>	<p>Where does your money go? The goal for the three lessons is for students to examine their belief system with respect to money matters and then make informed spending decisions using their moral compass as their guide</p>	<p>Being an active, responsible citizen. In this lesson, students will examine the ethical implications of their financial decisions.</p>	<p>The money diaries: In this lesson, students will analyze a diary of their own earning and spending habits. They will connect their learning with how and why they earn and spend their money, which will impact how they choose to earn and spend their money in the future.</p>



Religion and Family Life Education

Financial Literacy and Religious Education:
Grade 11-12

Grade 9	Grade 10	Grade 11	Grade 12
Students explore the difference between needs and wants. They will prioritize their own wants and calculate how many hours of work (at student minimum wage) it will take to acquire the specific items they want.	In this lesson, students will investigate the message of Scripture as it challenges contemporary values related to material wealth. Students will apply their understanding of grace and sacramental life by recording their actions and service of others over a 24 hour period. Students will become familiar with financial terminology such as bank statement, saving accounts, withdrawals, deposits, balance, and interest.	In this lesson, students will learn how interest works as well as the importance of saving for the future. Students will also recognize the importance of saving in order to provide for those in need.	Students will use their literacy skills to interpret facts and figures from a variety of sources assessing the financial landscape they may face in the next seven years. In response to their assessment, students will demonstrate an understanding of S.M.A.R.T goals and be able to formulate a goal that meets all criteria and addresses a future challenge or decision related to their financial future.




Ministry of Education





Media Literacy






Natural Disasters

Financial Literacy in Geography

Canadian and World Studies, Geography of Canada, Grade 9, Applied, CGC1P



Impact of Extreme Weather Events on Communities

Students examine the impact that extreme weather events can have on communities in Canada. Through role play, students explore the various issues that develop when a community experiences the impact of extreme weather events. They explore the impact that these events have on the economy of the region and the financial implications.

Connections to Financial Literacy

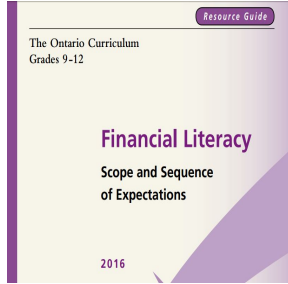
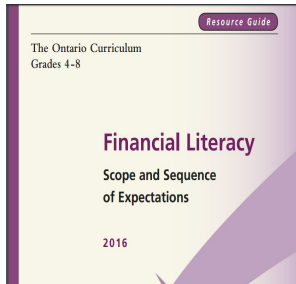
Students identify and evaluate the potential financial impact of extreme weather events on individuals, families, and communities (e.g., property damage, loss of livelihood, increased number of jobs in construction).

Curriculum Expectations	Learning Goals
<p>Click here to access expectations in full, with examples.</p> <p>Geographic Foundations: Space and Systems</p> <ul style="list-style-type: none"> describe selected characteristics of natural systems (e.g., climate, landforms, natural vegetation) <p>Understanding and Managing Change</p> <ul style="list-style-type: none"> identify current or anticipated physical, social, or economic changes and explain how they could affect the lives of Canadians evaluate different perspectives on a geographic issue and present arguments supporting a point of view report on how current national or international trends or events (e.g., immigration, rural-urban migration, changing demographics, natural or human disasters) affect the sustainability of Canada's human systems 	<p>Students will:</p> <ul style="list-style-type: none"> explain various perspectives regarding the effects of Canadian extreme weather events identify personal financial implications and broader economic implications of extreme weather events <p>Sample Success Criteria</p> <p>I can identify and evaluate the financial impact that extreme weather events would have on individuals, families, and communities.</p>



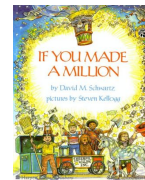
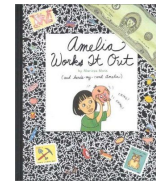
Ministry of Education Documents

“The goal is to help students acquire the knowledge and skills that will enable them to understand and respond to complex issues regarding their personal finances, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices as consumers.” (pg. 2)



What other resources are there?

<https://www.inspirefinanciallearning.ca/index.php/teachers/>





Ontario's New Plan

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Attention Students, Need to Rent? This Spring, Take a Break, Find a House Fast

Home > News > Fedeli bill introduces mandatory financial literacy course

Nov 21, 2016 | View 0 0

Fedeli bill introduces mandatory financial literacy course

Almaguin News By Andrew Macleod

NIPISSING – Vic Fedeli believes the province needs to do a better job teaching its students how to manage finances.

The Nipissing MPP introduced the Financial Literacy Act, a private members bill that would make a Grade 10 financial literacy course mandatory in all high schools throughout the province.

"Financial literacy is an important life skill. As students start their first jobs, use their first credit cards and begin planning for their future, it is important they learn how to save and spend responsibly," said Fedeli.


The bill would amend the Education Act to require school boards to ensure a comprehensive course on financial literacy is taught to Grade 10 students across the province. The amendment would also make the new course a prerequisite to graduation.

The province currently includes aspects of financial literacy in subjects across the curriculum from Grade 4 to 12. Students are given opportunities to learn about saving, spending and investing money, as well as how to be responsible consumers.

The government is also supporting additional learning in regards to post-secondary education and career planning as part of the mandatory Grade 10 career studies course.



Vic Fedeli



And still more...


Toronto metro

News / Toronto

Ontario to incorporate financial literacy into grade 10 careers course

A push to get skills about managing money into the course was led by the Toronto Youth Cabinet.

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EDUARDO LIMAMETRO / TORSTAR NEWS SERVICE. Credit: This photo Prakash Amarasinghe, pictured here with Toronto Youth Cabinet executive director Tom Gleason, pitched the Ministry of Education on putting financial literacy into the Grade 10 career studies course. Now, the province says they'll do it.

By: **May Warren** Metro Published on Fri Nov 04 2016

The Ontario Ministry of Education has committed to incorporating financial literacy skills into the Grade 10 careers course after a call from the Toronto Youth Cabinet.

As first reported by Metro, Prakash Amarasinghe led a charge by the youth organization to get specific topics like budgeting, filing taxes and how to buy a house into the careers course.

He and other members of the youth cabinet met with the ministry Tuesday, and said officials agreed to incorporate the high-level topics during an ongoing review of career studies.

In the news...

the star.com

News - GTA

Ontario launches plan to teach high school kids financial skills

Teaching money skills expected to become part of mandatory careers course by fall of 2018. Education Minister Mitzi Hunter to outline plan Thursday.



Education Minister Mitzi Hunter stresses the importance of teaching financial literacy to students. (ANDREW FRANCIS WALLACE / TORONTO STAR FILE PHOTO)

Questions



Thank You



YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

Report To: Student Success & Pathways Committee

From: Administration

Date: April 3, 2017

Report: Ontario's Renewed Math Strategy

EXECUTIVE SUMMARY

This report is written to provide a summary to the Student Success & Pathways Committee on the application of Ontario's Renewed Math Strategy at York Catholic District School Board.

BACKGROUND INFORMATION

The Ministry of Education has launched a three year Renewed Math Strategy. The key objective of the plan is to support teachers, administrators and parents in supporting student learning, achievement and well-being in mathematics.

SUMMARY

Annette D'Addese, Elementary Program Coordinator and Angela Di Prima, Principal Board Leadership Development Strategy, will present key messages and highlights from York Catholic's Renewed Math Strategy. They will outline the key objectives of the RMS.

The objectives of the RMS are:

- increased student achievement, engagement and well-being in mathematics (*Achieving Excellence: A Renewed Vision for Education in Ontario*);
- increased educator math knowledge and expertise;
- increased leader use of math knowledge to support school improvement;
- increased parent engagement in their children's mathematical learning

The presentation will include how the curriculum team has allocated resources and supports to achieve these key objectives. Some examples include designating math leads for all elementary schools, providing teachers and administrators with professional learning in mathematics and providing online math resources to support students and families. These strategies will serve to maintain a culture of continuous improvement of student learning and achievement in mathematics.

Prepared and Submitted by: Diane Murgaski, Superintendent of Curriculum & Assessment
Endorsed by: Patricia Preston, Director of Education

Elementary Renewed Math Strategies - Highlights

WHY?

Mathematics is deeply embedded in the workplace and everyday life.

Mathematics skills are regarded as critical for success in life and at work during the twenty-first century.

Ordinary citizens need to be socially responsible and critical thinkers, able to reason mathematically, and effective at problem solving.

Provincial EQAO, international, and classroom data have identified **strengths** (knowledge and understanding of math content) and **needs** (application of knowledge to solve problems).

An opportunity to leverage the collective knowledge and skills from all stakeholders to focus on improving student achievement in mathematics in order to fulfill the vision of the learner.

Mathematics Learning for Leaders

Vision for the Mathematics Learner



WHAT?

The four key objectives of the RMS:

1. increased **student** achievement, well-being and engagement in mathematics;
2. increased **educator** math knowledge and pedagogical expertise;
3. increased **leader** use of knowledge of effective mathematics pedagogy to provide the necessary supports and conditions for school and system improvement;
4. increased **parent** engagement in their children's mathematics learning.

Understands Math Concepts

Students engage in learning opportunities that:

- develop conceptual understanding
- make connections among mathematical ideas
- show mathematical thinking using models, tools, and representations

Is Proficient with Facts, Skills, Procedures

Students engage in learning opportunities that:

- provide meaningful practice in variety of ways
- foster the use of appropriate mathematical language, notations, and symbols to communicate
- support consolidation and mastery of learning

Engages in the Mathematical Processes

problem solving, reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing, communicating

Students engage in the mathematical processes to:

- build new knowledge
- form logical arguments
- apply knowledge and skills to new situations

Demonstrates Autonomy and Self-Regulated Learning

Students have an active role in:

- developing understanding of learning goals and success criteria through co-construction
- applying criteria, monitoring progress, reflecting, and setting individual learning goals
- developing and practicing peer and self-assessment skills

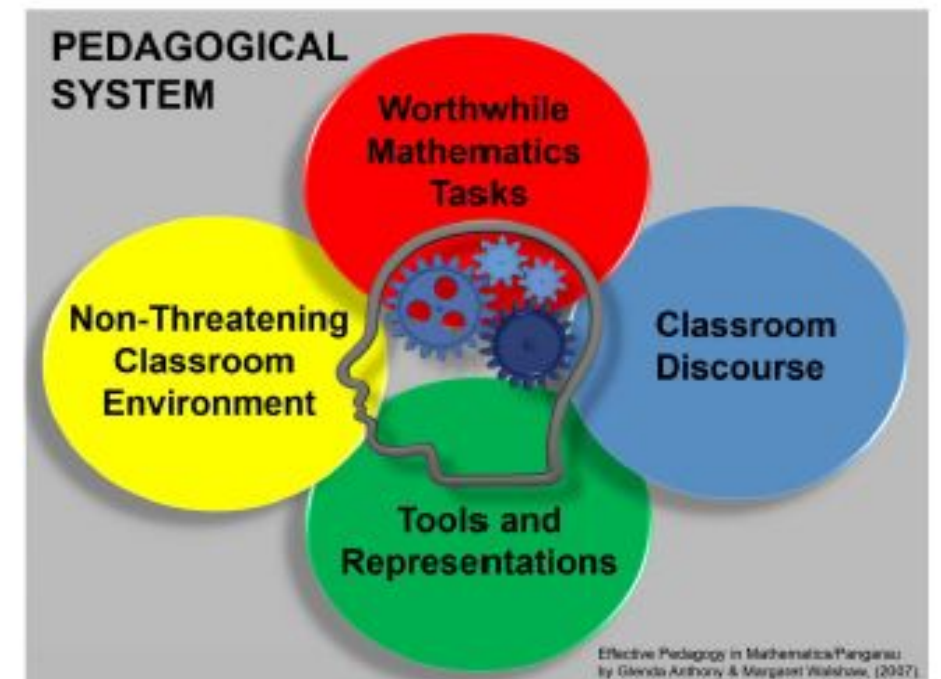
Displays Positive Attitudes towards Mathematics

Students experience a learning environment that:

- feels safe to wonder and take intellectual risks
- develops self-efficacy, resilience, and a growth mindset
- positions them as mathematical thinkers and doers
- fosters an appreciation for mathematics as an important tool in daily living

HOW?

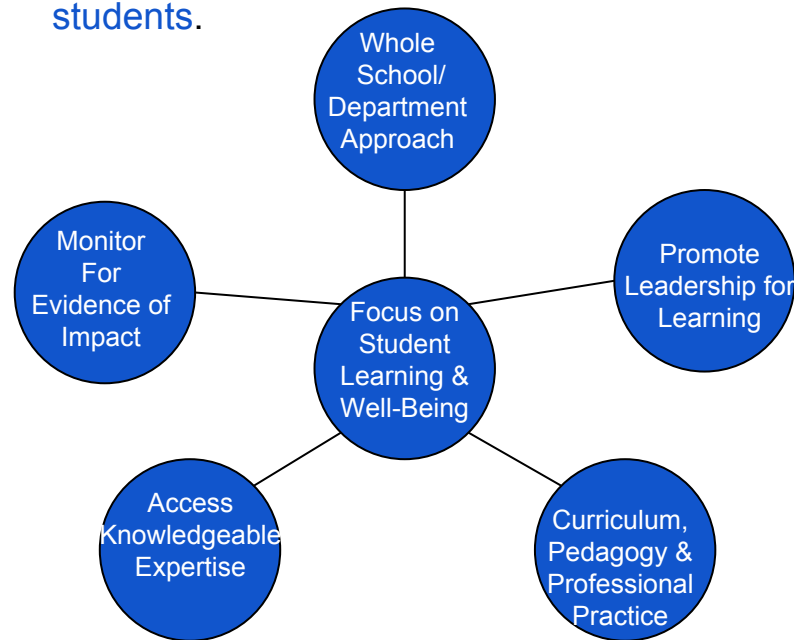
- 300 minutes per week of protected math learning time in Grades 1 to 8;
- Each elementary school has a math lead/s, from 1 to 3 depending on the student population of the school;
- Opportunities for teachers and administrators to deepen their math knowledge (5 release days, 2 in their own school);
- Professional Development Day dedicated to Mathematics
- Professional learning based on pedagogical system which supports (**tools, talk, and tasks**);
- Support for learning at home through parent resources ([CODE Parent Kit](#));
- Better access to online math resources and supports such as [Homework Help](#) or [SOS Devoirs](#);
- Math support for Grades 6 to 9 outside of the school day (Summer Skills program is currently being re-written).



Secondary Renewed Math Strategy - Highlights

WHY?

- “This technology-driven world is changing rapidly, and students must have a wide range of skills and knowledge to succeed. Mathematical knowledge is a critical component of success...Ontario's RMS will help our students, teachers, schools and districts in achieving stronger math results and better position our young people for the jobs of today and tomorrow.” [Ontario's Renewed Math Strategy](#)
- To focus on learning and teaching through inquiry/ problem-solving in a real life context to understand that mathematical literacy is an essential skills for today and the future, just like literacy.
- In secondary schools, support will centre around students taking a grade 9 compulsory mathematics course. Provincially, the greatest need in mathematics is in the applied level classes and with students with special education needs.
- Professional learning to be provided for educators to develop student learning profiles and implement personalized and precise instruction and assessment based on individual learning strengths and needs, including the use of assistive technology as an accommodation for students with learning disabilities and as a learning tool for all students.



[Leading Student Achievement Spring Symposium April 2016](#)

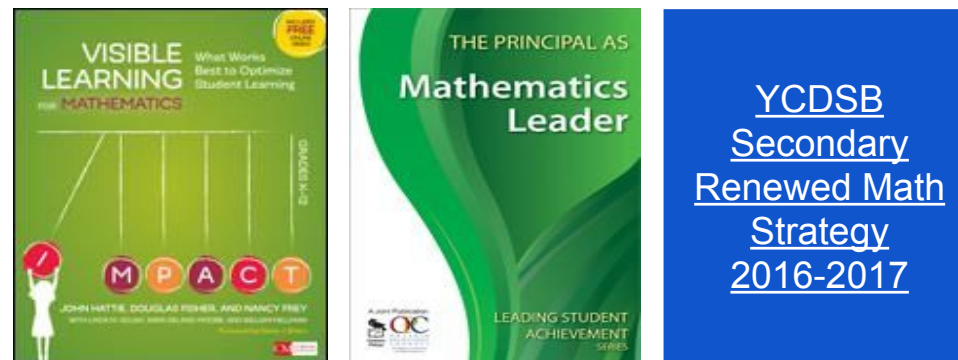
WHAT?

The goals of the Secondary RMS are:

1. to increase the percentage of **students** achieving the provincial standard in Grade 9 applied mathematics informed through provincial assessments ([Elementary EQAO Secondary EQAO](#)), international assessments ([Program for International Student Assessment PISA](#)) and classroom-based assessments (report card data and student pass rates);
2. to increase **school** successes in meeting the mandates of [Achieving Excellence in Applied Courses](#);
3. to increase Math and Core Resource **teacher** knowledge and application of high yield instructional strategies as they pertain to math knowledge and to meet the individual needs of their students (growth-mindset and teacher efficacy);
4. to increase **administrator** knowledge of effective mathematics pedagogy in order to provide the necessary supports and conditions for school and system improvement in mathematics;
5. to positively impact **students'** self perception of their mathematical ability and well-being and **parent** engagement in their children's mathematics learning.

RESOURCES TO SUPPORT THE RMS GOALS:

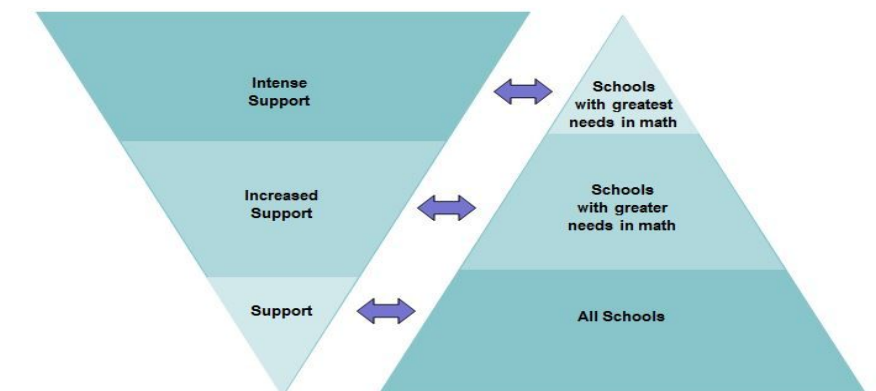
[Ministry of Education Ontario RMS Website](#)



[RMS Secondary Plan-Semester 2](#)

HOW?

- Support for schools will focus on professional learning opportunities for teachers and administrators, and will support teachers in planning for effective learning and teaching that includes problem solving, direct instruction, investigation, assessment and practice.
- The Secondary RMS provides a [targeted approach to support schools with different student achievement and professional learning needs](#) by providing 3 levels of support:
 - **to all schools** and for all students;
 - **increased support** to schools where 30%-50% of the students in Grade 9 applied over 5 years have met the provincial standard (9 schools)
 - **intensive support** to schools with the greatest need in mathematics (0 schools)
- Principal Coaching Model- Leadership for Learning, recognizing the importance of ["Collaborative Professionalism"](#) and focusing on transforming the culture of the school, optimizing the conditions for learning and teaching through mentorship and reflection.
- Formal Transition Meetings (Gr8-Gr 9)-targetted curriculum mapping
- One dedicated math Professional Activity (PA) Day for educators. This supports a whole-child and whole-school approach to mathematics improvement and capacity building in schools.
- Support for teachers and administrators to attend mathematics Additional Qualifications (AQ) courses together as a school-based team.



YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

Report To: Student Success & Pathways Committee

From: Administration

Date: April 3, 2017

Report: Kindergarten Communication of Learning

EXECUTIVE SUMMARY

This report will provide information to the Student Success & Pathways Committee on the changes in Kindergarten reporting procedures, which are now aligned with reporting in grades 1-8.

BACKGROUND INFORMATION

The new provincial kindergarten report was implemented in February 2017. In order to support the transition to the new standardized Provincial report, the technology platform was updated and Kindergarten teachers and Early Childhood educators were inserviced and provided with supports to write the new Communication of Learning Template.

SUMMARY

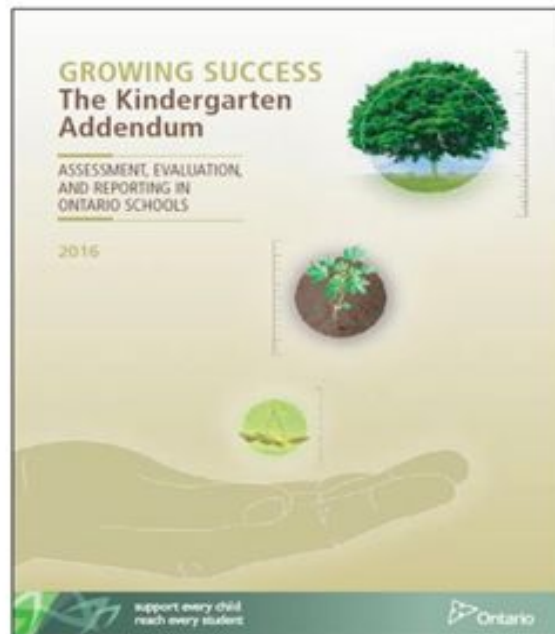
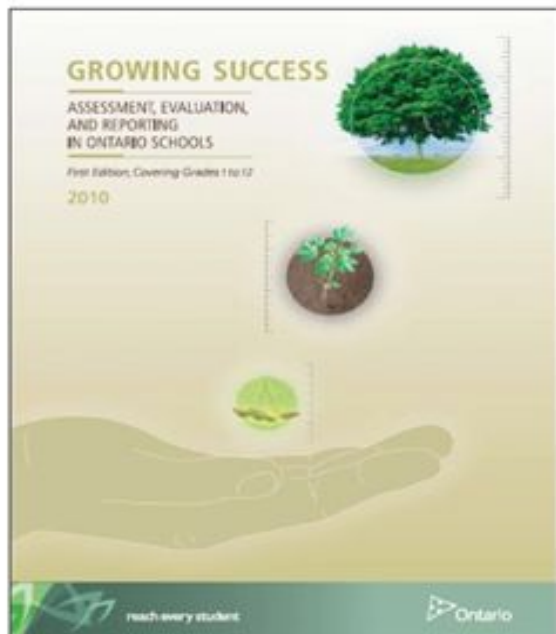
Annette D'Addese, Elementary Program Coordinator, will present *The Communication of Learning* Template. This template has been designed to report student learning in kindergarten that is in accordance to the "Four Frames" within the newly revised *Kindergarten Program, 2016*. The four "frames" or broad areas of learning are used to structure thinking about learning and assessment and how learning happens.

- **Belonging and Contributing**
- **Self-Regulation and Well-Being**
- **Problem Solving and Innovating**
- **Demonstrating Literacy and Mathematics Behaviours**

The frames are designed to support an integrated approach that aligns with the way children's learning naturally occurs and that focuses on aspects of learning that are critical to young children's development. Although this template is aligned with the Ministry's assessment and evaluation policies, it does not include qualifiers or grades as found in the grade 1-8 report card. It is anecdotal in nature and is meant to provide parents with a picture of what learning is evident at a specific time and provide some next steps on how to support these young learners.

Prepared and Submitted by: Annette D'Addese, Elementary Program Coordinator
Endorsed By: Diane Murgaski, Superintendent of Curriculum & Assessment

Growing Success K-12



Communication of Learning

- NEW provincial kindergarten reporting template
- Replaces the board's reporting templates
- Aligns with Growing Success, Grades 1 to 8 reporting periods

The form is titled "Ontario Ministry of Education Kindergarten Communication of Learning Initial Observations". It includes a "Board Logo" in the top right corner. The form is divided into several sections:

- Student Information:** Fields for Student, OEN, Days Absent, Total Days Absent, Year 1 (checkbox), Year 2 (checkbox), Teacher, Times Late, and Total Times Late.
- Board and School Information:** Fields for Board, School, Address, and Telephone.
- Key Learning / Growth in Learning / Next Steps in Learning:** A large text area for comments, with checkboxes for ESL and IEP. A note below the area states: "[Comments about student learning should be entered in a font size that is clear and legible.]"

At the bottom of the form, there is a footer with the following text: "ESL - English as a Second Language", "IEP - Individual Education Plan", "3046E (2016/06) © Queen's Printer for Ontario, 2016", "Kindergarten", and "Page 1 of 2".

Timelines: Kindergarten “Communication of Learning”

Reporting periods are now the same as Grades 1-8:

- **November:** Initial Observation Report / Parent-teacher interview
- **Term 1: Jan. / Feb.:** “Communication of Learning” template
- **Term 2: June:** “Communication of Learning” template

Kindergarten Communication of Learning

- Kindergarten reporting is based on achievement of **program expectations** therefore, **no grades or descriptors** are assigned
- Kindergarten is a two- year **program** which supports learning for all children no matter which stage of development
- Reporting focus is on individual children's learning based on overall expectations

The Four Frames

Belonging and Contributing

Self-Regulation and Well-Being

Problem Solving and Innovating

Demonstrating Literacy and Mathematics
Behaviours



Reporting Framework:

Key Learning	Growth in Learning	Next Step
<ul style="list-style-type: none">● Enjoys● Eager● Interacts● Explores● Experiments● Uses● Creates● Designs● Demonstrates● Applies● Shows his/her thinking● Engages● Builds	<ul style="list-style-type: none">● Earlier in the year● Is now● Is learning to● When she/he first came to kindergarten● Is becoming● At the beginning	<ul style="list-style-type: none">● Will be supported to...● Will be encouraged to..● We will help to...● Will be given strategies such as

Parents will need to understand that ...

- the reports are about their child's most significant learning and growth (and all learning will not be included in the report)
- anecdotal comments only (no grades or descriptors because it is not curriculum like Grades 1-8)
- based on overalls and specifics particular to a child's learning (individualized and reflects developmental trajectory)

An Example



Date:

Student: SAMPLE 1	OEN:	Days Absent:	Total Days Absent:
Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/>	Teacher:	Times Late:	Total Times Late:
Early Childhood Educator:		Early Childhood Educator:	
Board: York Catholic District School Board		School:	
Address: 320 Bloomington Road West Aurora, ON L4G 0M1		Address:	
		Principal:	Telephone:

 PLACEMENT IN SEPTEMBER ➔ *Kindergarten Year 2* *Grade 1*
Religious and Family Life Education

The Kindergarten students of the York Catholic District School Board are growing in awareness and understanding of the love, beauty and glory of God and the person of Jesus Christ. Through play, inquiry, daily prayer, scripture readings and storytelling, Kindergarten students learn to recognize and experience God in the people around them and in the world.

Belonging and Contributing
 ESL IEP

Key Learning / Growth in Learning / Next Steps in Learning

Sarah draws pictures to communicate her ideas, thinking and experiences with others. She visits the creative centre on a daily basis where she draws detailed pictures of her family and creates works of art. She is proud of her creations and is eager to take them home when she is done. Sarah is beginning to interact with other children when she is working at the creative centre by offering to share materials with others and by taking turns. Sarah will be encouraged to work at other learning centres and to engage in play with others.

Self-Regulation and Well-Being
 ESL IEP

Key Learning / Growth in Learning / Next Steps in Learning

Sarah enters the classroom eager and ready to learn and participates in morning routines. Sarah shows responsibility on a daily basis by remembering the routines and expectations of the day (e.g., taking out her communication folder, signing in, snack prep and clean up, and independently getting dressed). Sarah is now selecting and completing activities based on her interests. She will be encouraged to complete activities designed by the educators.

Demonstrating Literacy and Mathematics Behaviours ESL IEP**Key Learning / Growth in Learning / Next Steps in Learning**

Sarah often brings favourite stories from home to share with the class. At the book centre, she holds the book properly, reading the left page first and using her finger as a guide. She selects books with ease and often retells the story in her own words using the pictures as a guide.

Sarah is beginning to show an interest in writing words. She is now asking for assistance to label her drawings. She has good letter-sound knowledge and can often write the first letter of words. Sarah will be encouraged to apply her letter-sound knowledge to write ending sounds of words as she labels.

At the white board centre, Sarah created and extended patterns using a variety of shapes, colours and letters. Sarah loves to survey her classmates. She often incorporates drawings and words into her survey in order to communicate her ideas to her classmates. Once the survey is complete, Sarah can count the tallies one at a time in order to compare which has more and which has less. Sarah will be supported to group the tallies into fives for easier counting and comparison.

Problem Solving and Innovating ESL IEP**Key Learning / Growth in Learning / Next Steps in Learning**

Sarah is eager to explore and experiment with a variety of materials at the construction centre. Often times, Sarah will construct a plan before carrying out her idea, such as drawing what her airport would look like before building it. Sarah brings materials such as scissors, writing tools, and staplers to the block centre to make items she needs to make other buildings to complete her designs. She is careful to use the tools safely when building. Sarah is learning to make predictions and observations during classroom investigations. She will be encouraged to share her ideas during classroom inquiries.

Date:

Student: SAMPLE 2	OEN:	Days Absent:	Total Days Absent:
Year 1 <input type="checkbox"/> Year 2 <input checked="" type="checkbox"/>	Teacher:	Times Late:	Total Times Late:
Early Childhood Educator:	Early Childhood Educator:		
Board: York Catholic District School Board	School:		
Address: 320 Bloomington Road West Aurora, ON L4G 0M1	Address:		
	Principal:	Telephone:	

 PLACEMENT IN SEPTEMBER ➔ Kindergarten Year 2 Grade 1
Religious and Family Life Education

The Kindergarten students of the York Catholic District School Board are growing in awareness and understanding of the love, beauty and glory of God and the person of Jesus Christ. Through play, inquiry, daily prayer, scripture readings and storytelling, Kindergarten students learn to recognize and experience God in the people around them and in the world.

Belonging and Contributing
 ESL IEP

Key Learning / Growth in Learning / Next Steps in Learning

In large group discussions, Alex is eager to share his interests with the class. He is now listening and responding to others' ideas in conversations and class discussions before adding his own ideas. Earlier in the year, he would gather the Legos and build by himself. Alex has begun to engage more often in cooperative play with a preferred friend. He will be supported to use strategies like saying, "I think that is a good idea" to value others' suggestions and express positive messages while playing.

Self-Regulation and Well-Being
 ESL IEP

Key Learning / Growth in Learning / Next Steps in Learning

(15 Lines Maximum Capacity, Up to 8 Lines for the Classroom Teacher and Up to 7 lines for the Health and Physical Education Teacher)

Alex has adapted well to classroom routines and transitions. He is independent and responsible for getting the required materials needed to complete the activities of his choice. He concentrates for increasing periods of time when completing activities that are of interest to him. He is encouraged to stay on task and persevere when completing activities designed by the educator team.

Demonstrating Literacy and Mathematics Behaviours ESL IEP**Key Learning / Growth in Learning / Next Steps in Learning**

(25 Line Maximum Capacity)

Alex enjoys listening to stories that are read to the whole class and uses pictures to understand the story as it is being read. He often makes connections to his family when stories are read aloud. In small group guided reading, Alex is now using pictures to problem solve tricky words. Alex often incorporates writing into his building by bringing writing tools to the block centre. He uses his letter-sound knowledge and a few high frequency words to make signs and to label his plan for building. Alex will be supported to incorporate writing into his work when at other learning centres.

At the math centre, Alex creates and extends patterns using a variety of shapes and colours. He also enjoys playing math games using dice. At the beginning of the year, Alex needed to count the dots to identify the numbers on a die but he is now able to read the number without counting. He will be encouraged to add more dice to the game he plays to build on his addition skills.

When investigating quantity, Alex compares and identifies sets with more, less, and the same.

Problem Solving and Innovating ESL IEP**Key Learning / Growth in Learning / Next Steps in Learning**

Alex likes to participate in classroom inquiries and is beginning to ask questions and express his thinking during classroom inquiries. Alex loves to explore the construction centre where he can experiment with cars and ramps. He knows about how ramps work and he often incorporates materials such as cardboard, cylinders, and a variety of wooden blocks into his ramp design. He chooses a safe space to test the ramps he makes. Alex perseveres and applies problem solving skills when building. Recently, when he had a problem in his design, like making his car fit through the opening of the tunnel, he was able to cut the paper cylinder to allow for the car to pass through. Alex will be supported to modify his ramp designs to make them safer for testing.

ESL – English as a Second Language

IEP – Individual Education Plan

Date:

Student: Ivy	OEN:	Days Absent:	Total Days Absent:
Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/>	Teacher:	Times Late:	Total Times Late:
Early Childhood Educator:	Early Childhood Educator:		
Board: York Catholic District School Board	School:		
Address: 320 Bloomington Road West Aurora, ON L4G 0M1	Address:		
	Principal:	Telephone:	

PLACEMENT IN SEPTEMBER ➔ *Kindergarten Year 2* *Grade 1*
Religious and Family Life Education

The Kindergarten students of the York Catholic District School Board are growing in awareness and understanding of the love, beauty and glory of God and the person of Jesus Christ. Through play, inquiry, daily prayer, scripture readings and storytelling, Kindergarten students learn to recognize and experience God in the people around them and in the world.

Belonging and Contributing
 ESL IEP

Key Learning / Growth in Learning / Next Steps in Learning

Key learning, growth in learning, next steps in learning, are based on alternative expectations in the IEP.

Upon arriving to school each day, Ivy seeks out her personal visual schedule and calls out the various routines listed. Earlier in the year, she would attend to a schedule that reflected only preferred and high interest activities e.g., iPad, gross motor time, gym, music/dance) Recently, she has expanded her interests and is beginning to explore less familiar activities such as: story time, computer time, puzzles and interactive technology. Initially, Ivy would want to experience activities on her own, with no peer presence or interaction; currently, she is beginning to demonstrate some parallel skills and allows peers in her space while exploring activities. Upon observing another peer at play, she accepted the invite to play Bubble tap on the iPad together. Turn taking was successful using the "My Turn/Your Turn" strategy. Ivy will be supported to broaden her interests and continue to experience new activities for short time segments.

Self-Regulation and Well-Being
 ESL IEP

Key Learning / Growth in Learning / Next Steps in Learning

Key learning, growth in learning, next steps in learning, are based on alternative expectations in the IEP.

Ivy is becoming increasingly comfortable with her surroundings. Upon arriving to school each day, Ivy follows the entry routine with increasing independence (e.g., care of personal belongings). She engages in self-talk using appropriate vocabulary associated with the sequence of familiar routines (e.g., jacket off, change shoes, hang bag, sit on carpet etc). Initially, she required extensive preparation for transitions and often required immediate reinforcers; however, she is now responding to the prompt, "Check your schedule" with a smile, and recites the routines in her day. When transitions are imminent, she is often seen referring to her personal schedule for reassurance and validation. Ivy responds appropriately when there is a change in her schedule. At this time, Ivy is able to complete a non-preferred task by using a familiar and established script of "First Work, Then iPad". Ivy often requests activities that offer sensory input (e.g., trampoline, scooter board, hoola hoop). She will be introduced to additional activities that she can choose from to meet a range of sensory needs (e.g., quiet space, motor movement breaks, alone time, tactile activities etc).

Demonstrating Literacy and Mathematics Behaviours ESL IEP**Key Learning / Growth in Learning / Next Steps in Learning**

Ivy demonstrates great interest in stories read to her by an adult. She is now willing to sit alongside one or two peers to listen to a story, and enjoys chiming in whenever possible. Her favourite stories are "Five Little Monkeys" and "Love you Forever". Using these high interest stories, she is demonstrating early book handling skills such as turning pages and pointing to specific pictures and words when requested. Ivy is also able to draw a picture of her favourite part of a story. With prompting strategies, she can identify key parts of the picture when sharing her drawing with an adult or peer. Ivy will be supported to build upon existing sight word recognition skills and explore writing mediums (e.g., marker, paint brush, etc).

During the Tidy Up routine, she returns items to the proper place, counting books or blocks while putting them away. She uses sorting skills in various ways; for example, she separates blocks by colour, puzzle pieces by straight or curved edge and also returns various objects according to classroom station labels. Initially, Ivy played with blocks and Lego in her own way; now, she follows modelling to copy a pattern or build a specific design or structure. Recently, she was working within a small group to build a pattern with coloured blocks and gestured to the teacher to come see what her group had created. Ivy will be given strategies to expand her one to one correspondence and identify numbers in everyday situations and experiences.

Problem Solving and Innovating ESL IEP**Key Learning / Growth in Learning / Next Steps in Learning**

Key learning, growth in learning, next steps in learning, are based on alternative expectations in the IEP.

Ivy has great interest in technology features within the classroom. She is drawn to them and can sustain attention for prolonged periods of time. Earlier on, she would access these resources on her own and would protest when it was time to move onto another activity. Recently, she has acquired problem solving skills in that she knows when and how the iPad needs recharging, and does so once the charger is located. She also knows how to power up, log into the classroom computer with the assistance of a log on information card. Ivy will be encouraged to explore other centres in the classroom such as the sand and water table as well as the house centre.



York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1
Telephone (416) 221-5050, Voice Mail Box: 17137

November 23, 2016



FINANCIAL LITERACY

Whereas Many of our young students require the skills related to financial literacy;

Whereas Teaching financial literacy in schools equips our youth to understand the importance of fiscal responsibility and managing finances as they journey to adulthood.

LET IT BE RESOLVED

THAT our Board write a letter to the Ministry of Education to have Financial Literacy embedded into the curriculum so that it can be taught in our elementary and secondary schools.

Respectfully submitted,

Teresa Ciaravella

Teresa Ciaravella, Trustee – Vaughan – Area 1, Ward 1
Telephone: Res. Tel. (905) 832-4562

York Catholic District School Board

MEMO

Memo To: Student Success & Pathways Committee
From: Administration
Date: April 3, 2017
Memo: **Draft Regional French Immersion Policy**

EXECUTIVE SUMMARY

The attached draft policy is presented for the consideration of the Student Success & Pathways Committee. In keeping with the Mission, Vision, Core Values and Strategic Commitments of the Board, it is the intent of the Board to offer French Immersion as a regional program of choice, based on grade appropriate Ontario curriculum expectations, for students beginning in Grade 1 and extending to Grade 12.

The target date for implementation of the new Regional French Immersion Policy will be September 2018.

BACKGROUND INFORMATION

The draft Regional French Immersion Policy was presented to the Policy Review Committee on January 23, 2017. As noted in the Policy Review Committee minutes of January 23rd, Administration was directed to present the draft policy and procedures to the Student Success & Pathways Committee for input and feedback. The revised policy and procedures will be presented to the Policy Review Committee at a future meeting. The policy and procedures will then be circulated for community consultation as per the Board's Meta Policy.

SUMMARY

Input and feedback received from the Student Success & Pathways Committee will be integrated into the Regional French Immersion Program policy and procedures in preparation for presentation to the Policy Review Committee on June 13, 2017.

Prepared and Submitted by: F. Bagley, Associate Director, Strategic Leadership
Endorsed by: P. Preston, Director of Education

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Curriculum	<i>Policy Number</i> 320
<i>Former Policy #:</i>	<i>Page</i> 1 of 7
<i>Original Approved Date:</i> xxx 2017	<i>Subsequent Approval Dates:</i> Implementation 2018

POLICY TITLE: REGIONAL FRENCH IMMERSION PROGRAM

SECTION A

1. PURPOSE

French is one of Canada's two official languages and one of Ontario's two official languages of instruction. Research shows that knowledge of a second language strengthens first-language skills and that the ability to speak two or more languages generally enhances reasoning, problem-solving, as well as creative-thinking skills. For these reasons, the York Catholic District School Board offers, along with the Core French program currently provided in our schools, French Immersion as a regional program of choice in which students receive instruction in French for a variety of subjects.

French Immersion programs are designed to provide non-francophone students with a high degree of proficiency in the French language. **There is no expectation that the Parents/Guardians of a French Immersion student read or write French.** While the Board recognizes that any exposure to a second language is beneficial, French Immersion broadens and deepens that exposure.

2. POLICY STATEMENT

In keeping with the Mission, Vision, Core Values and Strategic Commitments of the York Catholic District School Board, it is the policy of the Board to offer French Immersion as a regional program of choice, based on grade appropriate Ontario Curriculum expectations, for students beginning in Grade 1 and extending to Grade 12 **(by September 2020).**

3. PARAMETERS

- 3.1 Participation in the French Immersion program shall be open to all eligible students as per Board procedures outlined in the addendum to this policy.
- 3.2 The elementary French Immersion program shall be available to students beginning in Grade 1 at selected regional school locations approved by the Board.

- 3.3 French shall be the language of instruction in Grades 1, 2, and 3 for eighty-five percent (85%) of the instructional day with Religious Education and Physical Education taught in English. **The exception to this will be in schools where a Regional French Immersion site offers International Language instruction.**
- 3.4 In Grades 4-8, the minutes of instructional time shall be shared between French and English as outlined in the procedures, an addendum to this policy.
- 3.5 In Grades 9-12, a minimum of ten (10) course credits shall be offered at each Secondary school designated by the Board as a French Immersion school site as outlined in the procedures, an addendum to this policy.
- 3.6 **Single Track French Immersion Elementary schools shall offer no other language of instruction other than the subjects to be taught in English as outlined in parameters 3.3 and 3.4.**
- 3.7 Single Track French Immersion schools shall not offer Kindergarten since the French Immersion program commences in Grade 1.
- 3.8 The Board shall provide English as a Second Language (ESL) **direct support to students in the French Immersion program, beginning in Gr. 4**, in accordance with Board procedures for ESL support for Elementary students. **In the primary grades, the program is delivered in French for 85% of the day. Therefore, except in special circumstances, the ESL/ELD teacher monitors students' needs and provides consultative support to the classroom teacher.**
- 3.9 The Board shall provide Core Resource support to students in the French Immersion program in English.
- 3.10 The French Immersion program shall be based on The Ontario Curriculum expectations.
- 3.11 Students shall be assessed and evaluated against curriculum expectations in accordance with the YCDSB's *Guidelines and Procedures for the Implementation of Ministry Policy: Growing Success Assessment, Evaluation and Reporting in Ontario Schools*, **with the exception of Gr. 1. Grade 1 students are beginning a second language acquisition program and assessment of literacy-based expectations, will reflect this.**
- 3.12 Student participation in standardized assessments [i.e., Canadian Test of Basic Skills (CTBS), Education Quality and Assessment Office (EQAO) or Ontario Secondary School Literacy Test (OSSLT)] shall be determined by the Board upon recommendation from the Director of Education in consultation with the Superintendent of Education overseeing Curriculum and Assessment and the Superintendent of Education overseeing Student Services.
- 3.13 Communication to Parents/Guardians shall be in English, including, but not limited to, report cards, newsletters, parent-teacher interviews and general school communication.

- 3.14 Program locations shall be determined by a pre-described process as outlined, in the procedures, and addendum to this policy.
- 3.15 Program locations for the implementation and delivery of the French Immersion program shall be subject to approval by the Board upon recommendation from the Director of Education.
- 3.16 Student enrolment and average class size requirements are determined by the Ministry of Education and local collective agreements.
- 3.17 The Board shall establish and implement guidelines for the review of dual track schools when a significant program or accommodation issue affects the school's ability to provide a sustainable program, in either the French or English track. Such a review may lead to a relocation of either the French or English track to another more viable location. (To be discussed)
- 3.18 Admission into the French Immersion program for Grade 1 shall be by lottery, as outlined in the procedures, an addendum to this policy. Acceptance into the program through the lottery is a family acceptance, which entitles younger siblings the option of attending the Regional French Immersion program, when age appropriate for Grade 1.
- 3.19 Provision for transportation of students attending the French Immersion program shall be in accordance with the policies and procedures of the Board's Student Transportation Services Policy.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To receive, review and approve requests for the location and possible relocation of regional French Immersion school sites.

4.2 Student Success and Pathways Committee

- 4.2.1 To make recommendations to the Board regarding the establishment, expansion, and/or relocation of focus and/or regional programs.
- 4.2.2 To advise the Board on issues related to boundaries, transportation and costs/benefits of focus and/or regional programs.

4.3 Director of Education

- 4.3.1 To oversee compliance with the French Immersion Program policy and procedures.
- 4.3.2 To recommend regional program locations to the Board for consideration and approval.

4.4 Superintendent of Curriculum and Assessment

- 4.4.1 To review French Immersion attendance areas and recommend regional program locations to the Director of Education.
- 4.4.2 To select and communicate the dates of the Parent/Guardian information sessions and the French Immersion registration period as appropriate.

- 4.4.3 To review subject and/or course designations for the French Immersion program.
- 4.4.4 To allocate resources to support the implementation of elementary and secondary Ontario French Immersion Curriculum.
- 4.4.5 To **administer the** process for the admission and demission of students from a French Immersion program.

4.5 Coordinating Manager of Planning & Operations

- 4.5.1 To support the Superintendent of Curriculum and Assessment in reviewing and determining French Immersion program locations and associated boundaries.

4.6 Human Resources

- 4.4.1 To hire, select and allocate staff to support the French Immersion program in accordance with Board policies and staffing procedures.

4.7 All Principals

- 4.7.1 To adhere to the Board's French Immersion policy and procedures.
- 4.7.2 To ensure that French is the language of instruction in all subjects designated by the Board to be taught in French.
- 4.7.3 To provide leadership and support to teachers in implementing appropriate supports for students.
- 4.7.4 To ensure the Student Record of Accumulated Instruction in French is recorded on an annual basis and filed in the student's Ontario Student Record.

4.8 Secondary Principals

- 4.8.1 To ensure the most appropriate Core French placement for students who graduate from the Grade 8 French Immersion program but do not continue with French Immersion in Secondary School.
- 4.8.2 To ensure that all required courses are available to students enrolled in the French Immersion program in order to satisfy the requirements of the French Immersion Certificate.
- 4.8.3 To ensure that students who have obtained at least 10 French Immersion credits receive the Certificate of Bilingual Studies in French Immersion upon graduation.

4.9 Teachers

- 4.9.1 To recognize that the French Immersion program operates similarly to the program offered in English, and that all curriculum expectations and relevant Board policies and procedures for the implementation of French Immersion are applied.
- 4.9.2 **The Assessment and Evaluation will be consistent with YCDSB's *Guidelines and Procedures for the Implementation of Ministry Policy: Growing Success Assessment, Evaluation and reporting in Ontario Schools (Revised Spring 2017)* with particular reference to the section about French Immersion.**
- 4.9.3 To use French as the language of instruction for subjects designated to be taught in French.
- 4.9.4 To encourage students use of French at all times in subjects designated to be taught in French.
- 4.9.5 To foster, model and encourage the use of French outside of the classroom.
- 4.9.6 To provide the necessary program accommodations and/or adaptations for English Language Learners and students with identified exceptional learning

needs.

- 4.9.7 To record on an annual basis the, number of instructional hours taught in French on the Student Record of Accumulated Instruction filed in the student's Ontario Student Record.

4.10 Parents/Guardians

- 4.10.1 To register their child for the French Immersion program in accordance with Board policies and procedures.
- 4.10.2 To communicate concerns about their child's progress or any additional information relevant to the student's learning, achievement and well-being with appropriate school staff.
- 4.10.3 To understand that learning materials will be in French, including, but not limited to, homework assignments, assessment criteria and learning goals for the subjects designated to be taught in French.
- 4.10.4 To understand that school boundaries and regional program locations are subject to accommodation **and/or boundary** reviews, and may be revised or changed subject to approval by the Board upon recommendation from the Director of Education and in consultation with Senior Administration.

4.11 Students

- 4.11.1 To attend school and classes each day, as required.
- 4.11.2 To use French to the best of their abilities in all subjects designated to be taught in French.

5. DEFINITIONS

5.1 Core French

Core French is the study of the subject French. Core French is mandatory for English-language schools from Grades 4-8 at the elementary level. York Catholic District School Board offers Core French commencing in Grade 1. One French as a Second Language (FSL) credit is compulsory for obtaining the high school diploma.

5.2 French Immersion Program

An optional second-language program where French is not only taught as a subject but is also the language of instruction in one or more than one other subject. French Immersion replaces the need for Core French instruction for students enrolled in the program.

5.3 French Immersion: Dual Track School

A school which offers programming in English as well as the French Immersion and Core French programs.

5.4 French Immersion: Single Track School

A school which offers only French Immersion programming, which includes subjects taught in French and English, with no other language of instruction offered.

6. CROSS REFERENCES

YCDSB Policy 203	Student Transportation Services
YCDSB Policy 309	Assessment and Evaluation of Student Achievement
<i>Education Act</i>	

7. RELATED FORMS (TBD IF REQUIRED)

Approval by Board _____
Date

Effective Date _____
Date

Revision Dates _____
Date

Review Date _____
Date

DRAFT

POLICY TITLE: FRENCH IMMERSION PROGRAM

SECTION B: GUIDELINES

The Board's procedures, an addendum to this policy, contain information related to the following components:

- 1. Regional Program Boundaries & Catchment Areas (To be discussed)**
- 2. Application Process**
 - 2.1 Eligibility Criteria
 - 2.2 Lottery Process: Structure, Parameters
 - 2.3 Registration Process; General, Internal Applicants, External Applicants, Wait Lists
 - 2.4 Request for a Sibling to Attend
 - 2.5 Delayed Entry
- 3. French Immersion Program Delivery (Subjects/Courses & Instructional Minutes)**
 - 3.1 Elementary
 - 3.1.1 Primary Division
 - 3.1.2 Junior and Intermediate Division
 - 3.2 Secondary Sites
 - 3.2.1 Prerequisite
 - 3.2.2 French Immersion Certificate Requirements
- 4. Demission from French Immersion**
 - 4.1 Elementary School: Re-entry to Regular English Track Program
 - 4.2 Secondary: Transition from Elementary French Immersion program to Regular English Track Program
- 5. Long Term Accommodation Planning**
 - 5.1 Program Location and/or Relocation
 - 5.2 Dual Track Program Review



York Catholic District School Board

PROCEDURE:
REGIONAL FRENCH IMMERSION PROGRAM

Addendum to Policy 320: Regional French Immersion Program

Effective: xxx 2017

PURPOSE

The York Catholic District School Board acknowledges that policies and accompanying procedures are necessary for effective management and governance.

These procedures are developed to address the “intent” of the Board, thereby guiding the decisions that are made both at the corporate level and in day-to-day operations as they relate to the establishment of a regional French Immersion program.

RATIONALE

These procedures will guide the development, review, revision and implementation of the regional French Immersion Program.

1. Regional Program Boundaries & Catchment Areas

(To be discussed)

2. APPLICATION PROCESS

2.1 Eligibility Criteria

- i) Year 2 Kindergarten students (SK), eligible for Catholic education can apply.
- ii) A parent information night precedes the opening of the online application process.
- iii) All students, even those who live in the English home school boundary of the Regional French Immersion Program School, must apply online. The online application process for the Grade 1 Regional French Immersion Program opens in November and remains open up to and including January. The process is not first come, first served. The lottery follows the close of online applications. Students who apply following this timeline are placed on the end of the waitlist.

2.2 Lottery Process

2.2.1 Structure

The lottery structure is tiered, with three potential sequenced lotteries at each Regional French Immersion program site, as follows:

First tier: Students living in the Regional French Immersion boundary.

Second tier: Students living in York Region, outside the Regional French Immersion boundary.

Third tier: Students living outside of York Region.

2.2.2 Parameters

i) Priority Placement candidates

These students are not included in the lottery. They are:

- Siblings of current French Immersion students
- Students whose home address is within the home school English boundary. (to be discussed)

ii) Twins/Triplets

For multiple siblings in the lottery, the selection of one name ensures a place for all siblings. Mark each sibling's lottery entry to indicate the number of siblings in the lottery. If one sibling's name is draw, you must immediately assign a number to each sibling in the draw.

iii) **Outside of the Regional French Immersion Program Boundary**

All students, regardless of whether their home/daycare address is outside of the Regional French Immersion Program boundary, may apply to any or all Regional French Immersion Program school(s) if they meet the application process timelines. However, it is important to inform these applicants that transportation will not be provided.

APPENDIX A provides school specific lottery processes

iv) **Day of the Lottery**

French Immersion school principals are asked to:

- i) Invite participants to the library, gym or other suitable location;
- ii) Welcome all and begin with a prayer;
- iii) Explain the process to those present;
- iv) Place lottery applicant names into appropriate priority boxes;
- v) Draw a name from the box, read it aloud, and assign a number beginning with #1;
- vi) Request a volunteer to record the number on the strip of paper selected;
- vii) Volunteer also transcribes this number in the “*Status*” column on the spreadsheet;
- viii) Continue until all names in the box have been assigned a number;
- ix) Keep the strips of paper and the spreadsheet for reference.

v) **Following the Lottery**

French Immersion school principals are asked to:

- i) Have all lottery data entered electronically onto your F.I. database.
- ii) Prepare 3 Synervoice messages to be issued between 7:00 and 9:00 p.m.
Synervoice instructions and 3 message texts were sent to schools.
- iii) Prepare and mail/email follow-up letters to all applicants (include a Transfer Form and S2 form for internal candidates; a Registration Package for external candidates and a waitlist number for unsuccessful candidates.
- iv) Review the “French Immersion Registration Process” checklist for registration details and waitlist procedures.
- v) **Continue to add names to your wait list even if classes are full, as not all applicants accept their placement.**
- vi) Maintain and update the database as families register or decline their placements.
- vii) Where families decline a placement, please ask them for the reason and record it.
- viii) Email updates of your database to the board as requested.

2.3 REGISTRATION PROCESS

2.3.1 General

- i) Families will be notified by (email/letter/telephone) on the status of their application (letter templates provided to schools)
- ii) Families will have up to a date, that is designated annually, to register
- iii) Waitlisted students who are offered a spot will have a **3 calendar day deadline** to register.
If they decline, the spot is to be offered to the next child on the waitlist, with a 3 calendar day deadline for registration.
- iv) School continues to accept applications at the school, after the online application has closed.
- v) School Staff

- Document the date of the parent's acceptance
- Document the date if parents decline spot and record the reason for data collection purposes.

2.3.2 Internal Applicants (Currently registered in a YCDSB school)

- Parents complete a French Immersion Transfer Form and an S2 emergency Procedures and Consent Form (Curriculum provides initial copies – please use same colour for forms for additional copies – lavender for F.I. Transfer form – white for S2)
- Parents return completed forms to their current home school
- The home school principal signs the transfer form, provides a copy to the parent, files a copy in the OSR and sends the original transfer form and S2 to the Regional French Immersion school by the date designated annually.
- The home school transfers the student's information from Maplewood (the student's home school may need a reminder to inactivate at the end of June)
- Regional French Immersion school sends the OSR transfer request to the home school in June.

2.3.3 External Applicants (not registered in YCDSB)

- Parents complete a full registration package (S1) with original documentation as per admission policy (include TCH19 if applicable)
- Enter registration information into Maplewood
- Send OSR transfer request to the home school in June

2.3.4 Wait Lists

- Notify families of students who have been selected through the lottery process and who have not accepted their placement by the designated date to confirm that the spot can be offered to the next student in line before offering spot to next students (forms could be in courier, at home school, etc.)
- Contact wait list applicants in numerical order until all placements are full
- Update the Regional French Immersion database as they accept/decline
- Issue wait list letters to internal and external applicants to welcome new registrants
- Provide external applicants with a full registration package to be completed
- Provide external applicants with a transfer form (TCH#19) for completion and have forms signed by the home school principal who then forwards it to the FI school
- Continue to add names, with detailed contact information, to your wait list, as new applicants call to inquire about the program and new openings may occur prior to November.

2.4 Request for a Sibling to attend the Regional French Immersion Program School

2.4.1 Process Steps for Registering Siblings of French Immersion Students presently at YCDSB:

- Parent completes a TCH19 application to have the sibling attend the Regional French Immersion Program school.
- If the school accepts the TCH19 application, the student will be transferred.
- The current home school is requested to leave all documentation eg. Birth, baptismal, certificates, S1 Registration For, S4 (Pupil eligibility for ESL/Literacy Development Funding) or other immigration documents in the OSR. **No new registration package is required.**

2.4.2 Process Steps for Siblings of French Immersion Students not presently registered in YCDSB:

- i) If a sibling is not registered in the YCDSB, a complete Registration package should be completed at the home school.
- ii) Parent completes a TCH19 application to have the sibling attend the Regional French Immersion Program school.
- iii) If the school accepts the TCH19 application, the student will be transferred.

2.5 Delayed Entry

A late entry to the grade one class of the Regional French Immersion Program will be considered until December 1st. The following parameters need to be assessed when considering delayed entry:

- i) Child’s interest in French Language acquisition
- ii) Mid-term report checklist of learning skills
- iii) Parental support for transition to the Regional French Immersion Program

For entry into grades later than Gr. 1, students must be leaving a French Immersion program in another school or school board, or equivalent French language instruction and have the required number of hours of instruction, appropriate to the student’s grade.

3. FRENCH IMMERSION PROGRAM DELIVERY (SUBJECTS/COURSES & INSTRUCTIONAL MINUTES)

3.1 Elementary

3.1.1 Primary Division

French shall be the language of instruction in Grades 1, 2, and 3 for eighty-five percent (85%) of the instructional day with Religious Education and Physical Education taught in English.

3.1.2 Junior and Intermediate Division

In Grades 4-8 French instruction shall average 150 minutes per week. The minutes of instructional time shall be shared between French and English as outlined below.

Gr. 1 - Gr. 3	85% French Language	15% Religion & PhysED
Gr. 4 - Gr. 8	50% French Language Science Social Studies Physical Education Health/Dance Arts	50% English Language Religion Family Life Math Music

3.2 Secondary Sites

Beginning September 2017 at St. Brother Andre, Markham, with Grade 9

Beginning September 2018, at Jean Vanier, Richmond Hill; St. Maximilian Kolbe, Aurora; Fr. Bressani, Woodbridge, with Grade 9.

3.2.1 Prerequisite

Elementary French Immersion program or equivalent prerequisites as itemized on the Application for Admission to the Secondary French Immersion Program using Equivalency Criteria.

3.2.2 French Immersion Certificate Requirements

Ten (10) core Courses taught in the French language over four (4) years with option available for French Advanced Placement course credit.

Gr. 9 Courses – French Language, Religious Education, Geography

Gr. 10 Courses – French Language, Religious Education, History

Gr. 11 Courses – French Language, Religious Education

Gr. 12 Courses – French Language, Religious Education

4. DEMISSION FROM FRENCH IMMERSION

4.1 Elementary School: Re-entry to Regular English Track Program

When a student is being considered for withdrawal from the French Immersion Program, an appropriate meeting will be arranged to facilitate the students' transition back to the programs of the Board.

- i) Prior to consideration of withdrawal, accommodations for learning needs supported by the School Based Resource Team should be put in place.
- ii) When a student is being considered for withdrawal an appropriate meeting will be arranged between school staff and parents to discuss the needs of the student.
- iii) When parents have indicated that they wish to have their child returned to a program of the Board, a re-entry meeting is held and an appropriate transition plan is put in place.
- iv) The student will return to their home school unless parents wish to pursue a TCH 19 application without transportation at the French Immersion site.

4.2 Secondary: Transition from Elementary French Immersion program to Regular English Track Program

- i) Prior to consideration of withdrawal, accommodations for learning needs supported by a Student Success team should be put in place and/or consultation with the appropriate guidance counsellor and administration.
- ii) The student will return to their home school unless parents wish to pursue a TCH 19 application without transportation at the French Immersion site.

5. LONG TERM ACCOMMODATION PLANNING

5.1 Program Location and/or Relocation

The Board will be required to make accommodation adjustments regarding the location and grades the program offers. These adjustments may take the form of one of the following:

- i) The establishment of a new French Immersion centre and amended attendance boundaries;
- ii) The merging of two French Immersion centres into one location, either in entirety or particular grades;
- iii) The creation of a single track French Immersion center, either in the existing host school or an alternative school;
- iv) Use of temporary accommodation (portables).

When considering program relocation the following factors will be considered:

- i) Availability capacity within the building and potential to accommodate the program over the longer term based on identified needs for the school and the potential benefit(s) to the school community;
- ii) Access and ability of the site to address traffic and parking, especially if transportation to the program is not provided by the Board;
- iii) Condition and configuration of the facility;

- iv) Minimizing vehicle ride times and travel distances where practical;
- v) Ability to sustain the program over the long term; and,
- vi) Intake grades shall be capped respective to the overall capacity available at the school.

5.2 Dual Track Program Review

When any of the following circumstances occur within a English track program in the Dual Track Regional French Immersion Program site, the Dual Track Program Review process will begin:

- i) Two consecutive English track grades have 10 students or fewer;
- ii) The combined grade 1/2 falls below 15 students

When a circumstance in the above (4.2 (i) or (ii)) occurs, the following process begins (To be discussed)

SPECIFIC SCHOOL LOTTERY PROCESSING

The following schools priority lists for the lottery process are as follows:

St. Edward

1. Siblings of students in the FI program
2. Students whose home address is within the St. Edward boundary
3. Students in other YCDSB boundary
4. Students outside of YCDSB boundary

St. Joseph, Aurora

1. Siblings of students in the FI program
2. Students whose home address is within the St. Joseph boundary
3. Students in other YCDSB boundary
4. Students outside of YCDSB boundary

St. Brendan

1. Siblings of students in the FI program
2. Students whose home address in within St. Brendan boundary
3. Students in other YCDSB boundary
4. Students outside of YCDSB boundary

St. Mark

1. Siblings of students in the FI program
2. Students whose home address in within St. Mark and St. Brigid boundary
3. Students in other YCDSB boundary
4. Students outside of YCDSB boundary

Immaculate Conception

St. Francis Xavier

St. Marguerite d'Youville

Our Lady of Peace

St. Joseph the Worker

St. John XXIII

Christ the King

Our Lady of Fatima

St. Thomas Aquinas

St. Anthony

St. Elizabeth Seton

1. Siblings of students in the FI program
2. Students whose home address in within the FI site's English school boundary
3. Students whose home address in within the FI site's feeder school boundary
4. Students in other YCDSB boundary
5. Students outside of YCDSB boundary

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

Report To: Student Success & Pathways Committee

From: Administration

Date: April 3, 2017

Report: Elementary ORFF Music Program

EXECUTIVE SUMMARY

This report is intended to provide the Student Success & Pathways Committee with information on the current status the Elementary Orff music program & the next steps program implementation. In 2016-17, twelve additional schools have begun the formal ORFF program, bringing the total number of schools to fifty-eight. Music rooms for sound attenuation renovations are being identified for the schools involved in the PAR process.

BACKGROUND INFORMATION

In 2014-15 & 2015-16 twenty-four and twenty-two schools respectively were included in the Orff program with \$200,000 funding, each year. In 2016-17, 12 schools were added with \$100,000 in funding. Twenty nine schools remain to be included, excluding the three schools that are closing in June 2017.

The timeline for the sound attenuation program has been extended due to the implementation of mothballing, pupil accommodation reviews and space restraints.

SUMMARY

The number of schools that will be added to the Orff program in 2017-18 will be determined as part of the budget process. School population changes due to PAR have created excellent opportunities to dedicate a specific Music room and implement the sound attenuation renovations.

Prepared and Submitted by: Diane Murgaski, Superintendent of Curriculum & Assessment
Endorsed By: Patricia Preston, Director of Education