

YORK CATHOLIC DISTRICT SCHOOL BOARD

AGENDA

STUDENT SUCCESS & PATHWAYS COMMITTEE

Monday, February 5, 2018

Catholic Education Centre, Board Room

6:30 p.m.

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.

1. **OPENING PRAYER** D. Murgaski
2. **ELECTIONS**
 - a) Chair
 - b) Vice-Chair
3. **REVIEW OF THE TERMS OF REFERENCE 2018** Chair 2
4. **ROLL CALL**
5. **APPROVAL OF THE AGENDA** Chair
6. **APPROVAL OF THE PREVIOUS MINUTES:**
 - a) Student Success & Pathways Committee Meeting – Nov 6, 2017 Chair 3
7. **BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING**
8. **PRESENTATION(S):**
 - a) Mental Health and Well-Being Dr. G. Sorge 6
 - b) CODE Summer Learning Program L. Paonessa, A. Rotundo-Vergura 11
 - c) AP Overview T. D'Acunto 18
9. **ACTION ITEMS: N/A**
10. **DISCUSSION/INFORMATION ITEMS:**
 - a) Orff Music Program Update (To be Distributed) L. Lauriault
 - b) Secondary French Immersion Update (To be Distributed) D. Murgaski
 - c) Update: 18-19 Registration Process for St. Theresa of Lisieux CHS J. Sarna 21
 - d) French Immersion Organization (To be Distributed) D. Murgaski
11. **NOTICES OF MOTION**
12. **FUTURE AGENDA ITEM(S):**
 - a) E-Learn Program Update
 - b) Review of the ESL and ELD Program
 - c) Individual Pathways Plan
13. **ADJOURNMENT**

Lord our God,
Keep us in Your Spirit. Surround us with Your protection,
so that in body and soul we may praise Your might
and be joyful even in a world full of evil.
Shine into our hearts, that we may discern what is right and good.
May Your eternal mercy enfold us,
and may the earth be filled with thanks to You.
Amen

YORK CATHOLIC DISTRICT SCHOOL BOARD

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

TERMS OF REFERENCE

2018

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, Strategic Leadership
- 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:

T. Ciaravella
C. Cotton
M. Marchese
M. Mogado
A. Stong

Last Revision/Approval Date:
February 5, 2018

5. Meeting Schedule and Time:

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

MINUTES STUDENT SUCCESS & PATHWAYS COMMITTEE

Monday, November 6, 2017

Attending:

Trustee Committee Members:

Other Trustees:

Absent with Notice:

Administration:

T. Ciaravella, E. Crowe, M. Marchese, M. Mogado
D. Mazzotta, A. Stong, Student Trustees B. Smith and S. Trozzo
Trustee C. Ferlisi
F. Bagley, M. Battista, A. Buccioni, R. Campitelli, D. Clapham,
T. D'Acunto, N. Di Nardo, M. Fedrigoni, D. LaGamba, N. Lazar,
G. Micomonaco, D. Murgaski, O. Oloya, L. Paonessa, T. Pechkovsky,
J. Porter, J. Sarna, L. Sawicky
S. Greco
M. Marchese, Committee Chair

Recording:

Presiding:

1. **OPENING PRAYER** (The Land Acknowledgement was read prior to the Prayer)
2. **ROLL CALL:** Trustee C. Ferlisi absent with notice.
3. **APPROVAL OF THE AGENDA**
THAT the agenda be approved as presented.
MOTION: Ciaravella/Crowe
CARRIED
4. **APPROVAL OF THE PREVIOUS MINUTES**
THAT the Student Success & Pathways Committee Minutes of April 3, 2017 be approved.
MOTION: Mogado/Ciaravella
CARRIED
5. **BUSINESS ARISING FROM MINUTS OF PREVIOUS MEETING: NIL**
6. **PRESENTATION(S):**
 - a) **Student Assessment and School Improvement Planning Overview.**
D. Murgaski, Superintendent of Curriculum & Assessment, D. Clapham, Chief Information Officer and M. McShine-Quao, Research Officer provided highlights and an overview from the 2017 EQAO Assessments, Innovation in Ontario education and the YCDSB School Improvement Planning Application. Trustees expressed their concern with the lack of improvement in Mathematics and suggested that more resources are needed to help increase achievement in Math. Problem solving in Thinking questions will be the focus of the Renewed Math Strategy this year. The Ministry of Education's move forward with Global Competencies and Innovation was shared. The framework of Global Competencies includes topics such as Communication, collaboration, Critical thinking, Innovation and Entrepreneurship, Learning How to Learn Self-Awareness and Global Citizenship (Human and Environmental). York University and Queen's University now have Innovation and Entrepreneurial courses. (York U. has an Innovation Centre in Markham). The tools from the recent PA Day focused on School Improvement Planning, were shared. The Principal Dashboard was used to demonstrate how principals access the School Improvement Learning Cycle for Student Achievement and Well-Being (SILC-SAW), student achievement data from the Data Warehouse and Ministry funding for their schools. The SILC-SAW On-line Application is a one-of-a-kind innovation designed by Curriculum, IT and principals. Trustees requested for the 2018-19 school year, that a version of the dashboard (EQAO, Ministry Funding) be designed to share information with Catholic School Councils. Trustees had an opportunity to ask questions for clarification and agreed that more focus needs to be on Mathematics.

MOTION: Crowe/Mazzotta

THAT the Board write a letter to the Ministry of Education, strongly advising the Ministry that math be designated a protected area in secondary schools to increase Student Achievement in Mathematics.

CARRIED

7. ACTION ITEMS: N/A

8. DISCUSSION/INFORMATION ITEMS

a) 2018-2019 Registration Process for St. Theresa of Lisieux CHS

J. Sarna, Superintendent of Education shared a draft summary of the St. Theresa of Lisieux CHS Admission Process. Given the number of students who currently attend St. Theresa of Lisieux CHS, the Board has directed that new registrations are carefully monitored and restricted to ensure compliancy with the Board's Policy 226: Admission to Secondary Schools. Further suggestions were provided on the draft summary to address the overcrowding. Enrolment will be limited to 400 students entering into Grade 9. There will be no admission into other grades at this time. An update will be provided at the Student Success & Pathways Committee Meeting of February 5, 2018. (A copy of the Admission Process is attached – Appendix A)

b) Secondary Level III Field Trips and Excursions

J. Sarna, Superintendent of Education provided additional information regarding the upcoming Level III excursions approved to date and shared with Trustees on September 25, 2017. Five days of missed class time is the maximum allowed. The policy does not require that Level III excursions must be operated by a tour provider, but it is best practice. The policy also requires there be mandatory travel insurance. All Level III excursions must have a connection with and/or provide an extension to curriculum and our faith must be a component of the excursion. The cost of the excursion is to be considered before offering the excursion. Lieu days are not provided to teachers for their support of such excursions. Extreme weather can lead to the cancellation of an excursion at the discretion of the Superintendent. Teacher supervisors must sign a declaration stating that they are not benefitting from their role as supervisors in any capacity. J. Sarna further indicated that on a go forward basis, Policy 303: Educational Out-of-Classroom Activities is being adhered to.

c) Policy 320: Regional French Immersion Program

F. Bagley, Associate Director: Strategic Leadership presented an update to Policy 320 further to the Policy Review Meeting of September 19th with suggested revisions.

MOTION: Crowe/Ciaravella

THAT Home School Advantage in Dual Track schools end effective September 2019 to offer equitable opportunities for all students.

THAT one ballot per family, for multiple siblings (twins/triplets), be given in the lottery process.

-MOTION CARRIED -

d) Elementary Enrolment: FI Students and English Track in French Immersion Schools

D. Murgaski, Superintendent of Curriculum & Assessment distributed revised enrolment for French Immersion students and English Track in French Immersion Schools.

e) St. Br. Andre CHS French Immersion Enrolment

R. Campitelli, Coordinator of Secondary Programs, verbally provided information regarding where students in the secondary program had come from.

f) Curriculum Night (Overview of Formats)

M. Fedrigoni, Superintendent of Education shared an overview of Curriculum night held within the month of September in all elementary schools across the Board. There is a range of formats used depending on the decision of the administration and staff. Catholic School Council is often invited to be part of the evening. Trustees requested that Curriculum Night is not held until all staffing at a school is finalized.

g) Elementary Music Program Update

D. Murgaski, Superintendent of Curriculum & Assessment shared a summary of the implementation of the Elementary Music Program in our schools by year. The summary also provided the year that sound attenuation work was completed. The Board of Trustees requested a commitment to do twenty schools in 2017-2018 for sound attenuation. The Board of Trustees also agreed that mothballing classrooms should occur after a room has been designated for Chapel and Music. A report will be provided at the December 12th Corporate Services Committee Meeting.

9. NOTICE OF MOTION: NIL

10. FUTURE AGENDA ITEM(S):

French Immersion Organization at York Region District School Board – a report indicating where French Immersion grades are located in York Region was requested.

11. ADJOURNMENT

THAT the Student Success & Pathways Committee meeting adjourns at 9:30 pm

MOTION: Mogado/Stong

CARRIED

The Mental Health Initiative – Next 3 years

YCDSB Stakeholders
February 5, 2018

By: Dr. Geoff Sorge
Psychologist and Mental Health Lead



The landscape

- School Mental Health Survey (all of ON)
 - 31000+ students, 3300+ teachers, 200+ principals.
- **11%** (students) report needing professional help
 - **54% actually seek help...**
- Influential factors:
 - Attend school
 - Female
 - SES risk



YCDSB: The students...

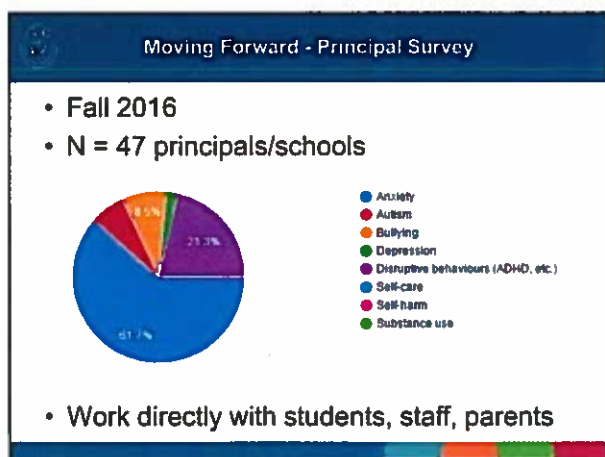
"I feel anxious, nervous or worried"
10% Elem 21% Sec (2015)
Parent: 6% Elem 7% Sec (2016)
Staff: 5% Elem 13% Sec

"I feel hopeless"
7% Elem 13% Sec
Parent: 3% Elem 3% Sec
Staff: 1% Elem 4% Sec

What has been done?

- In-services:
 - Leading Mentally Healthy Schools and Supporting Minds
- Presentations:
 - All stakeholders
- Symposia
- Suicide Protocol
- Curriculum website





School Mental Health Survey



- Ways to improve:
 - ~~Educate all stakeholders on symptoms~~
 - Improve access to MH support in school and community.
 - Strengthen partnerships between school and community services.

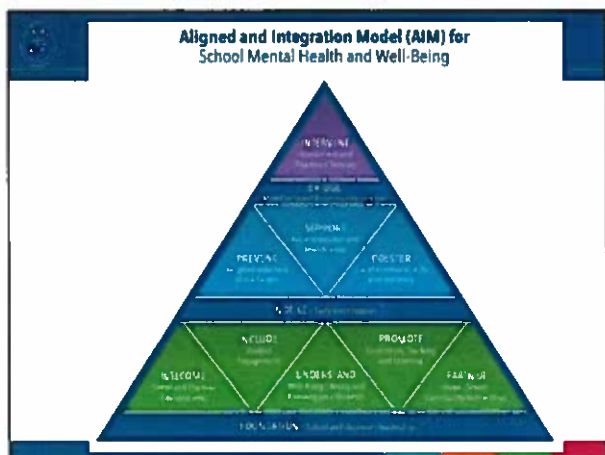
Illness Focused

- Problem – identify when in crisis
 - Reactive and not sustainable.
 - Teacher's role?
- Positive Mental Health (or just MH)
 - Prevention focused.
 - Creates a healthy environment FOR ALL.



In general...

- Slight shift in direction.
- Need to establish foundation for MH at YCDSB.
- Continue focus on supporting all tiers (pathway to care).
- Focus on **RESILIENCY**.



Why do this?

- Mental Health (positive) linked to academic success.
- Durlak et al (2011) – **11 percentile increase in academic achievement**.
 - Also improves attitude, behaviour, and social and emotional functioning.
- Social Emotional Learning (SEL) promotes positive learning environment, which in turn **reduces teacher stress** (Tyson, et al., 2009).

Additional benefits

- **Advantages:**
 - Consistent with Teacher's role.
 - Reduced stress for all.
 - Aim to reduce number of crises in a school.

To accomplish this...

- **FOUR main strands:**
 - Conditions and Capacity Strand.
 - Evidence-based Programming Strand.
 - Specific Population Strand.
 - System Coordination Strand.

Conditions and Capacity Strand

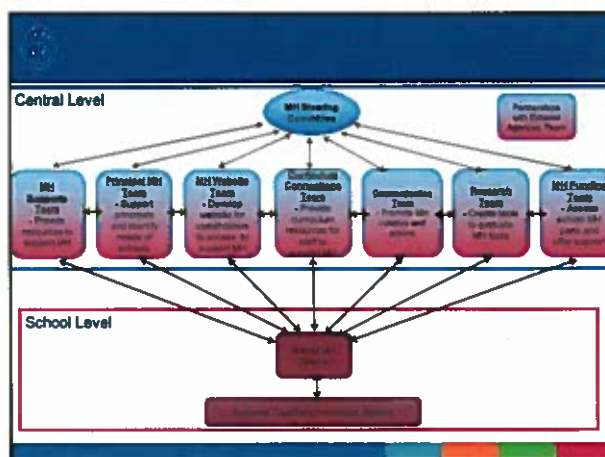
- Highlights:
 - MH teams at EVERY school.
 - Principal MH Team.
 - #ycdsbHML funding.
 - Presentations to promote MH foundation.
 - MH Toolkits.
 - Curriculum Connections Team.

Evidence-based Programming Strand

- Highlights:
 - Staff self-care
 - Programs for elementary ("Kucumber Kidz")
 - Presentations/workbook for parents
 - Student-led groups for secondary
 - Partnering with YorkU for interventions

System Coordination Strand

- OTN E-health – improve response time to meet needs of staff and students
 - Connect staff/students with internal personnel
 - Connect staff/students with MH community partners
- Continue to partner with COMPASS/MHAN



Expectations of Teams

- Establish goals
- Meet regularly to maintain objectives and reach goals.
- Representatives from teams meet twice a year.
- Communication between teams.
- Teams supporting teams!

In summary

1. Shifting focus from illness to overall positive MH.
2. Establish foundation to support MH.
3. Implement evidence-based strategies (and build capacity of all stakeholders).
4. Team format.

Thank you

- Questions?

To accomplish this...

Team	Main Objective(s)
Curriculum Connections Team (established)	• Continue to support teachers with resources for teaching topics related to MH.
Partnership with External Agencies (established)	• Continue to build relationships between YCDSB and external agencies. • Continue to evaluate pathway to care to improve service to students at YCDSB.
Communication Team (established)	• Continue to promote MH initiative and actions.
Resource Development Team (to be created)	• Help facilitate communication of resources to stakeholders. • Develop resources (e.g., toolkit, programs, etc.) to be implemented to support positive MH and resiliency at YCDSB.
Capacity Building Team (to be created)	• Build capacity and support principals in establishing mentally healthy schools.
Identify Needs and Communicate Needs Team (to be created)	• Identify needs of schools and communicate needs to appropriate teams. • Develop a website to include key resources for stakeholders to access in order to support students/children.
Assess MH Plans Submitted by School MH Teams and Offer Support to Schools to Reach Objectives Team (to be created)	• Assess MH plans submitted by school MH teams and offer support to schools to reach objectives.
Assist MH Teams with Creating Tools for Measuring the Effectiveness of the MH Resource Team (to be created)	• Assist MH teams with creating tools for measuring the effectiveness of the MH resource. • Determine other variables (e.g., absences, etc.) that could measure the effectiveness of the MH Strategy.



SIRIUS STARS
GRADES 4 AND 5 **Summer Camp**

YCDSB SUMMER LEARNING PROGRAM
July 4 - 21, 2017 - 9:00 am - 3:00 pm
Summer Learning Program funded by C.O.D.E.(Council of Ontario Directors in Education)
and L.N.S. (Literacy & Numeracy Secretariat)

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**2017 LOCATIONS
SUMMER LEARNING PROGRAM**

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WHAT IS C.O.D.E./S.L.P.?

The Summer Learning Programs (SLPs), coordinated by the Council of Ontario Directors of Education (C.O.D.E.), and the Literacy and Numeracy Secretariat (LNS) not only founded, but have financially supported learning opportunities for primary students from 2010 to 2014. Beginning in 2015, the funding became available to students from grades SK to 5.



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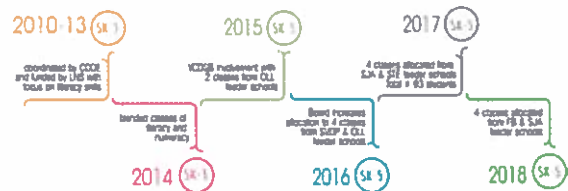
WHAT WAS THE INTENT OF THE SUMMER LEARNING PROGRAM?

To minimize summer learning loss and increase confidence for students who would benefit from engaging and interactive classes in literacy and numeracy; provide support for First Nations, Métis and Inuit (FNMI) literacy, culture and knowledge; and encourage purposeful interaction among students, parents and communities.



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Y.C.D.S.B.'s Involvement



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Summer Learning Program Criteria from C.O.D.E. & L.N.S.

- Parents of students that are recommended for this program, receive a letter and a registration form.
- Minimum number of students per class is 15 up to a maximum of 20
- Minimum of 45 hours of intentional, integrated, uninterrupted instruction during the 3 weeks (3 hours daily)
- The inclusion of a recreational and fitness component focusing on healthy living



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New for this year:

- Presentation and report to the Board of Trustees/Student Success Committee highlighting the program's goals
- Community Partnerships
- Increased Parent engagement and ongoing communication
- Professional learning and capacity building for educators

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New for this year:

- Linking of summer learning program to the Board's achievement plan
- Students write the S.T.A.R. assessment from the Literacy & Numeracy Secretariat on the first or second day of the program and again at the end of the program to see if there is an improvement for the student



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Parent Engagement



- Parents were informed of classroom activities on a weekly basis either in the form of a hard copy newsletter or via Google Classroom.
- Photos / Videos of student were posted on the Google Classroom, as well as tweeted by our Elementary Mathematics Consultant. The CODE Social Media account (@OnDirEducation) was tagged in all tweets posted.
- Weekly activities in literacy and numeracy that parents could engage in with their children were sent home on a weekly basis.

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Parent Engagement



- Parents were invited every Friday during the three weeks to visit the classrooms and experience some of the learning that their children were involved in.
- Furthermore, both sites conducted a robotics showcase for parents during the last week of the summer learning program. The showcase involved programming the Sphero to maneuver around a student generated path using grade-appropriate mathematics criteria.

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Robotics Funding:



- An opportunity was offered to hire post-secondary student mentors to assist with the use of robotic materials and to purchase required materials.
- YCDSB's application was successful so Spheros were purchased and 5 students were hired. The technology grant was of \$5,000.00 per class = \$20,000

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Robotics Funding:



- The program also featured parent engagement and healthy living components to foster enduring benefits for the participants with the hope that students can see themselves as capable and successful learners.
- 4 classes (funding of \$15,000.00 per class) = \$60,000.00 + \$20,000.00 (funding of \$5,000.00 per class) = \$80,000.00 for the entire program

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PARTICIPATING SCHOOLS

2017 YCDSB Schools

- Feeder schools for St. Elizabeth C.H.S.
- Feeder schools for St. Joan of Arc C.H.S.
- Total number of students = 93

2018 YCDSB Schools

- Feeder schools for Fr. Bressani C.H.S.
- Feeder schools for St. Joan of Arc C.H.S.



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YCDSB SUMMER LEARNING PROGRAM TEAM

2017 Summer Learning Program Committee Staff

Superintendent of Curriculum & Assessment:
Diane Murgaski

Board Representative & Con. Ed. Principal:
Angela Rotundo-Vergura

SLP Committee Members:
Lou Paonessa, Marco Belvedere, Annette D'Addese, Karen August



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GOALS and EXPECTATIONS

The primary focus of the "Sirius Stars" Gr. 4 & 5 Literacy & Numeracy Program was to enhance achievement outcomes for students receiving level 2 in Math and English



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GOALS and EXPECTATIONS

The Y.C.D.S.B. Summer Learning Program was designed to address summer vacation learning loss while increasing individual skill development.

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GOALS and EXPECTATIONS

The S.T.A.R.S. (Skills, Technology, Applications and Remedial Support) Continuing Education Junior Curriculum Program was used to target essential literacy and numeracy curriculum expectations.

CODING

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Literacy Lessons

The literacy portion of the S.T.A.R.S. curriculum program have been written in the three part lesson format. This is an important part of the delivery of the lesson as it sets the student mind up for learning. Each part of the lesson strategically scaffolds the learning process to support the successful learning of the student. The lessons also include guiding questions to encourage the important component of oral language.

MINDS ON: Activating the mind to think. Having students make connections to the work they will be doing.

ACTION: This is where the students do the work with the concept or skill that is being taught.

CONSOLIDATION: This is where we bring it all together. Synthesizing the information for enduring understanding.

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To foster the qualities of a proficient reader

- a sense of purpose in reading
- an understanding of text structure
- the ability to build on prior knowledge
- use comprehension strategies
- self-monitor during the reading process
- a love of reading



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S.T.A.R.S: Numeracy Lessons

1. Place Value
2. Addition and Subtraction
3. Estimating sums and differences
4. Problem solving w/ addition and subtraction
5. Multiplication & Division
6. Representing fractions
7. Problem solving with fractions
8. Comparing and Ordering fractions
9. Patterning rules
10. Building multiplicative patterns
11. Composite pattern problem solving

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Numeracy Lessons

The numeracy portion of the S.T.A.R.S. curriculum program promotes ...

- The development of fundamental skills and abilities
- Student conversation
- A variety of high-yield strategies to support student learning and differentiated instruction
- Technology-based opportunities



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The Math / Sphero Connection...



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A-MAZING RACE



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TECHNOLOGY COMPONENT: Curriculum Connections to Coding

- Coding is a fundamental computational thinking skill of the modern world.
- As technology continues to be integrated into our everyday lives, it is important as educators to provide opportunities for students to be innovative and create, and not just consume, technology.
- Coding is an employable skill that teaches students to solve problems, take risks, think critically and logically while being empowered to fail in a safe environment.
- These skills are vital in all curricular areas as well as Learning Skills and Work Habits.
- Coding empowers students to be content creators rather than just content consumers.

Curriculum Connections: 4m3, 4m4, 5m1, 5m2, 5m4



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Y.C.D.S.B.'S Coding & Robotics with

sphero

Junior Examples:
Students will move the Sphero ball across a path along the floor comprised of at least 3 turns at ninety degree angles, while describing, using math terms, the movement by coding the sequence.

Students will move the Sphero ball across a path along the floor comprised of at least 1 ninety degree angle and 2 forty-five degree angles, while describing, using math terms, the movement by coding the sequence.

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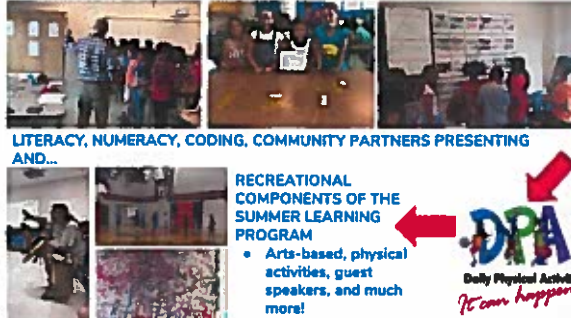
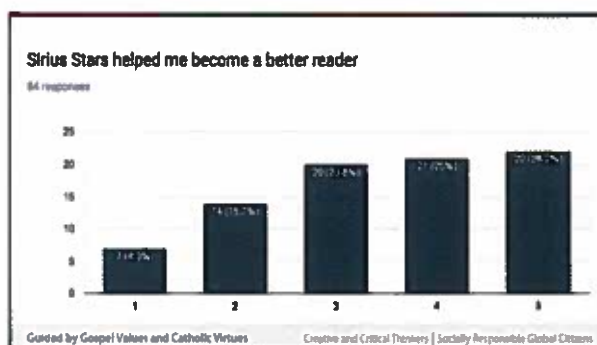
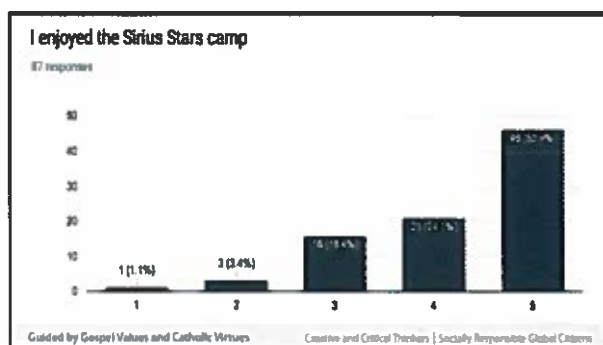


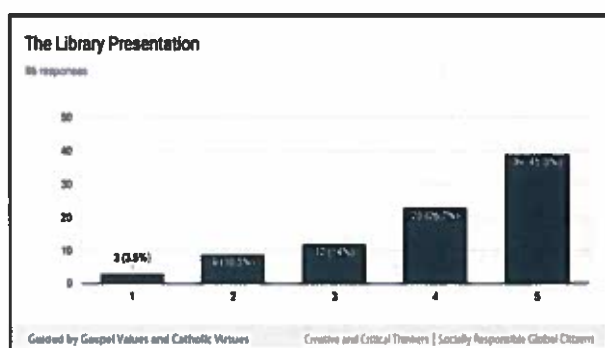
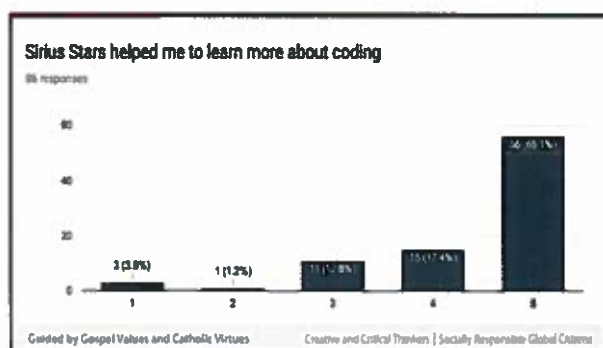
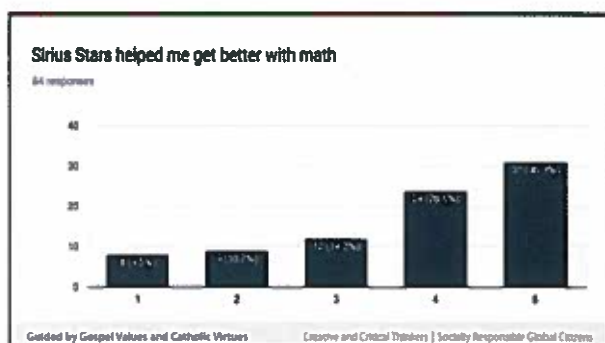
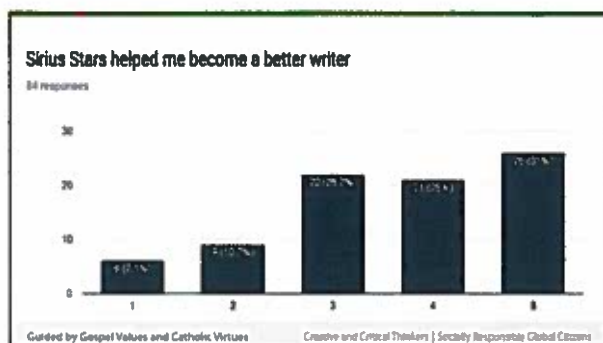
LITERACY, NUMERACY, CODING, COMMUNITY PARTNERS PRESENTING AND...

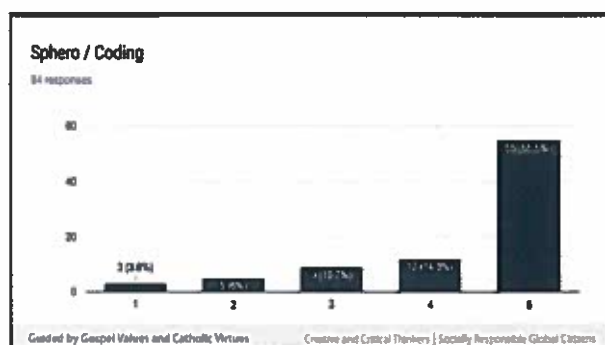
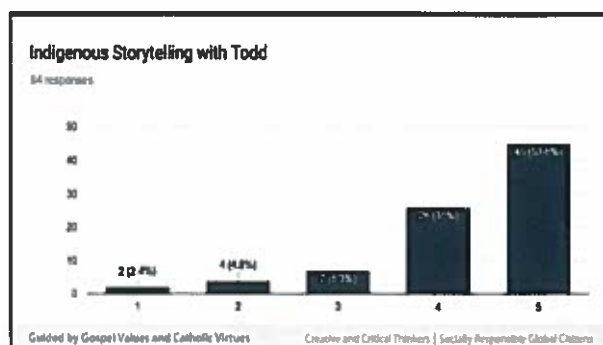
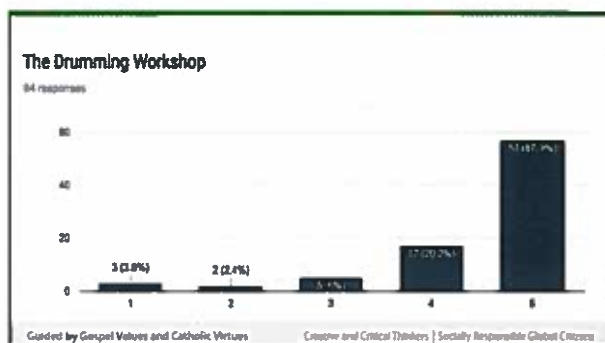
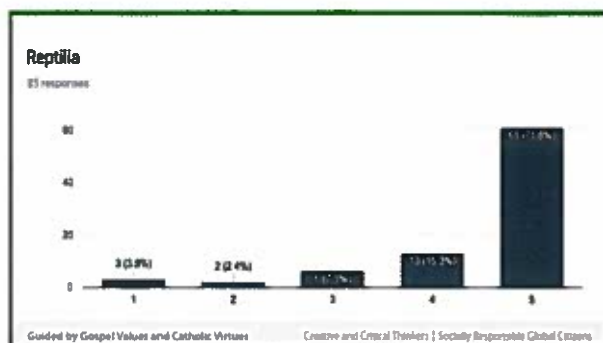
RECREATIONAL COMPONENTS OF THE SUMMER LEARNING PROGRAM

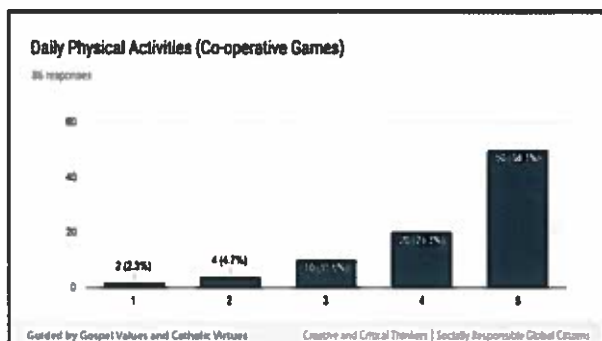
- Arts-based, physical activities, guest speakers, and much more!

DPA
Daily Physical Activity
It can happen!







My favourite was everything
This summer is so fun and I came here because I practise math and the other thing and because I do not mind math and all the things that summer school taught us.

my favorite thing this summer was
coding with sphero and the visitors like Raptile, Jovanen, drumming and the first nations. I like coding because I get to do it with friends and create new paths and shapes each day. I also love when people visit because it is not only fun but we learn more about it.

Sphero because I got to
learn many things like what velocity and how motor does. I got to learn how to program robots. I got to make fun programs for sphero. I got to do a lot of group work with my group.



What was your favourite thing to do this summer and why?

My favorite thing I did here at the summer camp was doing coding with the sphero's because I learned more about coding and that is what I wanted to learn throughout the camp.

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My son has labelled this camp as his best camp experience. I would welcome the opportunity to repeat this camp next year for grade 6 . Ms. Bucciarelli and Ms. Lino were outstanding teachers. They made learning fun. I would be willing to pay an enrollment fee for the opportunity again.



- **Sirius Stars PARENT**

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Questions

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YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Student Success & Pathways Committee

FROM: Senior Administration

DATE: February 5, 2018

REPORT: i) Advanced Placement Enrollment Data (2017-2018)
ii) Start Up Cost for A New AP School Program

Executive Summary

This report serves to respond to the Student Success and Program Committee's request for data in two areas:

- i) Advanced Placement (AP) enrollment data, including the number of students identified as Gifted and Non-Gifted
- ii) Startup cost for a new AP school program

Historically, the secondary Program for Academic Extension (PACE) has delivered the Advanced Placement (AP) curriculum at Father Bressani CHS, Sacred Heart CHS, St Brother Andre CHS, and St Theresa of Lisieux CHS. The schools also provided an opportunity for eligible students who are not enrolled in the elementary PACE program to participate in the AP program.

In 2015, the Student Success and Program Committee passed a motion to offer the Advanced Placement (AP) program at Jean Vanier CHS and St Joan of Arc CHS for students who met the program eligibility criteria. An initial application fee of \$50 and an enhancement fee of \$150 for grade 9 students were introduced in 2016. The application and enhancement fees were established to support the operational program needs at the school. This may include specialized equipment, electronic resources, specialized teacher support materials from the AP college, guest speakers and administrative costs. The funds are currently managed by the school Principal.

Attached is a summary chart of the 2017-2018 AP enrolment data for each school offering AP.
(See Appendix A).

Also attached is a sample summary of the startup costs for a new grade 9 AP school program outlined in Appendix B. The cost analysis is based on Jean Vanier's implementation plan as described by the Principal.

/Attach

Prepared/Endorsed by: Tina D'Acunto, Superintendent of Education: Exceptional Learners

YCDSB AP Enrolment Data for 6 Schools

2017-2018 School Year

AP SCHOOL	TOTAL STUDENTS IN AP PROGRAM	TOTAL "GIFTED" STUDENTS	GRADE 9 AP STUDENTS	GRADE 10 AP STUDENTS	GRADE 11 AP STUDENTS	GRADE 12 AP STUDENTS
Father Bressani	156	49	48	59	27	22
Sacred Heart	182	65	75	58	40	9
St. Brother Andre	233	75	88	74	32	39
St. Theresa of Lisieux	278	139	90	90	71	27
Jean Vanier	55	0	30	25	N/A	N/A
St. Joan of Arc	55	1	33	22	N/A	N/A
TOTALS	959	329	364	328	170	97

AP School	Projected AP Enrolment for Grade 9, Sept. 2018	Out of Board Registrants for Grade 9, Sept. 2018
Jean Vanier	42	17 (13 private school, 4 public system)
St. Joan of Arc	45	1 (public system)

AP PROJECTED STARTUP COSTS BASED ON JEAN VANIER

*All estimates are based on an initial grade 9 enrolment of 55 students.

Year	Staffing	Teacher Training (includes Summer Institute, AP Institute, other release time)	TOTAL COST
2016-2017 Year One Program: ENG1DY MPM1DY SNC1DY CGC1DY	*No Additional Staffing Required	4 teachers x \$1250 for Summer Institute 4 teachers x \$220 for AP Institute 2 teachers x \$250 for release time to screen applicants	\$5,000 \$880 \$500
Yr. 1 Total	N/A		\$6,380
2017-2018 Year Two Program: ENG2DY MPM2DY SNC2DY CHC2DY	*No Additional Staffing Required	4 teachers x \$1,250 for Summer Institute 4 teachers x \$220 for AP Institute	\$5,000 \$880
Yr. 2 Total	N/A		\$5,880
TOTAL START UP COSTS YR 1-2			\$12,260

REVENUE GENERATED BY STUDENT FEES

Year 1 Revenue	Total
Initial Application Fee of \$50 x 55 students	\$2,750
Annual Enhancement Fee of \$150 x 55 students	\$8,250
TOTAL	\$11,000
Year 2 Revenue	
Annual Enhancement Fee of \$150 x 55 students	\$8,250
TOTAL	\$8,250
TOTAL REVENUE YR 1-2	\$19,250

YORK CATHOLIC DISTRICT SCHOOL BOARD

Report To: Student Success & Pathways Committee

From: Administration

Date: February 5, 2018

Report: St. Theresa of Lisieux Registration Update

EXECUTIVE SUMMARY

This report is written to provide additional information to the Board of Trustees with regard to the Registration Process implemented this school year at St. Theresa of Lisieux for the 18/19 school year.

BACKGROUND INFORMATION

In order to address the number of students who currently attend St. Theresa of Lisieux CHS, the Board has directed that new registrations are carefully monitored and restricted to ensure compliancy with the Board's Policy 226:B Admission to Secondary Schools. Enrolment will be limited to 400 students entering into Grade 9. There will be no admission into other grades at this time.

Criteria	Numbers Accepted/Registered
Catholic Grade 8 YCDSB in-boundary students as they are currently registered in our system	274 *190 Feeder schools *49 Gifted *35 AP Precocious
In boundary students attending a YCDSB elementary school outside of the STLH area	15
Catholic grade 8 YCDSB students attending a STLH feeder school, on a TCH19 will be considered based on Policy 226B.	5
All remaining in-boundary students on a first come serve basis to a max of 400	103
	397

SUMMARY:

The overall goal of restricting the number of grade 9 students to 400 is being adhered to by this process. The reason for only accepting 397 is to allow for flexibility should the need arise.

Prepared by: Jennifer Sarna, Superintendent of Education

Reviewed by: Frances Bagley, Associate Director: Strategic Leadership

Endorsed By: Diane Murgaski, Acting Director of Education