

YORK CATHOLIC DISTRICT SCHOOL BOARD

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AGENDA
STUDENT SUCCESS & PATHWAYS COMMITTEE
Monday, December 4, 2023 - 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.

		Page
1. OPENING PRAYER / LAND ACKNOWLEDGEMENT	A. Arcadi	
2. ROLL CALL	A. Arcadi	
3. ELECTION OF CHAIR	A. Arcadi	
a. Chair		
4. ELECTION OF VICE CHAIR	A. Arcadi	
b. Vice Chair		
5. APPROVAL OF COMMITTEE TERMS OF REFERENCE 2024	Committee Chair	3
6. APPROVAL OF NEW MATERIAL	Committee Chair	
7. APPROVAL OF THE AGENDA	Committee Chair	
8. DECLARATION OF CONFLICT OF INTEREST	Committee Chair	
8. APPROVAL OF THE PREVIOUS MINUTES:		
a. Student Success & Pathways Committee Meeting - Deferred Minutes, May 15, 2023	Committee Chair	4
b. Student Success & Pathways Committee Meeting, October 23, 2023		9
10. BUSINESS ARISING FROM PREVIOUS MEETING MINUTES		
11. OUTSIDE PRESENTATION(S): N/A		
12. STAFF PRESENTATION(S):	A.Arcadi	
a. FSL Updates	T. Giovinazzo	15
b. Tech-Enabled Learning Updates	C. Reda, P. Palma & A. Carone	21
c. Continuing Education Updates	A. Pasquini	28
13. ACTION ITEMS: N/A		
14. DISCUSSION INFORMATION ITEMS:	A. Arcadi	
a. Promote Family Life Lead at Each School - Raise awareness through social media		
b. Invite Respective Trustees to Faith Ambassador Events - Inform schools		

- c. Enhance Student Participation in the Reconciliation Mass by initiating early event promotion to engage students.
- d. Quote for Bulk UFLI Resources
- e. Obtain EQAO/OSSLT Results by School and Trustee
- f. Compare Enrollment in Trades with Other Boards

15. INFORMATION ITEM(S)

16. NOTICES OF MOTION

17. FUTURE AGENDA ITEM(S)

18. ADJOURNMENT

Trustee Committee Members: F. Alexander, M. Barbieri, J. DiMeo, A. Grella, A. Saggese

Jesus, Prince of all Heavenly truths, Your Words are carved for eternity. You have commanded the virtue of honesty. It is the power against all deceptions. Direct Your Spirit of honesty upon us. Guide our daily thoughts, words and actions, to join those living by the Spirit of truth. For honesty yields harmony and loyalty. Amen

YORK CATHOLIC DISTRICT SCHOOL BOARD
STUDENT SUCCESS & PATHWAYS
(STANDING COMMITTEE OF THE BOARD)

TERMS OF REFERENCE

2024

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

1. Purpose/Mandate:

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

2. Expected Outcome of the Committee's Work:

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

3. Committee Membership:

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

4. Resource Personnel:

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

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

Trustee Membership:
F. Alexander,
M. Barbieri,
J. DiMeo
A. Grella
A. Saggese,

5. Meeting Schedule and Time:

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

York Catholic District School Board
MINUTES
STUDENT SUCCESS & PATHWAYS COMMITTEE
Monday, May 15, 2023

Attending:

Trustee Committee Members: F. Alexander, M. Barbieri, A. Saggese, J. Wigston

Other Trustees: E. Crowe, J. DiMeo

Absent with Notice: M. Iafrate

Administration: A. Arcadi, J. Sarna, D. Scuglia

Recording: L. Coquim

Presiding: A.Saggese, Committee Chair

1. OPENING PRAYER: (The Land Acknowledgement was recited after the Prayer)

2. ROLL CALL: M.Iafrate - Absent

3. APPROVAL OF THE AGENDA

THAT the Student Success & Pathways Committee Agenda be approved as presented.

MOTION: Alexander/ Barbieri

CARRIED

4. APPROVAL OF THE PREVIOUS MINUTES

THAT the Minutes of the Student Success & Pathways Committee Minutes held on November 7, 2022 be approved as presented.

MOTION: Barbieri/ Wigston

CARRIED

5. BUSINESS ARISING FROM the MINUTES OF PREVIOUS MEETING: NIL

6. PRESENTATION(S):

Curriculum Updates Presentations

a. STREAM Centres of Excellence Data Results - presented by Marisa Benakis, STREAM Consultant

- The presentation aimed to summarize data results for the STREAM Centers of Excellence, as per Chair Alexander's request during the March 2023 board meeting. By June 2023, it's expected that the Centers will have conducted 654 workshops, collaborated with over 654 educators, reached around 16,253 students, and impacted 52% of elementary schools. Our current staffing model projects service to approximately 70% of elementary students in the 2023-2024 school year.
- The study on STREAM centres explored their impact, with primary research questions focused on educator understanding, student engagement, and the wider influence of STREAM experiences. Data was collected through teacher surveys, student drawings, and open-ended questions. Additionally,

teacher focus group interviews were conducted at each STREAM location.

- The purpose of these surveys was twofold: to ensure the successful implementation of the STREAM Centers' goals and to gather insights for more effective and focused planning of STREAM Center learning experiences.
- During data analysis, recurring themes that were consistent among participants and various data sources were identified. The findings were organized in the following manner: Educator Experience, Learner Experience, Activation of STREAM and Implications for Practice.
- The first finding highlighted that educator involvement in STREAM Centers positively impacted education, leading to a deep understanding of STREAM beyond traditional disciplines. Common themes included STREAM comprehension, problem-solving, collaboration, empathy, hands-on learning, creative thinking, and integration into the curriculum. This authentic educator understanding is essential for genuine STREAM implementation in their teaching.
- Educators experienced a significant 70% boost in confidence when integrating religion into STREAM, with increased comfort in student-led problem-solving and collaboration. Some educators, constituting the remaining 30%, had differing experiences. Consultant Benakis presented findings and showcased examples from each panel, while a short video clip of students at STREAM centres was shown.

Trustee Alexander expressed gratitude to Consultant Benakis for the presentation and asked about the student drawings, the provided instructions, and the purpose behind having students create these drawings. Consultant Benakis clarified that students used the Nearpod app to draw on iPads with minimal guidance, depicting a picture of their day. Trustee Alexander then inquired about how this methodology is integrated into everyday learning at school and incorporated in each subject to which consultant Benakis responded that through STREAM centres students are learning to work together to solve world issues with a lens on social justice in whatever subject they are learning about. There's a common misconception that STREAM centres focus solely on technology, but educators visiting these centres are realizing that there's much more to it than just technology.

Trustee Barbieri and Trustee Wigston also expressed their satisfaction with the presentation. Trustee Wigston followed up by asking how we can begin to change the perception of educators who believe they can't replicate the learning from STREAM centres due to a lack of learning resources. Consultant Benakis replied, explaining that this is precisely why STREAM leads engaged in a design workshop aimed at dispelling misconceptions about STREAM and educating others about its capabilities. The workshop highlighted that sophisticated technology is not crucial and provided alternative tools for facilitating learning experiences. Furthermore, the workshop was expanded to include all elementary librarians.

Trustee Saggese concluded by sharing her experience of visiting a STREAM centre and being impressed by the high level of engagement among both students and teachers. She also affirmed her agreement regarding the existing misconceptions about STREAM and expressed her satisfaction with the efforts to address them. She emphasized the significance of this work in enhancing student engagement with the social justice aspect of education.

b. EQAO Supports (Elementary Panel) - presented by Marlene Perry, Literacy Consultant and Robert Bal, Elementary Math Consultant

- In summary, YCDSB has seen success in reading and writing. To continue this progress and support the system, an EQAO literacy prep pack has been introduced. This resource, containing key assessments and professional examination tools, was shared with teachers and principals through system memos and virtual meetings, with positive feedback received.
- In the Math area, at each elementary school, there's a designated math lead per division who took part in a two-part workshop earlier this spring. These workshops centred on EQAO, specifically emphasizing problem-solving and introducing Knowledgehook, a licensed platform for students to practice EQAO questions digitally. PD release time was offered to support school leads and enable them to attend central in-services.

Trustee Wigston asked about the extent to which EQAO literacy information can be shared with parents if they

have kids with anxiety who want to practice at home. Consultant Perry advised that the EQAO website itself has student practice assessments. As for Math, the Knowledgehook platform also has practice assessments for students. This information has also been communicated to the teachers to encourage students to go home and practice online.

c. Religious Education, Family Life, Adult Faith, & Equity Updates - presented by David Pimentel, Principal of Religious Education

- Last year, we revitalized in-person gatherings for staff and students, enabling participation in liturgical celebrations, collaboration, and fellowship. The Faith Ambassadors program successfully hosted multiple events crucial for adult Faith development. We provided in-person in-services for new teachers, focusing on the Fully Alive and Growing in Faith, Growing in Christ program, along with foundational resource training. Additionally, we resumed active participation in secondary-level subject council meetings and reinstated in-person Friday prayers.
- Catholic Education Week 2024 theme to be announced in late May 2023.
- Youth Ordinandi is an event that unites secondary students considering vocations in ministry or clergy. YCDSB had the largest delegation
- The Board's Mass for Reconciliation and Healing, led by Bishop Boissonneau, saw some improvements in addressing technical issues encountered last year. Offering the Eucharist remains a challenge in this format. To compensate, a prayer was offered for the virtual audience, providing an opportunity for reflection and connecting students and staff across the board.
- The upcoming 12th biennial Luke 4:18 Social Justice Symposium, titled "We Are Many, We Are One," is scheduled for May 26th. Over 200 elementary students and 30 high school students will participate in this event. The symposium aims to highlight the celebration of diversity, the promotion of unity, and the exploration of practical ways to actualize Jesus' mission.
- ICE's annual Catholic Education gathering, held last week, offered Catholic education stakeholders a valuable chance to unite and celebrate Catholic education, fostering fellowship, sharing resources, and enhancing adult faith development.

Trustee Sageesse expressed appreciation for the Religion Department's work in coordinating various in-person events and gatherings throughout the year. Additionally, gratitude was extended for the resources offered to educators, parents, and students during Catholic Education Week.

d. Pathways Updates: Dual credits - *Introduced by, Principal of Student Success and Pathways and presented by Siobhan Bondy, Consultant of Dual Credits Program*

- Consultant Bondy introduced the Dual Credit Program (DCP), which is overseen by the Council of Ontario Directors of Education (CODE) and receives funding from various Ministries, including MLTSD, Colleges and Universities, and Education.
- The School College Working Initiative manages the reporting, approval, and monitoring process with the primary goals of enhancing OSSD completion and facilitating a smooth transition to post-secondary education.
- A student-produced video explained the DCP from a student's perspective.
- YCDSB has partnered with four colleges, Centennial, Seneca King, Georgian, and Humber Colleges, to deliver the program.
- The presentation emphasized the program's advantages, highlighting its seamless integration of college courses for high school students and providing sample course offerings.
- The dual credits program has been advocated through the SHSM Liaisons, Grade 10 Career Classes, professional development for New Guidance staff, and Guidance Subject Council meetings. Our website features newly available opportunities for Fall, Winter, Spring, and Summer.
- Some dual credits include college-related field trips, and SWCI provides college-funded projects or

trips. In May, Seneca and Centennial will offer college exploration trips for YCDSB secondary students.

- In November 2022, the Ministry announced plans to increase enrollment in various educational programs, including 400 students in apprenticeship in-class training, 400 students in technological education college courses, and 180 students in Early Childhood Education college courses. Furthermore, in March 2023, an additional 3.3 million in funding was allocated over the next years to expand access to dual credit programs in healthcare-related courses, benefiting an extra 1400 students.
- The Canadian Tooling and Machining Association, in collaboration with the Ontario Labour & Skills Development and the Ontario Council for Technology Education, is currently running the "Career Ready" program and is in its third phase. This initiative aims to advance manufacturing technology equipment and tooling in select Ontario schools. York Catholic DSB is in the process of partnering with CTMA, and there will be exciting news about this collaboration coming in the fall of 2023. Stay tuned for updates.
- The Skills Ontario Competition took place from May 1-3, 2023, at the Toronto Progress Center. YCDSB students participated and won 5 gold medals, 2 silver, and 3 bronze. Three students will now compete at the national level in Winnipeg, Manitoba.
- The Ontario Council for Technology Education (OCTE) has selected YCDSB for a partnership with the Ontario Vehicle Innovation Network (OVIN). In Fall 2023, students from grades 5 to 12 will receive project-based activities, engage in experiential learning, and obtain certifications in the Automotive and Mobility Sector

Trustee Crowe asked about the scheduling of the Dual Credits program, and Consultant Bondy confirmed that the program aligns with the schedules provided by colleges. Additionally, Trustee Crowe inquired about the costs covered for the 3 gold winners attending the nationals in Winnipeg, which Consultant Bondy clarified were covered by school and central funds.

Trustee Wigston sought clarification on why only 3 out of 5 gold medal winners went to the Winnipeg finals. Consultant Bondy explained that only specific competitions have national-level events.

e. Continuing Education Programs Updates - presented by Christine Dehaas, Principal Of Elementary Continuing Education Programs & Anthony Pasquini, Principal Of Secondary Continuing Education Programs.

- During the meeting, the presentation began with a short video introducing the members of the Continuing Education team.
- A significant focus this year has been on branding, advertising, and marketing the Continuing Education programs. The team has successfully established media platforms including Facebook, Instagram, and Twitter, with Instagram proving to be the most frequently visited for obtaining information. An analysis of follower demographics in terms of gender and location was conducted. Notably, Continuing Education works in conjunction with the International Languages department to attract a small percentage of followers from outside the region. The use of social media platforms serves to showcase the programs and attract individuals to the website for registration.
- The Tutoring Support Program was presented, encompassing two phases. Phase 1 involved 12,735 YCDSB students from March to August 2022, allocating \$131,000 to community partners. Phase 2 engaged 9,902 YCDSB students from September 2022 to March 2023, allocating \$294,000 to community partners. The program's outcomes will be submitted in a final report to the ministry as it concludes.
- A list of international language programs and their enrollment breakdown by language was provided. In total, these programs accommodate 3,547 students
- This year, the general interests program was introduced at OLQW, enrolling 159 students across six fee-paying programs. In response to parental requests for expanded offerings, there are plans

to extend these programs to additional secondary schools. Relocating these programs to secondary schools is considered more cost-effective due to reduced expenses related to permits, custodians, lead instructors, and other associated costs at these sites.

- Following the conclusion of the tutoring grant, we received significant feedback from parents expressing a strong desire to continue providing academic support for their children. In response, we initiated a remedial elementary literacy and numeracy support program for grades 7 and 8, commencing on May 1st. This program attracted interest from 35 teachers and is funded through the Learning Opportunities grant. Our objective is to implement this program in the Fall of 2023 across all elementary and secondary schools.
- Currently, over 1700 students are registered in the semester two credit night school, and 467 students are enrolled in the Saturday international languages program. Additionally, the adult continuing education program for adult conversation saw high attendance with 91 adult students participating in courses such as Italian, French, Spanish, Hungarian, and Cantonese. Despite challenges with setting up emails for adult K-12 learners and navigating the online platform, we intend to continue offering adult language general interests in the fall of 2023. Feedback from participants indicated a desire to expand course levels, including beginner, intermediate, and advanced language courses.
- A summary of the Summer 2023 Elementary programs was presented. Anticipating a surpass of last year's registration of 10,000 students, a wide range of general interest programs is offered for all ages in the elementary panel. Registration is temporarily paused as we assess staffing needs to facilitate these programs. Late registrations will reopen shortly. Additionally, the secondary panel plans to conduct its travel for credit program this year with 40 students. Secondary programs are offered in virtual, asynchronous and in-person learning.
- For the upcoming fall of 2023, our goal is to maintain the provision of high-quality general interest, credit, non-credit, and remedial programs for both elementary and secondary students.

Trustee Crowe remarked on the enthusiasm for delivering these programs and emphasized the importance of thinking creatively and expanding our program offerings beyond the usual scope.

Trustee Wigston inquired about the remedial grant and the number of students enrolled in the program. Principal DeHaas emphasized that to maximize the benefits of the grant, it's important to have a group of 12 students assigned to each teacher.

Trustee Sagesse inquired about the availability of language programs at various proficiency levels. Principal DeHaas mentioned that there is a modern language lead overseeing the new program, highlighting efforts to accommodate the students' requests and preferences.

9. ACTION ITEMS: Nil

10. DISCUSSION / INFORMATION ITEMS: NIL

11. NOTICE OF MOTION: NIL

12. FUTURE AGENDA ITEM(S): NIL

13. NEXT MEETING DATE: Monday, October 23, 2023

**14. ADJOURNMENT 8:08pm
ON MOTION: CARRIED**

York Catholic District School Board
MINUTES
STUDENT SUCCESS & PATHWAYS COMMITTEE
Monday, October 23, 2023

Attending:

Trustee Committee Members: F. Alexander, M. Barbieri, M. Iafrate, A. Saggese, J. Wigston

Other Trustees: E. Crowe,

Absent with Notice:

Administration: A. Arcadi, J. Sarna, D. Scuglia,

Recording: L. Coquim

Presiding: A.Saggese, Committee Chair

OPENING PRAYER: (The Land Acknowledgement was recited after the Prayer)

ROLL CALL: All Present

APPROVAL OF THE AGENDA

THAT the Student Success & Pathways Committee Agenda be approved as presented.

MOTION: Iafrate/ Wigston

CARRIED

APPROVAL OF THE PREVIOUS MINUTES

THAT the Minutes of the Student Success & Pathways Committee Minutes held on May 15,2023 be approved as presented.

MOTION: Deferred

CARRIED

BUSINESS ARISING FROM the MINUTES OF PREVIOUS MEETING: NIL

PRESENTATION(S):

Curriculum Updates Presentations

a. Religious Education Updates - *presented by David Pimentel, Principal of Religious Education*

- The 'Growing in Christ, Growing in Faith' FDK materials have been distributed to all elementary schools. The program consists of picture cards, poster packs, manipulatives and big books. The kit is highly interactive with Gospel retellings, prayers, Scripture references, and stories that connect students to students' faith and everyday life.
- The development of the Grade 9 GIFGIC resource outline is in progress, emphasizing the theme of 'Discipleship' and organizing concepts into units, with an ongoing review process.

- The *Fully Alive* program remains the only Bishop-authorized foundational resource for the instruction of the Family Life curriculum and is currently available in grades 1-8. The Fully Alive program is currently undergoing a review for the purposes of a refresh publication. The retirement of the current version will only take place with a retirement notification from The Institute of Catholic Education (ICE). ICE is responsible for creating the curriculum, while the Assembly of Catholic Bishops of Ontario approves it and selects a publisher. The goal is to finalize both the curriculum and the publisher by November 2023, with hopes to launch a grade 1 program in Fall 2024.
- The religion department will provide in-service training for one staff representative from each school to build capacity concerning the Family Life curriculum and Fully Alive program.

There are several upcoming events to mark on your calendar:

- WFMP Youth Forum on October 26, 2023, and WFMP from October 27-28, 2023
- YCDSB Annual Board-Wide Mass of Reconciliation and Renewal on March 21, 2024
- Catholic Education Week, which will run from May 5 to May 10, 2024

During the religion presentation, there was a continuous and open exchange of ideas and discussions. Trustee Crowe inquired about the budget allocation for acquiring FDK *Growing in Faith, Growing in Christ* resources, to which Principal Pimentel affirmed that the necessary funds had been allocated from this year's budget. Trustee Saggese also inquired about the availability of the resources in both print and media formats, to which Principal Pimentel confirmed that indeed, both platforms had been acquired.

Trustee Crowe highlighted that recent years have seen extensive deliberations regarding the Family Life resource. She also noted that while the YCDSB curriculum aligns with the Ministry curriculum, incorporating a Catholic perspective, some level of discord among stakeholders remains evident.

Trustee Crowe expressed her utmost satisfaction with the proactive approach undertaken by the Religion Department, which involves the appointment of Family Life leads at each school and the provision of professional development to ensure consistent messaging and support as needed. Both Trustee Crowe and Trustee Saggese emphasized the paramount importance of actively promoting this initiative on our social media platforms.

Furthermore, Trustee Crowe sought clarification on the specific roles and responsibilities of the Family Life leads within the schools, with Principal Pimentel indicating that they would receive guidance and training in best practices.

When the discussion shifted to Faith Ambassador events, Trustee Crowe emphasized that in the past, trustees had been invited to participate in these offerings and that the trustees had not been included in the invitations last school year. Trustee Crowe requested that going forward, they be invited. Trustee Saggese echoed and shared the same sentiment.

Trustee Alexander noted that attendance at the Day of Reconciliation Mass has seen a decline over the past two years. He suggested that there be efforts made to promote and actively engage students in attending this event.

b. School Improvement Plan - presented by Daniel La Gamba, Coordinator of Elementary Programs & Cristina Mazzeo, Coordinator of Secondary Programs

- The Ministry has replaced the Board Improvement Plan (BIP) with the Student Achievement Plan (SAP), and three of the school's improvement priorities derive from the SAP. Additionally, this year, the new Multi-Year Strategic Plan (MYSP) has been implemented, with two of the school's improvement priorities deriving from the MYSP.
- Collaborating with both the IT department and Student Services, the Curriculum department has created Google SIP templates. These templates enable schools to collaboratively work on goals and strategies aligned with the Minister of Education's directives, as informed by the EQAO results from previous reports.
- The new school improvement priorities have replaced the previous pillars. Each priority consists of a single School Improvement Plan (SIP) goal that identifies areas for improvement and establishes a quantifiable indicator related to student performance. These indicators are then reformulated into SMART goals, with each SMART goal outlining a strategy to achieve the school's predefined benchmarks.

- Collaborating with both the IT department and Student Services, the Curriculum department has created Google SIP templates. These templates enable schools to collaboratively work on goals and strategies aligned with the Minister of Education's directives, as informed by the EQAO results from previous reports.

Coordinator Mazzeo started the presentation and provided a brief demonstration of the steps required to complete the template. Additionally, she noted that the smaller set of strategies is more manageable for monitoring and aligning with the YCDSB MYSP.

Trustee Alexander further inquired whether data collection would take place at both the school and board levels. In response, Coordinator LaGamba indicated that the ministry mandates reporting at both levels and the template has been crafted with the capacity to accommodate this requirement.

Trustee Saggese also asked about the data entry process, specifically whether only the principal could input data into the template. In response, Coordinator LaGamba clarified that staff have access to the Google template version for drafting purposes, but once the principal approves their school's plan, the final submission is only through the principal via the SIP app.

Trustee Saggese also conveyed that she had received positive feedback from staff during the initial release of this template on the PA day rollout. Users have found the form user-friendly and helpful in encouraging staff to set goals for the school. She concluded by extending congratulations to everyone involved in this initiative.

Director Scuglia echoed the sentiment that previous tools had been challenging to use and navigate. However, feedback from staff indicates that the new template is not only more engaging but also easier to navigate. He, too, extended congratulations to all those who contributed to the development of this template.

Superintendent Arcadi concluded this segment of the presentation by giving special recognition to his department, IT, Student Services, and Marcelle McShine Quao for their contributions in developing this template for use in schools.

c. UFLI Foundations - presented by Marlene Perry, Consultant, Literacy & Maxine Hight, Consultant K-8, Focus on Early Years

The Ministry of Education has introduced a new language curriculum designed for gr.1-9 students, with implementation scheduled to commence in classrooms across the province starting from September 2023.

- CAD created PDF versions of the curriculum which were shared via system memo. These can be found on the CAD website.
- The curriculum expectations have been restructured into four distinct yet interconnected strands:
 1. Strand A: Literacy Connections and Applications
 2. Strand B: Foundations of Language
 3. Strand C: Comprehension: Understanding and Responding to Texts
 4. Strand D: Composition: Expressing Ideas and Creating Texts
- Strands A, C and D are largely familiar to teachers. They contain expectations carried over from the previous curriculum. Strand B is new to Ontario teachers. Within Strand B, section B.2 has an accompanying continuum titled, Appendix A: Language Foundations Continuum for Reading and Writing grades 1-4.. The continuum contains the scope and sequence of phonics instruction mandated for grades 1- 4.
- The Ministry B.2 continuum is directly aligned with the UFLI Foundations phonics instruction program. The Curriculum Department has officially endorsed the use of the UFLI Foundations manual in all elementary schools.
- The Curriculum Department swiftly responded to the Ministry's communication released in June 2023 by creating a system memo that includes links to PDFs of the ministry documents. Additionally, the Curriculum Department has released teacher implementation guidance and support via system memos.

- Two, optional, after-school virtual PD sessions were offered to help teachers implement UFLI in their classrooms. Well over 300 teachers attended. A recording of the webinar was released the following week.
- While the UFLI resources are available for schools to purchase, it's important to note that these resources are sourced from the US, which can result in longer delivery times.
- The CAD continues to assist teachers in their understanding of the newly implemented curriculum with school visits and "PD on the Fly" videos. These short videos, which can be found on the CAD website, provide teachers with instructional support and attached tangibles to be used with students.
- Consultant Highet's presented a short demonstration of a portion of a UFLI lesson involving phonemic awareness, visual drill, and auditory drill.

Trustee lafrate asked questions about the cost of the resource and whether funding had been allocated to schools for its purchase. Consultant Perry indicated that each school had procured at least one copy of the resource and that it would be advantageous for each teacher using the program to have their copy.

Trustee lafrate also inquired about the possibility of purchasing these manuals in bulk. Consultant Perry responded that there are logistical challenges related to the number of copies the vendor can ship across the border.

Trustee Alexander expressed concerns related to how the new curriculum may impact special needs students. Consultant Perry suggested that Student Services would be better suited to respond to those concerns.

Trustee Crowe inquired about the levelled readers that were acquired for each school and their compatibility with the new literacy curriculum. Consultant Perry affirmed that there is still a role for these leveled readers, particularly for ESL students and for teachers to address expectations involving vocabulary and background knowledge which are essential components of reading instruction. One option would be for students to take home both decodable texts (to address the new curriculum) and levelled readers, ensuring continued support for their literacy development.

Trustee Crowe expressed her enthusiasm for the current program initiative and its implementation, offering compliments on a well-executed presentation.

d. Pathways Updates - Introduced by Nicholas Galatianos, Principal of Student Success

OYAP - presented by Nat Gencarelli: Pathways Consultant: OYAP

- This school year's priorities are program growth, improved completion rates, and promoting girls' exploration of trades.
- Educational opportunities include the Level Up Skilled Trades Fair and teacher industry tours.
- Key focuses include increasing employer engagement, boosting completion rates, supporting apprenticeships, and aiding graduates in job placement.
- Initiatives like Women in Trades and upcoming events like Dreamer Day aim to help students explore tech-based careers.
- OYAP funding is tied to participation rates, which can vary annually. YCDSB has recovered from a COVID-19-related decline over the past two years.
- With current enrollment, further growth is expected in 2023-2024, providing more opportunities for students and teachers to explore skilled trades.
- The Women in Trades Symposium concluded a year dedicated to introducing young women to skilled trade careers. Over 200 girls from York Region engaged in career exploration, learned from tradeswomen, and networked with peers. Activities included hands-on projects and a speaker panel with women from various trades, resulting in high engagement.

- CRH Canada's Career Day offered a remarkable experience for 80 students from six secondary schools, hosted by CRH Canada, the parent company of Dufferin Construction and sister companies. Students enjoyed networking, career insights, hands-on experiences, habitat rehabilitation, and a tour of Canada's largest quarry, along with freebies and a catered lunch.

FOY - presented by Germaine Falzone: Pathways Consultant: Experiential Learning

- The Focus on Youth program is designed to support at-risk high school students in their transition to adulthood by offering quality employment opportunities. The YCDSB is one of the 24 school boards that participate in this program.
- YCDSB staff assess students for program eligibility based on various factors, including academic performance, school engagement, socioeconomic challenges, experiences of systemic racism or discrimination, limited access to community support, and safety concerns.
- In the summer of 2023, YCDSB received 59 referrals and conducted interviews. Out of these, 29 students were hired as mentor/camp counsellors for YCDSB Summer camps.
- The program included a variety of workshops during the summer, covering mental health, leadership, and technology, where students designed unique skateboards.
- Overall, 29 students were successfully hired with a high completion rate of 96.6%. These students collectively earned 54 credits, and the program leveraged seven YCDSB programs/partners for added impact. Results from exit surveys were also shared

e. Artificial intelligence - presented by Anthony Arcadi: Superintendent of Curriculum & Assessment

- The presentation discussed AI in education and its practical implications for school administrators, teachers, students, and parents. Due to time constraints, not all aspects of AI in education were covered.
- AI, particularly Large Language Models (LLMs) like Chat GPT or Bing, plays a significant role in various natural language processing tasks. It was emphasized that LLMs are not a replacement for human intelligence, as they do not possess real thinking capabilities.
- In 2022, an artist named Jason Allen gained attention for submitting an AI-generated artwork in an art competition. This highlights the advancements in AI-generated art since then.
- The presentation explored key areas, including Academic Integrity, Assessment, Privacy, and Digital Literacy.
- Challenges in detecting AI-generated work were discussed, emphasizing the importance of promoting academic integrity, encouraging students to declare AI use and the limitations of current detection programs.
- A common educational best practice is focusing on the process leading to the final product and regularly engaging with students during various project stages.
- AI in K-12 education has transformative potential but raises privacy concerns. Adhering to clear values, ethics, and laws is essential. Privacy guidelines, addressing bias and equity, and considering the perspective from which AI responses are generated are crucial.
- Educational staff must stay informed about AI advancements and their use by students. Collaboration with school boards and professional development is essential for this purpose.
- The Ministry of Education has limited mention of AI in education, but it's referenced in the Science curriculum and the upcoming grade 10 Computer Studies Curriculum.

- The presentation included a brief demonstration of AI tools, which can serve students as mentors, coaches, tools, tutors, teammates, and simulators. AI tutoring is becoming increasingly popular at all educational levels.

Trustees Saggese and lafrate expressed gratitude to Mr. Arcadi for the informative presentation. They emphasized that while this is a valuable tool, it should not replace the essential human touch of teachers in education.

9. ACTION ITEMS:

- Promote Family Life Lead at Each School - Raise awareness through social media
- Invite Respective Trustees to Faith Ambassador Events - Inform schools
- Enhance Student Participation in the Reconciliation Mass by initiating early event promotion to engage students.
- Request Quote for Bulk UFLI Resources
- Acquire EQAO/OSSLT Results by School and Trustee
- Compare Enrollment in Trades with Other Boards

10. DISCUSSION / INFORMATION ITEMS: NIL

11. NOTICE OF MOTION: NIL

12. FUTURE AGENDA ITEM(S): NIL

13. NEXT MEETING DATE: Monday, December 4, 2024

**14. ADJOURNMENT: 9:10 p.m.
ON MOTION: lafrate/ Crowe
CARRIED**



SSP: December 4, 2023

Curriculum & Assessment

FSL Updates



DELf - Le Diplôme d'études en langue française

- In April 2023, 55 YCDSB students who were enrolled in a grade 12 French course chose to participate in the DELF exams.
- 97% of YCDSB students who wrote the DELF exam in April 2023 passed and received their DELF diploma.
- The DELF 2024 session will take place from May 13 - May 28 at the CEC.
- All YCDSB students registered in a grade 12 French Course in the Core French and French Immersion programs have the option to participate in the DELF every school year.



DELf - Le Diplôme d'études en langue française

- The exam measures a student's ability to use French in everyday life.
- Students' French skills are measured across four areas: listening, speaking, reading and writing.
- The exam is recognized internationally and in Canada by universities and the Canadian federal government.
- The diploma is valid for life; and it helps students set future language goals.
- 15 YCDSB teachers are trained DELF Examiners-Correctors.



FSL Digital Tools - Core French and French Immersion

- The Curriculum Department procured licences for 3 digital tools to help increase student proficiency in French.
- These tools align with the expectations of the Ministry policy document for French as a Second Language.



FSL Digital Tools - Smash Education

- Available to Core French & French Immersion students and teachers in grades 1-12.
- Can be used to supplement classroom instruction and to provide opportunities for additional language practice in the classroom or at home.
- Some key features include DELF practice, support with science curriculum in FI primary, phonological awareness, songs, reading, listening and speaking activities for all grades.



FSL Digital Tools - Mary Glasgow Language Learning Magazines

- Available to Core French & French Immersion students and teachers in grades 4-12.
- Culturally relevant articles about current events, news, and the francophone world.
- A collection of 4 leveled digital magazines that support French language proficiency and student preparation for DELF.



FSL Digital Tools - Jusqu'au bout

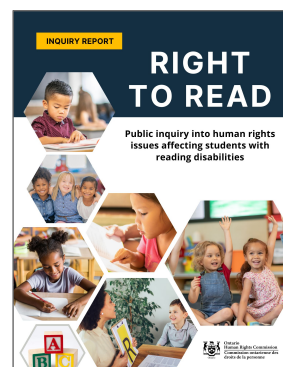
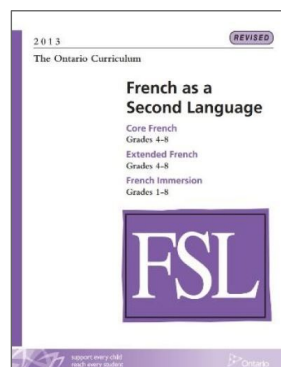
- Intended for secondary students from grades 9-12 in Core French and French Immersion.
- All YCDSB Secondary Schools have access.
- Supports French language proficiency and DELF preparation.



French Immersion: Early Literacy Update

Increase student achievement in FI by:

- Prioritizing evidence-based approaches such as decoding and spelling words, practice with reading words in stories to build word-reading accuracy and speed;
- Developing a strong foundation in oral language skills as a groundwork for reading and writing skills.



Oral Language Development- AIM Training for Teachers

14 French Immersion teachers will be participating in AIM language learning training in December 2023.

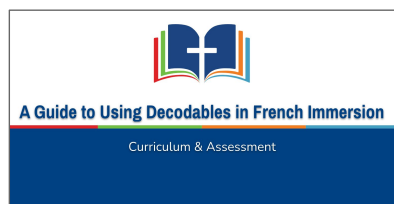
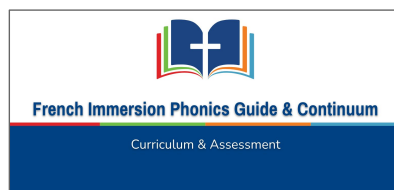
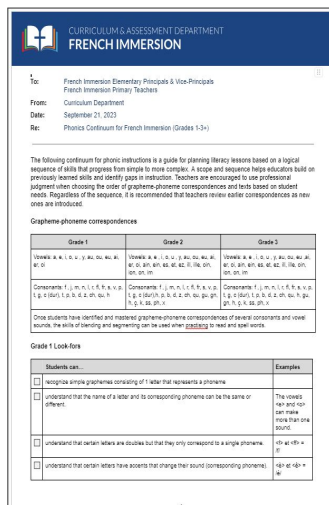
What is AIM?

Authentic learning is achieved through scaffolding techniques which use story-telling, gestures, active collaboration and repetition. The use of high-frequency vocabulary, introduced with gestures and contextualized in stories, drama, songs and dance, allows students to rapidly achieve levels of oral and written proficiency rarely seen with conventional methods.



Support for Reading Skills in FI

French Immersion teachers have received resources and in-servicing on how to build an equitable, inclusive and responsive literacy program in FI through evidence-based instructional practices, that support ALL learners.



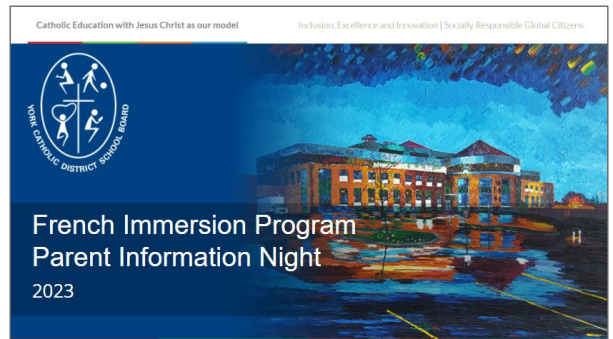
Decodable Books for French Immersion

- Decodable books are tools that help reduce gaps in reading skills and increase reading achievement in young learners.
- A variety of decodable series have been procured for use in primary French Immersion classrooms.
- This [PD on the FLY: Decodables in French Immersion](#) video highlights how decodable books can be used by teachers to support early readers in the French Immersion program.



French Immersion Parent Information Night Meetings

- Take place at French Immersion schools in the month of November
- Parents learn about the program and how to apply
- Attended by the FSL Consultant
- Promote the FI program at YCDSB



Technology Enabled Learning Updates

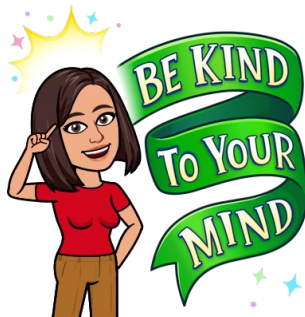


Introduction

Technology Enabled Learning @ the YCDSB



Christopher Reda
ICT Program Consultant



Angela Carone
Technology Enabled
Learning Teacher



Paul Palma
Technology Enabled Learning
and Teaching (TELT) Consultant



Tech-Enabled Learning Website

The TEL website is intended to provide YCDSB educators with a variety of tech-enabled learning resources. New resources are added to the site periodically.

Staff can access the site through the YCDSB APPS bookmark or by going to tel.ycdsb.ca.



Let us now take a look at the website together.

3D Printer Borrowing Program

- The 3D printer borrowing program offers elementary and secondary teachers the opportunity to introduce their students and school community to 3D printing without having to purchase a 3D printer.
- Dremel Digilab 3D45 printers were centrally purchased and are available for schools to borrow. There are a total of six printers available.
- Teachers are invited to request to borrow one of the 3D printers to support a 3D printing project at their school. The project connects to pathways, SILCSAW goals, provincial curriculum, STREAM learning, and/or global competencies.
- There are a total of six borrowing periods this school year. Each borrowing period is week three weeks long.



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3D Printer Borrowing Program Continued

Process for borrowing a central 3D printer:

- A system memo is issued at the beginning of the school year that provides schools with details about the borrowing program.
- With the approval of the school principal, teachers complete a request form to express their interest in borrowing a 3D printer (one per school/department).
- Through the request form, teachers provide the details of the project they will be leading at their school. These details include a project description and the number of teachers and students involved in the project.
- Once a borrowing period has been allotted to each project, additional information is shared with the teachers and principals involved.
- One teacher from each project is able to attend a half-day training session that provides training on the 3d printer being borrowed and Tinkercad, a program used to design 3D models.

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3D Printer Borrowing Program Continued

Past projects:

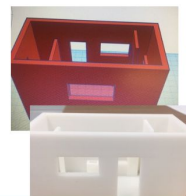


KEYCHAINS (SJM)

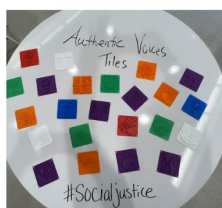
Thank you to @Mr_C_Reda for the use of the 3D Dremel Printer. Our Gr.10 Applied Cdn History class has been busy creating medals for noteworthy Canadians. Check out their awesome work. @JVLearnComm @ycdsb



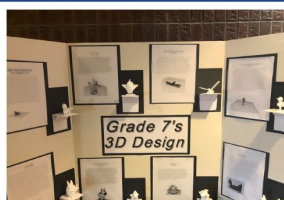
CANADIAN HISTORY MEDALS (OLQW)



BUILDING HOMES (SAE)



AUTHENTIC VOICES TILES (OLQW)



ANIMAL CREATIONS (SRG)



KEYCHAINS (OLR)

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Digital Tools Available to YCDSB Teachers and Students



YCDSB Digital Tools Curriculum & Assessment

YCDSB Digital Tools 2023-2024

The following is a list of digital tools available to teachers and students in the YCDSB. While every effort has been made to ensure that these tools are 'student-friendly', some, by their nature, offer materials that are geared towards a variety of audiences. When deciding on the appropriateness of tools, teachers are responsible for vetting and previewing the materials they assign to students by using the [CRRP Toolkit \(poster\)](#).

Tool	Description	Audience	Curriculum alignment	Access instructions	Who can access the tool?
Britannica Online	Information resource that provides up-to-date resources for students. Students and teachers can access curriculum-related articles, images, videos, audio.	K-12	Cross-Curricular	From the YCDSB Resource site or D2L Brightspace.	Students and teachers
Britannica Science Packs	Multimedia packs related to Science Curriculum available at different reading levels.	K-12	Science	From YCDSB Resource site or D2L Brightspace.	Students and teachers

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Digital Tools Test Drive

Let's play a game!



Four Corners

Let's investigate!



*Target Sum Card Game (Math)
Senses (Science)*

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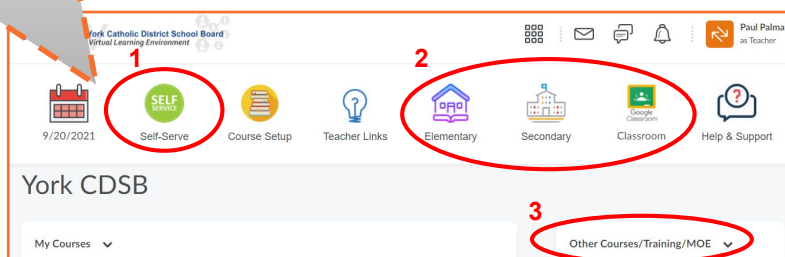


D2L BRIGHTSPACE

D2L Brightspace is the Virtual Learning Environment (VLE) that is endorsed by the Ministry of Education and contains curriculum content created by the MOE/CVO for elementary and secondary subjects.

In addition to a VLE, it features:

1. Ministry/CVO curriculum content
2. Quick links to digital tools for teachers and elementary/secondary students
3. Ministry Resources/Materials/Training via eCommunities

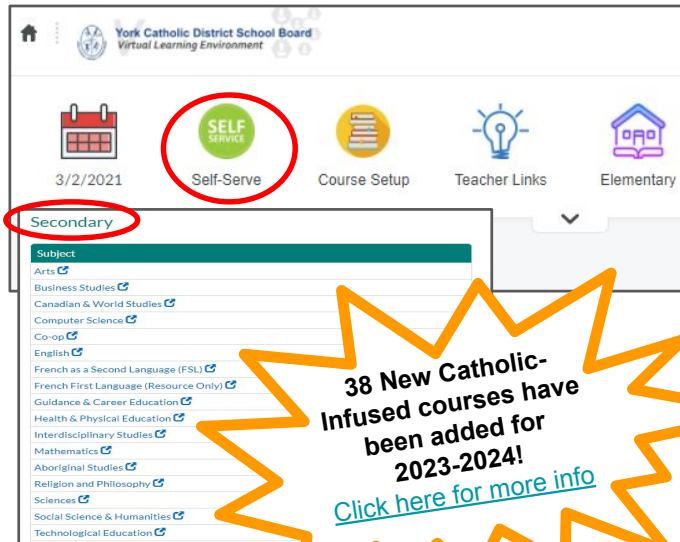


D2L BRIGHTSPACE









→ As a VLE, students are able to engage with course content, participate in class discussions, stay informed on due dates, submit assignments, complete quizzes and communicate with their teacher.

→ Teachers are able to view what is available for Ministry/CVO curriculum content and can choose to use it as Minds on, a stand-alone activity, consolidation or as a blended lesson.

→ Staff are notified via System Memo when courses are added or updated.



D2L BRIGHTSPACE eCommunities

 <p>Mental Health Literacy Modules: Grades 7 & 8</p>	 <p>Specialist High Skills Major (SHSM)</p>	 <p>EDU Resources Community</p>	 <p>Supporting English Language Learners</p>
 <p>MH LIT: Mental Health in Action Elementary</p>	 <p>MH LIT: Mental Health in Action Secondary</p>	 <p>Safe and Healthy Schools Hub</p>	 <p>Indigenous Graduation Coach Program - Four Directions First Nations Métis and Inuit Graduation Coach Approach</p>

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- All eLearn courses are coordinated centrally with the OELC and taught by OCT teachers
- Students outside of the YCDSB are able to take YCDSB eLearn courses, and our students are able to take out of board courses
- To meet the increased demand for the online graduation requirement, and to respond to student voice and choice, our eLearn sections have increased from 30 last school year to 130 for the 2023-2024 school year
- As of November 28, approximately 3200 students are enrolled in the eLearning program:
 - 2686 are YCDSB students taking YCDSB eLearn**
 - 225 are YCDSB students taking out-of-board eLearn**
 - 292 are out-of-board students taking YCDSB eLearn**

Continuing Education Updates



New and Innovative Elementary and Adult Programs



International Languages - Elementary

Expanded languages to include Japanese and Armenian and our delivery models to include after school programs.

Grades 1-6 Tutoring Supports

Expanded General Interest programming to include tutoring supports for students in Grades 1-6. We are offering a 8 week session for a cost of \$349.

Technology and Coding

Established partnership with STEM Minds to offer high quality technology and coding programs on Saturdays. We are offering a 8 week session for a cost of \$349

Adult Conversational Languages

Introduced language levels in French, Italian and Spanish (Beginner, Intermediate and Advanced)

Helping to shape your future





Elementary and Adult Programs

Program	Fall 2022	Fall 2023
International Language- Remote and in-person classes	3,419 (11 sites)	2,683 (6 sites)
General Interest- Saturday (French, Tutoring, Coding and Technology classes)	95	141
Grade 7 and 8 Remedial	2022-23 Ministry of Education Tutoring Grant	117 Saturday 250 After School
Adult Conversation	37	54

Helping to shape your future



Secondary Programs

Program	Fall 2022-23	Fall 2023-24
Night School Credit	904	1117
Saturday International Language Credit	386	390
After School Remedial Non Credit (Gr.9-10)	226	710

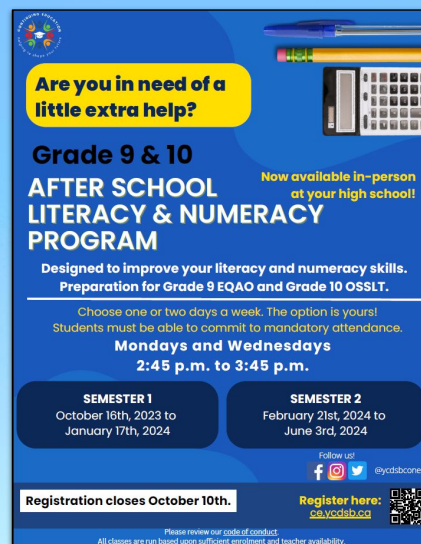
Helping to shape your future



NEW AND INNOVATING PROGRAMS

After School Remedial Literacy and Numeracy Program for Grade 9 and 10 students

710 students are currently registered for semester 1. These programs focus on the preparation for Grade 9 EQAO and Grade 10 OSSLT.



Are you in need of a little extra help?

Grade 9 & 10
AFTER SCHOOL LITERACY & NUMERACY PROGRAM

Now available in-person at your high school!

Designed to improve your literacy and numeracy skills.
Preparation for Grade 9 EQAO and Grade 10 OSSLT.

Choose one or two days a week. The option is yours!
Students must be able to commit to mandatory attendance.

Mondays and Wednesdays
2:45 p.m. to 3:45 p.m.

SEMESTER 1
October 16th, 2023 to January 17th, 2024

SEMESTER 2
February 21st, 2024 to June 3rd, 2024

Follow us!
f i t @ycdsbconed

Registration closes October 10th.

Register here:
cs.ycdsb.ca

Please review our code of conduct.
All classes are run based upon sufficient enrollment and teacher availability.

NEW AND INNOVATING PROGRAMS

Aquatics Courses

17 students participating in a program which allows them to receive a high school credit as well as accreditation from the Lifesaving Society of Canada.



NEW AND INNOVATING PROGRAMS

Travel For Credit – March Break

Approximately 400 people were in attendance (in person and virtual) for the parent information evening on September 19, 2023. We have 23 students traveling to Italy and 20 students to Spain.



WANT TO EARN A CREDIT AND TRAVEL?

Secondary
Saturday International Languages

TRAVEL FOR CREDIT

- 13 classes of remote language instruction every Saturday from December 2nd, 2023 – April 13th, 2024
- Action packed March Break trip to one destination paired with the respective high school language credit

Follow us!
f i t @ycdsbconed

IT
Grades 9 – 12

SPAIN
Grades 9 – 12

FRANCE & BELGIUM
Grades 11 & 12

NEW AND INNOVATING PROGRAMS

Travel For Credit – Summer School

We will offer Grade 10 Careers/Civics to Ottawa, Montreal, and New York City as well as Grade 11 Environmental Science to Vancouver in July 2024.

Travel For Credit – Summer School – Italy

Approximately 140 people registered (in person and virtual) for the parent information evening on November 23, 2023. We are offering Grade 12 English and Visual Arts in Italy in July 2024.



**Study in *Italy* with YCDSB
Summer 2024**

Earn a summer school credit

Choose your course of interest:

ENG4U
OR
AEA30/40

Join our Parent Meeting
In person or online
Click [HERE](#) to register

Thursday,
November 23, 2023
@ 7 P.M.

York Catholic District
School Board
320 Bloomington Rd. West

<https://www.explorica.ca/>

Social Studies & CWS Updates



GRADE 10 HISTORY COURSE

“ Grade 10 students in Ontario will get mandatory education on the Holodomor famine in Ukraine as part of their Canadian history course beginning in September 2025. ”

**Ontario's Grade 10
Canadian History
now includes
Holodomor education.**

Fostering a future of tolerance, justice, and democracy in our classrooms.



[News release](#)



GRADES 1 TO 3



GRADE 6

The Social Studies curriculum (Grades 1 to 3) has been revised with new expectations related to Indigenous education (refer to [System Memo C:013](#)). This topic was address during our October 20th PA Day.



The Social Studies curriculum (Grades 6) has been revised with new expectations related to Holocaust education (refer to [System Memo C:007](#)). This topic was address during our October 20th PA Day.



Requested Updates



REQUESTED INFORMATION

- Promote Family Life Lead at Each School - Raise awareness through social media
- Invite Respective Trustees to Faith Ambassador Events - Inform schools
- Enhance Student Participation in the Reconciliation Mass by initiating early event promotion to engage students.
- Quote for Bulk UFLI Resources
- Obtain EQAO/OSSLT Results by School and Trustee
- Compare Enrollment in Trades with Other Boards

