

YORK CATHOLIC DISTRICT SCHOOL BOARD

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

**AGENDA**  
**STUDENT SUCCESS & PATHWAYS COMMITTEE**  
**Monday, May 12, 2025 - 4:00 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.*

		<b>Page</b>
1.	<b>OPENING PRAYER / LAND ACKNOWLEDGEMENT</b>	A. Saggese
2.	<b>ROLL CALL</b>	A. Saggese
3.	<b>APPROVAL OF NEW MATERIAL</b>	A. Saggese
4.	<b>APPROVAL OF THE AGENDA:</b>	A. Arcadi
5.	<b>APPROVAL OF UPDATED TERMS OF REFERENCE:</b>	A. Saggese 2
6.	<b>APPROVAL OF THE PREVIOUS MINUTES:</b>	
	a. Student Success & Pathways Committee Meeting, February 24, 2025	A. Saggese 3
7.	<b>BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING</b>	
8.	<b>PRESENTATION(S):</b>	
	a. EQAO Support Resources	M. Perry, R. Ball, M. Schniering 7
	b. eSTIM de soi Project	M. Benakis, T. Giovinazzo 14
	c. Pathways Update	N. Gencarelli, N. Galatianos 19
9.	<b>ACTION ITEMS:</b>	
10.	<b>DISCUSSION/INFORMATION ITEMS: N/A</b>	
11.	<b>NOTICES OF MOTION:</b>	
12.	<b>FUTURE AGENDA ITEM(S):</b>	
13.	<b>NEXT MEETING DATE:</b> Tentatively November 2025	
14.	<b>ADJOURNMENT:</b>	

*Trustee Committee Members: F. Alexander, M. Barbieri, M. Iafrate, T. McNicol, 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 COMMITTEE**

### **Terms of Reference – 2025**

The Student Success & Pathways Committee is a standing committee of the Board that supports the work of the Curriculum and Assessment Department in advancing student achievement and well-being. The committee provides input and recommendations related to curriculum implementation, assessment practices, instructional strategies, and student engagement across all divisions.

#### **1. Mandate and Purpose**

The committee will:

- 1.1. Receive staff presentations on the Ministry's Student Achievement Plan (SAP) and its alignment with the YCDSB Multi-Year Strategic Plan.
- 1.2. Review the implementation of programs and initiatives that promote student achievement, engagement, and well-being at the elementary and secondary levels.
- 1.3. Explore technology-enhanced learning opportunities for students through staff demonstrations and updates.
- 1.4. Monitor student achievement data from province-wide assessments (reading, writing, and math) at key educational stages.
- 1.5. Receive staff presentations on professional learning activities, including PA Days.
- 1.6. Review supports and strategies that assist students in transitioning from elementary to secondary education.
- 1.7. Identify and promote strategies aimed at attracting and retaining Catholic students across all schools.

#### **2. Outcomes and Impact**

The committee's work will contribute to:

- The continuous improvement of student achievement and well-being.
- The advancement of equitable, inclusive, and high-impact programming across YCDSB.
- Strategic alignment between board initiatives and provincial priorities.

#### **3. Committee Membership**

The committee shall be composed of five Trustees appointed by the Board of Trustees.

#### **4. Resource Personnel**

To support the work of the Student Success & Pathways Committee, the following senior staff will serve as regular resource personnel:

- 4.1. Director of Education
- 4.2. Associate Director
- 4.3. Superintendent of Curriculum & Assessment

Other board personnel may be invited to attend and present at committee meetings as required, depending on the agenda and the specific areas of focus being addressed.

#### **5. Meeting Schedule**

The committee will convene three times annually, with additional meetings scheduled as needed to address emerging issues or initiatives.

**York Catholic District School Board**  
**MINUTES**  
**STUDENT SUCCESS & PATHWAYS COMMITTEE**  
**Monday, Feb 24, 2025**

**Attending:**

**Trustee Committee Members:** M. Iafrate, A. Saggese, (In Person)  
F. Alexander, M. Barbieri (Virtual)

**Other Trustees:** E. Crowe

**Absent with Notice:** T. McNicol

**Administration:** A. Arcadi, J. De Faveri, A. Iafrate, J. Powers, J. Sarna

**Recording:** L. Coquim

**Presiding:** A.Saggese, Committee Chair

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

2. **ROLL CALL:** All Present

3. **ELECTION OF OFFICERS FOR 2025-26:**  
Chair: A. Saggese  
Vice Chair: M. Iafrate

**PRESIDING:** Angela Saggese, Committee Chair called the meeting to order at 2:00 p.m.

4. **REVIEW OF THE 2025 TERMS OF REFERENCE:**

**THAT** the 2025 Terms of Reference for the Student Success & Pathways Committee be revised and presented at the next Student Success & Pathways meeting on May 12, 2025

**MOTION:** Saggese/ Arcadi

**CARRIED:**

5. **APPROVAL OF THE AGENDA**

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

**MOTION:** Iafrate/ Alexander

**CARRIED:**

6. **APPROVAL OF THE PREVIOUS MINUTES**

**THAT** the Minutes of the Student Success & Pathways Committee Minutes held on November 13, 2024 be approved as presented.

**MOTION:** Iafrate/ Alexander

**CARRIED**

7. **BUSINESS ARISING FROM the MINUTES OF PREVIOUS MEETING: NIL**

## **8. PRESENTATION(S):**

### **Curriculum Updates Presentations**

Presented by Anthony Arcadi, Superintendent of Education: Curriculum and Assessment

#### **a. Early Reading Screening (ERS) Website Update**

**Presented by Maxine Hightet, Chris Reda & Marlene Perry, Curriculum & Assessment Consultants**

Consultants Hightet, Reda, and Perry presented on the Early Reading Screener (ERS) rollout, highlighting its role in literacy as a foundation for student achievement. They discussed the recent focus on the 2023 Grade 1-8 language document and the 2016 Kindergarten program, with an exciting new Kindergarten program launching in 2025.

This year, YCDSB screened 7,500 students in Kindergarten (Year 2), Grade 1, and Grade 2 using the Ministry-approved Acadience screener, offering both English and French options. Over 600 teachers received in-person training, and a dedicated website was created to support educators. The live virtual website launch party provided a guided tour and reassurance to teachers, emphasizing the website's ongoing updates.

The website offers resources, tutorials, and system memos, and will continue to be updated as new information is received. French immersion teachers are currently using a paper screener, with a digital version available in September.

The ERS project involved a large team, with key contributions from consultants and Chris, who managed data and roster updates. The main goal is to use data to guide instructional decisions and improve student outcomes. This data-driven approach, based on reliable, evidence-based practices, marks a shift from past reading instruction methods. Data helps identify individual needs and system-wide gaps, allowing for targeted interventions. Plans are in place to pilot the Acadience screener up to grade eight, expanding beyond the current grade two mandate.

Trustee Alexander asked for examples of data gathering, and Consultant Perry explained that teachers use a digital tool to assess students at different grade levels, with results indicating whether a student is below, at, or above the benchmark. This data helps inform instruction but doesn't affect report card grades. The data can be analyzed at various levels, from individual students to the board-wide level, supporting school improvement planning. Perry highlighted that YCDSB is a leader in implementing the Ministry mandate and that the system is already benefiting from the data, with future goals for progress monitoring.

Chair Saggese praised the team for their hard work and collaboration on the project, noting that they are providing reassurance to families by implementing data-driven strategies and preventative measures to support student success.

#### **b. Religious Education Update**

**Presented by David Pimentel, Principal of Religious Education**

The Religious Education Advisory Committee (REAC) is an advisory body to the Religious Education Team, focusing on project-based initiatives. It is overseen by the Principal of Religion and requires approval from the Superintendent of Curriculum and Assessment.

Key resources supporting these initiatives include the updated YCDSB Monthly Virtues Resource List of Catholic Definitions, which is distributed to elementary teachers to enhance the Religious and Family Life Education curriculum.

Upcoming initiatives include the launch of the Grade 9 Growing in Faith, Growing in Christ program in October 2025, the full implementation of the Grade 1 Blessed and Beloved program, and the development of new programs for Grades 2 and 3 by Fall 2025.



Other notable events on the horizon include the Ordinandi Youth Event, the Board-wide Lenten Mass, the When Faith Meets Pedagogy Conference, the Luke 4:18 Symposium, and ongoing support from Faith Ambassadors. Additionally, resources related to the Pilgrims of Hope Holy Jubilee Theme and the ShareLife Toolkit will be distributed across the system to further enrich the faith experience

Trustee Crowe asked if the Director and Superintendent Arcadi could find funds in their budgets to cover the cost of t-shirts for students attending the Luke 4:18 Symposium, so they wouldn't have to pay or rely on their schools or counselors.

Principal Pimentel responded that he would collaborate with Superintendent Arcadi and Director De Faveri to determine the feasibility of this request.

Chair Saggese asked how the faith ambassadors are chosen and if every school has one.

Principal Pimentel confirmed that each year, the Curriculum Department invites staff to volunteer for leadership roles, including faith ambassador. Principals encourage staff to step forward at the first meeting in August, and faith ambassadors meet throughout the year to share information and serve as liaisons for religious education and family life matters.

**c. Indigenous Education Updates**

**Presented by Nicholas Galatianos, Principal of Student Success & Indigenous Education, Ashley Gatto, Consultant of Indigenous Education, Robert Cannone, Consultant K-8**

Principal Galatianos introduced consultants, Ashley Gatto and Robert Cannone, highlighting their roles in Indigenous education and curricular support.

Consultants Gatto & Cannone presented updates on various initiatives, such as the January professional learning session for grade four teachers, which focused on connecting Indigenous expectations with subjects like language, math, and religious education. They also discussed the grade five literature circles initiative, where teachers were trained to use indigenous-authored texts, and the Frost and Fire Games event for grades six and seven, which celebrated Indigenous culture. They also shared upcoming plans to expand Indigenous curriculum resources and training, including virtual author presentations and trauma-informed teaching strategies, all aimed at creating more inclusive and culturally responsive learning environments aligned with Catholic values and graduate expectations.

Vice Chair Iafrate expressed pride in the team's efforts, particularly in the Indigenous education and curriculum departments, highlighting their progressive and proactive approach, including with the early reading screener website. She thanked everyone for their commitment to this important work. She also emphasized how impressive the team's initiatives are, noting that many stakeholders may not be aware of all they do. She asked if the virtual author session would be interactive, specifically if students could submit questions. Consultant Gatto confirmed that students could submit questions in advance via a Google form, which would be asked during the session.

Chair Saggese asked how the Catholic school board could help teachers in subjects like biology or geography integrate Catholic values (Catholic graduate expectations) while also incorporating Indigenous perspectives in their teaching. Specifically, they wanted to know what support and resources would be provided to ensure teachers could effectively connect these two areas in their lessons.

Consultant Gatto responded that the key is providing teachers with resources to connect subjects to Catholic values, especially in areas like ecology and land-based learning. Teachers can focus on environmental stewardship, which aligns with both Indigenous knowledge and Catholic teachings. The Indigenous education department supports this through an online platform and by training Indigenous education representatives in each school to guide teachers. Schools are encouraged to allocate time for discussions on Indigenous education, with the goal of gradually helping teachers make these connections.

- 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, May 12, 2025**
- 14. ADJOURNMENT: 3:19 PM**  
**ON MOTION: lafrate/ Barbieri**  
**CARRIED:**

DRAFT



**SSP: May 12, 2025**

Curriculum & Assessment

**EQAO Support Resources**





## EQAO Literacy Prep Pack

### EQAO Literacy Prep Pack

This literacy guide is a curated collection of key EQAO assessment information, past tests, recurring themes from past assessments, student preparation activities, and more.

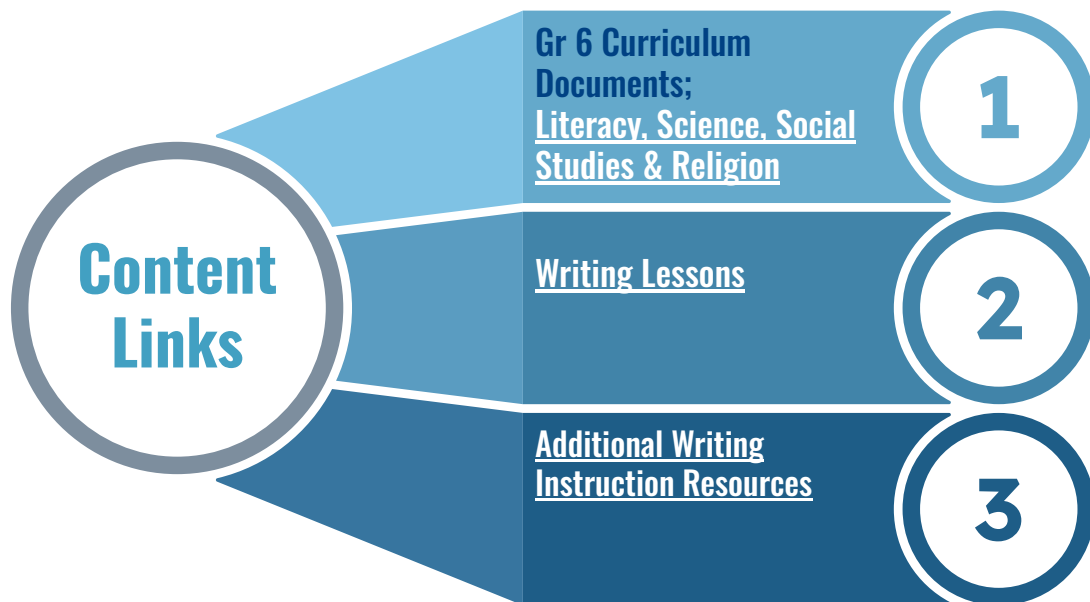
Categories	Grade 3 Content	Grade 6 Content
Overview and Expectations	<ul style="list-style-type: none"><li><a href="#">Grade 3 Primary Division</a></li><li><a href="#">Types of Questions</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Grade 6, Junior Division</a></li><li><a href="#">Types of Questions</a></li></ul>
Virtual Assessment Digital Tools	<ul style="list-style-type: none"><li><a href="#">PD on the Fly: EQAO Digital Tools (Grade 3)</a></li><li><a href="#">Grade 3 EQAO Literacy Tools Reference Guide</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">PD on the Fly: EQAO Digital Tools (Grade 6)</a></li><li><a href="#">Grade 6 EQAO Literacy Tools Reference Guide</a></li></ul>
Previous EQAO Literacy Assessments	<ul style="list-style-type: none"><li><a href="#">Test 1</a></li><li><a href="#">Test 2</a></li><li><a href="#">Test 3</a></li><li><a href="#">Test 4 (digital): answer key &amp; scoring guide</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Test 1</a></li><li><a href="#">Test 2</a></li><li><a href="#">Test 3</a></li><li><a href="#">Test 4 (digital): answer key &amp; scoring guide</a></li></ul>
Writing Preparation Resources	<ul style="list-style-type: none"><li><a href="#">YCDSB Writing Prompt Prep-Student Book</a></li><li><a href="#">YCDSB EQAO Writing Assessment trends</a></li><li><a href="#">Lexia Core5 Graphic Organizers</a></li><li><a href="#">Lexia Core5 Writing Prompt Pack</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">YCDSB Writing Prompt Prep-Student Book</a></li><li><a href="#">YCDSB EQAO Writing Assessment trends</a></li><li><a href="#">Lexia Core5 Graphic Organizers</a></li><li><a href="#">Lexia Core5 Writing Prompt Pack</a></li></ul>
Reading Preparation Resources	<ul style="list-style-type: none"><li><a href="#">EQAO Reading Assessment Trends (gr3)</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">EQAO Reading Assessment Trends (gr6)</a></li></ul>



EQAO

# YCDSB Cross Curriculum EQAO Writing Prep GR 6







**Topic 1:**  
[Fragments and Sentences](#)

**Topic 2:**  
[Linking with Transitions](#)

**Topic 3:**  
[Joining Words \(subordinating conjunctions\)](#)

**YCDSB**  
Cross Curriculum  
EQAO Writing Prep  
GR 6

**Topic 4:**  
[Writing to Inform](#)

**Topic 5:**  
[Writing to Persuade](#)

**Topic 6:**  
[Narrative Writing](#)

*PD on  
the FLY*





## OSSLT Prep Pack

### Ontario Secondary School Literacy Test (OSSLT)

This guide is a curated collection of key OSSLT assessment information including: testing format, question types, past assessments, student preparation decks, and more.

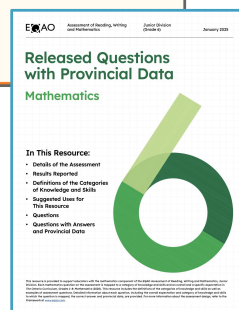
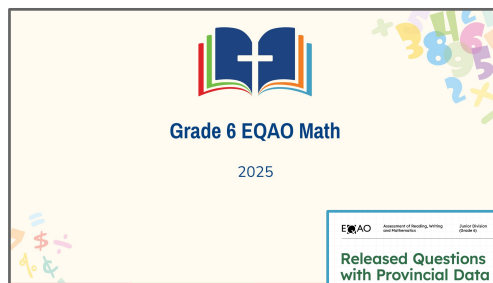
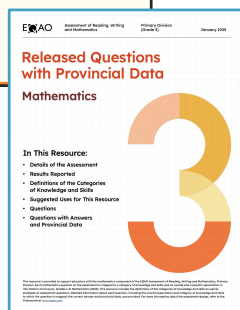
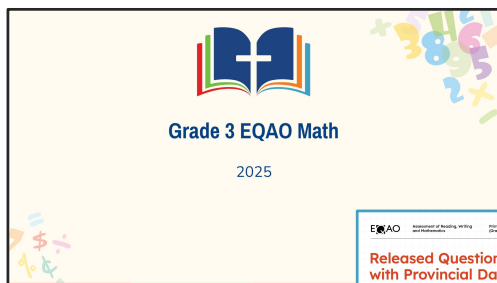
Categories	
Format and Overview	• <a href="#">OSSLT Test Format and Common Questions</a>
	• <a href="#">OSSLT Content Overview</a>
	• <a href="#">OSSLT Question Types</a>
Assessment Digital Tools	• <a href="#">Link to OSSLT Digital Tools Tour</a> (found within the practice test) • <a href="#">OSSLT Tools Reference Guide</a>
Practice Test 2023-2024	• <a href="#">Online Practice Test Link</a>
Previous OSSLT Assessments	• <a href="#">Test 1</a> • <a href="#">Test 2</a> • <a href="#">Test 3</a>
Writing Preparation Resource	• <a href="#">OSSLT Writing Test Preparation</a>
Reading Preparation Resource	• <a href="#">OSSLT Reading Test Preparation</a>

For more information please visit: <https://www.eqao.com/the-assessments/osslts/>



EQAO

## EQAO Grades 3 & 6 Prep





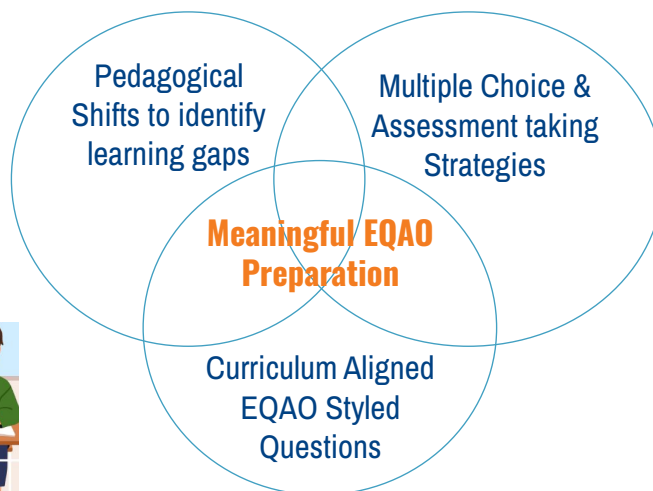
## EQAO Grades 3 & 6 Prep cont.

Overview of the information shared:

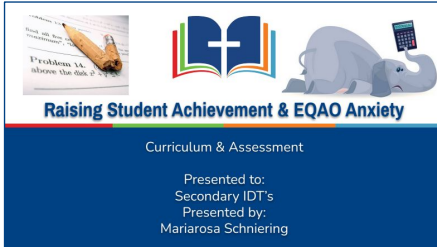
- the curriculum stands and what EQAO data says about overall performance and how they related to one another;
- Details about the assessment (including the Categories of Knowledge and Skills).
- EQAO released questions (including a ready to use remixed version);
- EQAO practice test (online);
- Reviews in Nelson My Math Path;
- Knowledgehook and EQAO.



## Grade 9 EQAO Support Resources



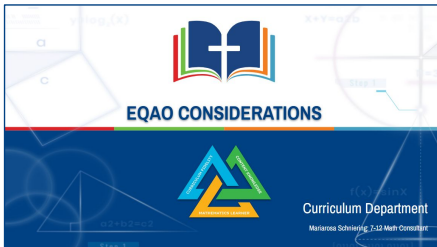
# Tools to Support



**Raising Student Achievement & EQAO Anxiety**

Curriculum & Assessment


Presented to:  
Secondary IDT's  
Presented by:  
Marianosa Schniering



**EQAO CONSIDERATIONS**

Curriculum Department

Marianosa Schniering, 2-12 Math Consultant



We are diverse. We are one in Christ.  
**York Catholic District School Board**

NB: This is a working document and will continually be updated as new information becomes available.  
This is why you are unable to make a copy. You can add a shortcut or star the document for easy access.

**24-25 Grade 9 EQAO Online Mathematics Assessment Information**

**Administrator Responsibilities**


**Technical Readiness:**  
School administrators should have received an invitation email from [tc.mv@eqao.on.ca](mailto:tc.mv@eqao.on.ca) to confirm or grant account access to the e-assessment system in September. If you are having difficulty accessing your account, please contact [info@eqao.on.ca](mailto:info@eqao.on.ca) to request login credentials. Reminder that all principals must accept the invitation by confirming or creating their administrator account in the e-assessment system. If you wish to add another member of the school administration to your school's account, you may do so by confirming your account and then clicking **Manage access** to my school, and then click on **Create New Account**.

The technical readiness/administration checklist must be completed before schools can administer EQAO assessments for the 2024-2025 school year.

Please note that **Principal access** to student data will not begin until **December 13, 2024** (Winter session) and **May 12, 2025** (Spring session).

**Professional Responsibilities**  
School administrators are responsible for ensuring that they and the teachers and invigilators administering the assessments, as well as scribes, school staff or any other person performing activities related to the administration of the assessments, have read and will adhere to the professional responsibilities and instructions in the user guide.

The school administrators have access to the Safe Exam Browser (SEB) and Kiok passwords that are used to enable and disable the lockdown browsers. For test security, the SEB and Kiok passwords should not be shared with students since the passwords allow access to outside resources found on the Internet or device. For students who require assistive technology, an alternative access option is available as outlined in the user guide.



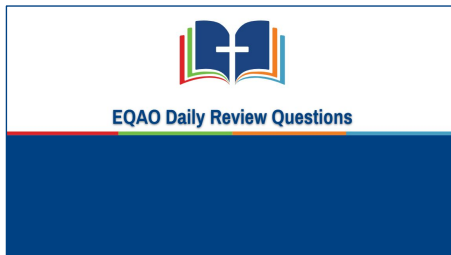
We are diverse. We are one in Christ.  
**York Catholic District School Board**

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This is why you are unable to make a copy. You can add a shortcut or star the document for easy access.

**Grade 9 EQAO Online Mathematics Assessment 2024-2025 Supports**


#	EQAO Supports:
1.	<b>NEW - Sample Test</b> <a href="#">2024-2025 EQAO Sample Assessment Questions &amp; Solutions (Slide deck)</a> <a href="#">2024-2025 EQAO Sample Test EQAO (live file)</a> <a href="#">2024-2025 EQAO Sample Test (Knowledgebook auto marked)</a> <a href="#">2024-2025 EQAO Sample Test (Knowledgebook auto marked)</a> <a href="#">2024-2025 EQAO Sample Test (Knowledgebook auto marked)</a> <a href="#">2024-2025 EQAO Sample Test (Knowledgebook auto marked)</a>
2.	<b>PREVIOUS YEARS - Sample Tests</b> <a href="#">2023-2024 EQAO Sample Assessment Questions &amp; Solutions (Slide deck)</a> <a href="#">2023-2024 EQAO Sample Assessment Questions &amp; Solutions (Slide deck)</a>
3.	<b>Cumulative Package organized by Strand</b> <a href="#">EQAO Daily Review Practice Questions</a>
4.	<b>Released Questions Resource</b> <a href="#">2023-2024 Grade 9 Assessment of Mathematics &amp; Provincial Data</a> <a href="#">2023-2024 Grade 9 Assessment of Mathematics &amp; Provincial Data</a>
5.	<b>Digital Tool Support</b> <a href="#">Knowledgebook Combined Resources - use as pool of questions</a> <a href="#">EQAO (Grade 9) Strands and activities for practice (document)</a> <a href="#">Instructions to access Sample Test - CCL/KingSpace</a>
6.	<b>PRACTICE TESTS - Extra (BHN)</b> <a href="#">Practice Test #1</a> <a href="#">Practice Test #2</a> <a href="#">Practice Test #3</a>
7.	<b>EQAO Important Information</b> <a href="#">Grade 9 Formula Sheet &amp; Logic Proof</a> <a href="#">EQAO Candidate Support Section</a> <a href="#">Assessment at a Glance</a>

# Tools Continued




**EQAO Daily Review Questions**

**2024-2025 EQAO KH Practice**



Play GameShow




Assign Mission

LIVE CLASS-WIDE ACTIVITY SELF-PACED ACTIVITY

+ Add to Custom Edit Print Share

267 Questions [Show Answers](#)



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**York Catholic District School Board**

**24-25 Grade 9 EQAO Online Mathematics Multiple Choice Tips**

Here are a few Tips to help students when preparing to take a Multiple choice Assessment.

Tips:	Description:
Read questions carefully	<b>Highlight</b> key information and <b>underline</b> what the question is asking for (e.g., "Find the slope," "Choose the equation that represents the graph"). Search for words like <i>not</i> , <i>least</i> , or <i>best</i> , since they can change the meaning of the question.

## eSTIM de soi Project



### eSTIM de soi = *Self-Esteem in STEM*

Participating school boards received \$10 000 in grant funds. The requirements of the initiative included:

Funds specifically for Lego SPIKE robotics

Sharing details of implementation

Participation in collaborative meetings

Collection of feedback/data

Completion of a final report/survey



Ontario Catholic School  
Trustees' Association



Ontario Public  
Schools' Association

# Program Goals

Students will communicate and interact with increasing confidence in French, one of Canada's official languages, while developing the knowledge, skills, and perspectives they need to participate fully as **citizens in Canada and the world**.



Students will develop the critical thinking, problem-solving, and technological skills needed to participate as responsible **global citizens** and to thrive in a rapidly changing world.

Cultivating Global Citizens



## Pilot Project at YCDSB

Call for proposals (Grades 6-9)

School: St. Katharine Drexel CHS

Participants: Five Teachers

Grades 7 & 8 FI  
Grade 9 Core & FI Geography

Implementation: Semester 2

**York Catholic District School Board  
Curriculum & Assessment**

**Memo To:** Secondary Vice Principals & Principals  
Secondary Grade 9 Core French Teachers

**CC:** Tanya Giovannazzo, FSL Consultant: Curriculum & Assessment  
Maria Benakis, STREAM Consultant K-12: Curriculum & Assessment  
Cristina Mazzoni, Coordinator of Secondary Programs: Curriculum & Assessment

**From:** Anthony Arcadi, Superintendent of Curriculum & Assessment

**Date:** September 26, 2024

**Re:** eSTREAM de soi: FSL & STREAM Pilot Project (Grade 9 Core French)

**Reference #:** C-122

FSL teachers of grade 9 core French classes pilot project. This project will provide opportunities for teachers to embed STEM STREAM activities in their FSL classrooms. The purpose of these activities is to provide students with opportunities for their interaction in French. 1 expectation from different areas of the Ont. This pilot project will focus on the implementation of lessons 1 and 2 of the eSTREAM de soi on FLS resource and will require the use of Lego SPIKE Prime however, schools must have access to eSTREAM. Release time for the purpose of professionals who participate. Please note that experience plans and materials will be provided during the training session.

**Proposal Submission Process:**  
Using the following [proposal template](#) (make a copy to edit). Only one proposal per school is to be submitted by the school principal. Based on the proposal submitted, only one school will be selected to participate in this pilot.

Proposals are due **October 17, 2024**, and submit a final report in April 2025 that provides lessons and the impact of the experience or

For any questions about this opportunity, please contact [Tanya Giovannazzo](mailto:Tanya.Giovannazzo@ycdsb.ca) or [Maria Benakis](mailto:Maria.Benakis@ycdsb.ca).

**York Catholic District School Board  
Curriculum & Assessment**

**Memo To:** Elementary Principals & Vice-Principals  
Elementary French Immersion Teachers (Grades 6-8)

**CC:** Tanya Giovannazzo, FSL Consultant: Curriculum & Assessment  
Maria Benakis, STREAM Consultant K-12: Curriculum & Assessment  
Daniel La Gamba, Coordinator of Elementary Programs: Curriculum & Assessment

**From:** Anthony Arcadi, Superintendent of Curriculum & Assessment

**Date:** October 17, 2024

**Re:** eSTREAM de soi: FSL & STREAM Pilot Project (Grades 6-8 FI)

**Reference #:** C-172

FSL teachers of grades 6-8 French Immersion classes are invited to submit proposals for the eSTREAM de soi on FLS pilot project. This project will provide opportunities for teachers to embed STEM STREAM activities in their FSL classrooms. The goal is to increase proficiency and engagement in the FSL classroom by providing students with opportunities to interact in French through STEM (STREAM) activities, aligning with Ontario's FSL, Math, and Science curriculum expectations.

The pilot project will focus on the implementation of lessons 1 and 2 of the eSTREAM de soi on FLS resource and will require the use of Lego SPIKE Prime kits. All lessons and Lego SPIKE Prime kits will be provided. However, schools must have access to either iPads, Chromebooks and/or Laptops to participate.

Teachers participating in the pilot will be provided with release time for professional learning and lesson planning. No prior experience with STREAM or coding is required, as lessons and materials will be made available during the training session.

**Proposal Submission Process**  
Use the [provided template](#) (make a copy to edit). Only one proposal per school is to be submitted by the school principal. Based on the proposal submitted, only one school will be selected to participate in this pilot.

**Key Dates**

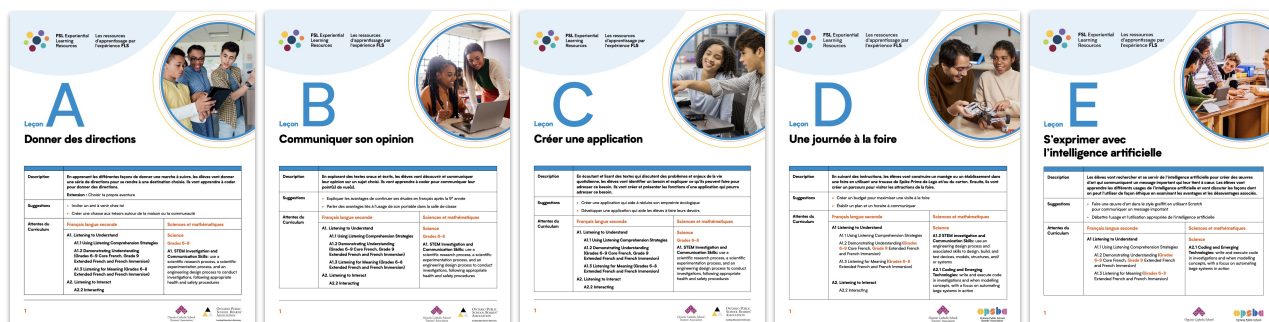
- Proposals are due by **October 28, 2024**, via this [Google Form](#).
- The selected school will submit a final report in April 2025, outlining how the eSTREAM de soi on FLS lessons were implemented and their impact on students' FSL achievement.

For any questions about this opportunity, please contact [Tanya Giovannazzo](mailto:Tanya.Giovannazzo@ycdsb.ca) or [Maria Benakis](mailto:Maria.Benakis@ycdsb.ca).

For efficient access to key curriculum-related information that is curated and developed by the Curriculum & Assessment Department, please refer to [cal.ycdsb.ca](http://cal.ycdsb.ca) and our X account [@ycdsb\\_cal](https://twitter.com/ycdsb_cal).

eSTREAM de soi: FSL & STREAM Pilot Project (Grades 6-8 FI) - System Memo: October 17, 2024

# Collection of Lessons



Giving Directions

Communicating your Opinion

Creating an Application (app)

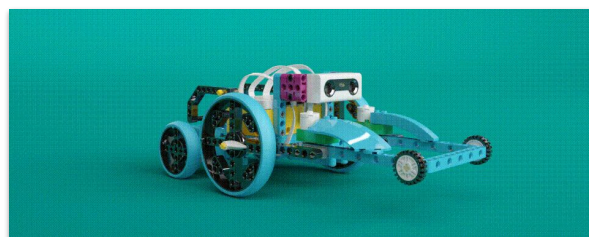
A Day at the Fair

Expressing Oneself through AI



# Coding and Robotics Component

- Combines LEGO Technic elements with programmable hardware for hands-on learning
- Features a programmable hub with LED matrix, speaker, 6 ports, and motion sensors
- Includes colour, distance, and force sensors for real-world data interaction
- Supports Scratch-based block coding and Python for more advanced users
- Offers curriculum-aligned lesson plans focused on problem-solving, design thinking, and coding
- Each lesson includes comprehensive resources such as building instructions, coding guidance, and assessment rubrics

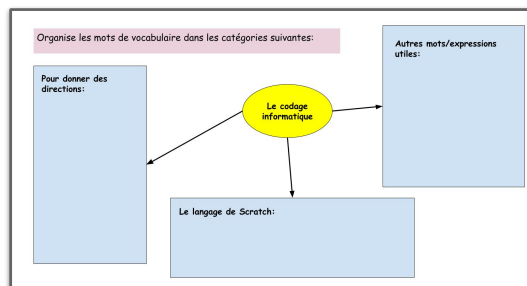


# Professional Development Session - French Component



## Focused on:

- Goals of the initiative
- Curriculum connections
- CEFR descriptors
- Success criteria for students
- Supplementary supports to complement lessons



## Critères d'évaluation

### Je peux :

- Comprendre une marche à suivre
- Choisir et employer un vocabulaire familier et simple pour donner des directions
- Utiliser des phrases simples et complexes
- Employer l'impératif pour donner des directions
- Donner des directions avec des connecteurs simples comme *d'abord*, *ensuite*, *et puis* et *enfin*
- Présenter, dialoguer, donner des directions et justifier une opinion en fonction de la situation sociale
- Communiquer mon message avec une prononciation et une intonation claires malgré des erreurs

# Professional Development Session - STEM Component



## Focused on:

- Curriculum connections
- Unplugged coding
- Scratch coding
- Lego SPIKE Prime kits
- Coding and robotics tasks
- Organization and maintenance





## Participant Feedback

*The lessons were highly effective in promoting student engagement and oral communication in French through hands-on, collaborative STREAM tasks. The integration of the LEGO SPIKE Prime kits was seamless and sparked curiosity, particularly among students who may not usually be as vocal in traditional FSL settings.*

On the lessons  
(teacher participant)

*This pilot expanded my knowledge of how coding can be integrated effectively into the FSL classroom. The LEGO SPIKE Prime kits provided a new way to engage students and apply coding in a tangible, hands-on environment. I gained deeper insights into how to design activities that encourage both technical problem-solving and language use in French.*

On professional growth  
(teacher participant)

*Their enthusiasm for problem-solving was matched by their increased use of French, as they explained their coding processes and collaborated with peers. The hands-on nature of the tasks kept them actively involved, and they displayed resilience when troubleshooting challenges.*

On student engagement  
(teacher participant)

*Je pensais jamais que je pourrais coder, mais quand on a utilisé les robots, j'ai compris comment les faire bouger en français. C'était trop cool et j'ai appris plein de choses!*

*I never thought I could code, but when we used the robots, I understood how to make them move using French. It was really cool, and I learned a lot!*

On the experience  
(student participant)

## Next Steps

Apply for additional funding (if available) to reach more classes/schools.

Provide an opportunity for SKD participants to share their experiences, testimonials and lesson materials developed throughout the pilot.

Make meaningful connections to STREAM - Catholicity and Faith.

Develop learning materials to support more complex language learning.

Dive deeper into the remaining lessons provided and develop resources to support them.





## Pathways Updates



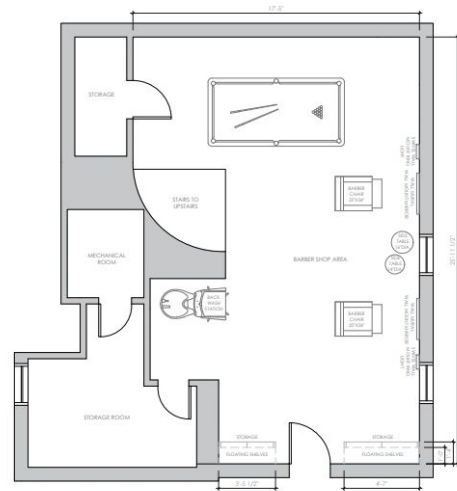
### Masonry Partnership

- The Ontario Masonry Training Center (OMTC) will be providing equipment, materials, and training to Holy Cross Catholic Academy to introduce masonry to Construction students
- The OMTC will provide all raw materials (brick, block, sand, mortar) as required as well as necessary training and teacher support
- Level 1 Training opportunities are available through Accelerated OYAP



# Construction SHSM - Trades Partnership

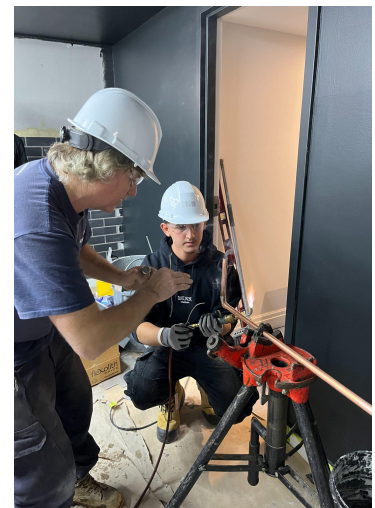
**Purpose:** To establish and nurture long-term partnerships that create authentic, hands-on learning opportunities for students pursuing careers in the skilled trades. By extending education beyond the classroom, we aim to provide meaningful real-world experiences that prepare our students for success in their chosen fields.



# Construction SHSM - Trades Partnership

## November - January

- Barbershop Renovation Project with InterAll. 
- A hands-on learning opportunity
- 17 students applying the knowledge gained in the certifications to a hands-on experiential learning opportunity.



## Construction SHSM - Trades Partnership

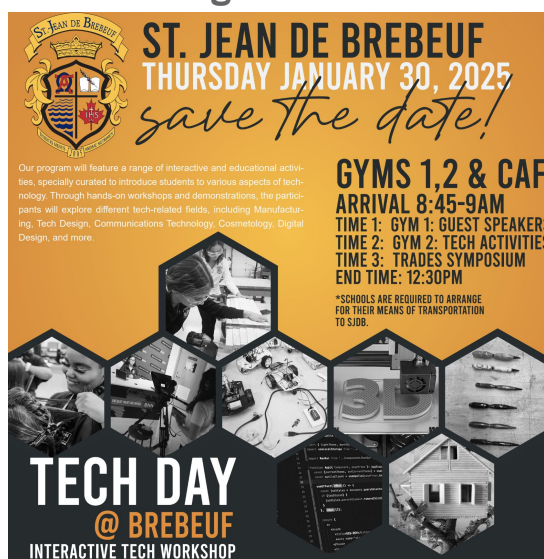
Hands-on learning in the following fields:

- Design and Costing
- Demolition
- Millwork
- Custom Furniture Making
- Pipefitting
- Electrical
- Wallpaper/Painting



## Tech Day at St. Jean de Brebeuf Catholic High School

- Grade eight students visited for a day of skilled trades and technology exploration
- Tech courses and career opportunities were highlighted
- School tour
- Women in Trades keynote



**ST. JEAN DE BREBEUF**  
**THURSDAY JANUARY 30, 2025**  
*save the date!*

Our program will feature a range of interactive and educational activities, specially curated to introduce students to various aspects of technology. Through hands-on workshops and demonstrations, the participants will explore different tech-related fields, including Manufacturing, Tech Design, Communications Technology, Cosmetology, Digital Design, and more.

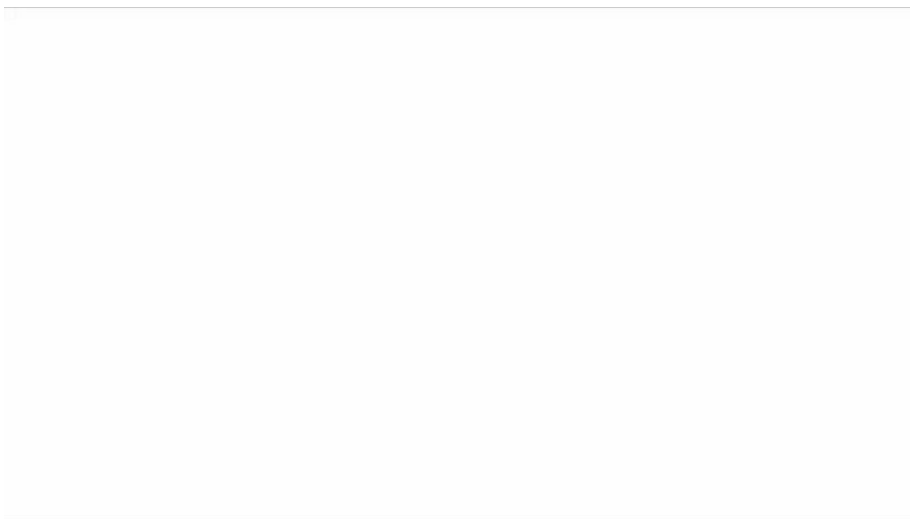
**GYMS 1,2 & CAF**  
**ARRIVAL 8:45-9AM**  
**TIME 1: GYM 1: GUEST SPEAKERS**  
**TIME 2: GYM 2: TECH ACTIVITIES**  
**TIME 3: TRADES SYMPOSIUM**  
**END TIME: 12:30PM**

\*SCHOOLS ARE REQUIRED TO ARRANGE FOR THEIR MEANS OF TRANSPORTATION TO SJB.

**TECH DAY**  
**@ BREBEUF**  
INTERACTIVE TECH WORKSHOP



# Tech Day at St. Jean de Brebeuf Catholic High School



Thank you