

YORK CATHOLIC DISTRICT SCHOOL BOARD

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Event on our YCDSB TV Channel:
<http://bit.ly/YCDSB-TV>

AGENDA
STUDENT SUCCESS & PATHWAYS COMMITTEE
Monday, May 13, 2024 - 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.

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3.	APPROVAL OF NEW MATERIAL	A. Saggese
4.	APPROVAL OF THE AGENDA	A. Saggese
5.	APPROVAL OF THE PREVIOUS MINUTES:	
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6.	BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING	
7.	PRESENTATION(S):	
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8.	ACTION ITEMS: N/A	
9.	DISCUSSION/INFORMATION ITEMS: N/A	
10.	NOTICES OF MOTION:N/A	
11.	FUTURE AGENDA ITEM(S):N/A	
12.	NEXT MEETING DATE: Tentatively October 28, 2024	
13.	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
MINUTES
STUDENT SUCCESS & PATHWAYS COMMITTEE
Monday, February 5, 2024

Attending:

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

Other Trustees: E. Crowe, M. Iafrate, J. Wigston

Absent with Notice: J.DiMeo, A.Grella

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

Recording: L. Coquim

Presiding: A.Saggese, Committee Chair

1. **OPENING PRAYER:** (The Land Acknowledgement was recited after the Prayer)
2. **ROLL CALL:** J. DiMeo. A.Grella
3. **APPROVAL OF NEW MATERIAL: NIL**
4. **APPROVAL OF THE AGENDA**
THAT the Student Success & Pathways Committee Agenda be approved as presented.
MOTION: Iafrate/ Wigston
CARRIED
5. **APPROVAL OF THE PREVIOUS MINUTES**
THAT the Minutes of the Student Success & Pathways Committee Minutes held on December 4, 2023
MOTION: Iafrate/ Wigston
CARRIED
6. **BUSINESS ARISING FROM THE MINUTES OF PREVIOUS MEETING: NIL**
7. **OUTSIDE PRESENTATION(S): NIL**
8. **PRESENTATION(S):**
Curriculum Updates Presentations
Presented by Anthony Arcadi, Superintendent of Education: Curriculum and Assessment
 - a. **PD on the Fly- presented by Daniel La Gamba, Elementary Program Coordinator & Cristina Mazzeo**
Secondary Program Coordinator
In November 2023, the Curriculum Department introduced a new way of providing professional development called "PD on the Fly". Teachers can now access brief videos at their convenience. This flexibility allows them to incorporate new ideas into their teaching easily and to tailor content for their

classrooms.

These PD on the Fly videos have a clear learning goal, align with Board and Ministry guidelines and are research-informed. There are over 30 videos available on the Curriculum website, and a user-friendly search feature makes it easy to find specific information.

Trustee Alexander inquired about the availability of data indicating the usage metrics of these videos among teachers. Coordinator La Gamba confirmed that view counts can be tracked on our YouTube channel. Additionally, on the last PA Day, it was shared that 86% of teachers expressed a preference for this video format for professional development. Superintendent Arcadi concluded by stating that teachers are encouraged to visit the Curriculum website regularly and refer to it when questions on specific topics arise.

b. Literacy Updates (Junior/Intermediate) - presented by Marlene Perry, Literacy Consultants & Robert Cannone, K-8 Consultant

The presentation began with a brief look at St. Katherine Drexel's life, highlighting her dedication to addressing social inequalities and her belief in education as a pathway to opportunity. This smoothly transitioned into discussing the new literacy curriculum. The Ontario Human Rights Commission recommends mandatory, clear, and systematic teaching in essential reading skills like understanding sounds in words (phonemic awareness), recognizing letter sounds (phonics and decoding), and proficient oral reading. This ensures everyone builds a strong foundation in reading.

To maintain alignment with the ministry's messaging, the Curriculum Department created System Memo C:309 for the New Language Curriculum. This memo included live links to ministry documents, PD on the Fly, and resources aimed at facilitating the introduction of changes in the various strands. Notably, the most significant change is observed in Strand B, focusing on the foundations of language. Additionally, the curriculum website now features a continually updated PowerPoint presentation managed by the Curriculum Department. This ensures that the latest messaging is consistently communicated throughout the education system.

The presentation wrapped up by providing details on the overall expectations for reading and writing across primary, junior, and intermediate divisions, along with recommended resources and programs tailored to each specific division. (UFLI-primary, Word Connections-Jr., Advanced Word Study- Inter.)

The board trustees were excited about efforts to help teachers understand the updates in the ministry's literacy curriculum. Trustee Alexander asked about improving students' vocabulary and how parents can help. Consultant Perry noted that teachers are instructed to focus on tier 2 words, sending books home to reinforce these words. PD on the Fly offers videos guiding teachers on tier 2 words, providing extra support for their professional development.

c. ESL Updates - presented by Karen Colaço, ESL Consultant

The presentation began with a clarification of ministry terms: ELLs (English Language Learners) and ESL (English as a Second Language). According to the 2021 York Region Census Report, 68,640 residents, constituting 6% of the population, reported not speaking either English or French.

As of now, YCDSB (York Catholic District School Board) operates six ESL (English as a Second Language) centers in secondary schools. In elementary, the board has 34 itinerant ESL teachers to support English Language Learners (ELLs) across 85 schools. Over the past year, there has been a significant influx of new ESL students who enrolled after the first day of school, with 500 in elementary and 120 in secondary schools.

YCDSB has adopted a STEP (Steps to English Proficiency) program. The STEP program leverages students strengths and requires ESL students to learn English concurrently with the Ontario Curriculum, ensuring a comprehensive approach to language acquisition and academic content.

Since September 2023, ESL/ELD teachers have had various opportunities for professional development sessions. The PD session on transitioning from grade 8 to 9 specifically emphasized the collaboration needed among various departments, including Secondary Assessment Teachers, ESL/ELD Itinerant Teachers, and Pathways and Careers Teachers. The goal was to streamline the registration process and to build capacity around the STEP and CRRP support model. The PD session as part of the CODE

project emphasized collaboration between ESL and classroom teachers. STEP and CRRP was introduced.

Chair Crowe has requested information regarding funding for ESL due to an increase in the number of students, noting that the funding has not been reviewed for some time. She is seeking a report for CEO McNeil, and the presentation should be made during either the board meeting or corporate services.

Trustee lafrate inquired about the origin of the most significant growth in ESL students. Consultant Colaco confirmed that the notable increase has primarily been observed among students from Mexico and Ukraine. (The six most requested languages for translation from multilingual services are currently Mandarin, Cantonese, Spanish, Ukrainian, Arabic, and Korean.)

d. HPE Updates - presented by Karen August, Phys Ed Consultant

Consultant August started the presentation with a short prayer that is posted in every gym in the elementary panel. The prayer serves as an inspiration for students to engage with one another in a respectful and compassionate manner, encouraging mutual support and the building of friendships through cheering each other on.

In September 2023, the "Resources for New Health and Physical Education Teachers (Elementary)" were disseminated through a system memo. This memo provided links with essential information, including the Ontario Health and Physical Education (HPE) Curriculum, the New Teacher Induction Program (NTIP) HPE presentation, sample long-range plans for grades 1-8, access to the OPHEA website, and resources such as the HPE Google site and Hyperdoc.

Additionally, a sample Daily Physical Activity (DPA) plan for February was shared, along with information about two Professional Activity (PA) days focusing on Junior division activities. Notably, these activities encompassed modules for mental well-being for both teachers and students.

e. Family Life Updates - presented by David Pimentel, Principal of Religious Education

At the request of Chair Crowe, this topic was deferred to the next board meeting on March 19, 2024.

9. ACTION ITEMS:

ESL Funding Report - C.McNeil

10. DISCUSSION / INFORMATION ITEMS:

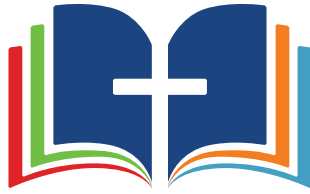
D2L continues to be a crucial resource, and the Curriculum Department has provided recent in-servicing for Intermediate and Secondary teachers. The recorded sessions can be found on our Tech-Enabled Learning website. Also, administrators have committed to an annual meeting in August to discuss and highlight the significance of using the D2L platform.

11. NOTICE OF MOTION: NIL

12. FUTURE AGENDA ITEM(S): NIL

13. NEXT MEETING DATE: May 13, 2024

**14. ADJOURNMENT: 8:41 pm
ON MOTION: lafrate/ Crowe
CARRIED**



SSP: May 13, 2024

Curriculum & Assessment

STREAM Centres of Excellence Updates



SCALE OF SERVICE

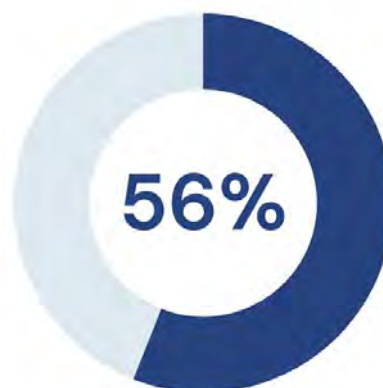
During the **2023-2024** school year, the STREAM Centres of Excellence will have served approximately...

719 Workshops

31 School Project Visits

727+ Educators

16 887 Students



SYSTEM



REVISED WORKSHOP OFFERINGS

PREVIOUSLY...

Organized by division

PRE, DURING and POST
lesson components

Assessment suggestions
provided

All lessons connected to the
Catholic Graduate Expectations

Total of 13 thematic workshop
offerings (divided by division)



CURRENTLY...

Organized by grade level

PRE, DURING and POST
lesson components

Observation and assessment
checklists provided

All lessons connected to the CGEs,
Catholic Social Teachings and
Sustainable Development Goals

Total of 16 thematic workshop
offerings (2 per grade level)



WORKSHOP FEEDBACK



PRE, DURING and POST
Lessons



Professional Growth



Student Learning and
Engagement

IMPACT

Interest in STREAM
Understanding of STREAM
Understanding of Planning

TRANSFER

Design Thinking
Interdisciplinary Planning
Strategies/Activities

LIMITATIONS

Access to technology and
resources



SCHOOL-LED STREAM PROJECTS

Submitted proposals

Multi/Consecutive Days (3-5)

Lead Role: Schools

Supporting Role: STREAM Team

Focus: CGEs/CSTs & Design Thinking Process

 York Catholic District School Board
Curriculum & Assessment

Memo To: Elementary Principals and Vice-Principals
Elementary Teachers, Grades 1-8

CC: Maria Benakis, (STREAM Consultant K-12: Curriculum & Assessment)
Daniel La Gamba, Coordinator of Elementary Programs, Curriculum & Assessment

From: Anthony Anzani, Superintendent of Education: Curriculum & Assessment

Date: November 23, 2023

Re: School-led STREAM Projects (Elementary)

Reference #: C-240

The STREAM Centres of Excellence invites elementary classes from grades 1-8 to submit proposals for school-led STREAM projects.

Elementary classes are invited to visit the STREAM Centre of Excellence and utilize the space, resources and expertise of the STREAM teacher on-site to support their project over a period of consecutive days (projects may span anywhere from 3-5 days). Transportation to and from the STREAM Centre each day will be provided centrally.

Due to the limited availability of dates, not all projects will be selected. Preference will be given to project proposals that meet the following criteria:

- Exemplifies STREAM pedagogy (i.e., is interdisciplinary in nature, is centred upon authentic real-world problems, fosters student voice and choice)
- Is structured around the YCDSB Design Thinking Framework (Empathize, Ideate)
- Connects to the Catholic Graduate Expectations and/or Catholic Social Teachings

Application Process:

Using the following [proposal process](#), make a copy to create your own editable version. One proposal is to be submitted per school by the school principal.

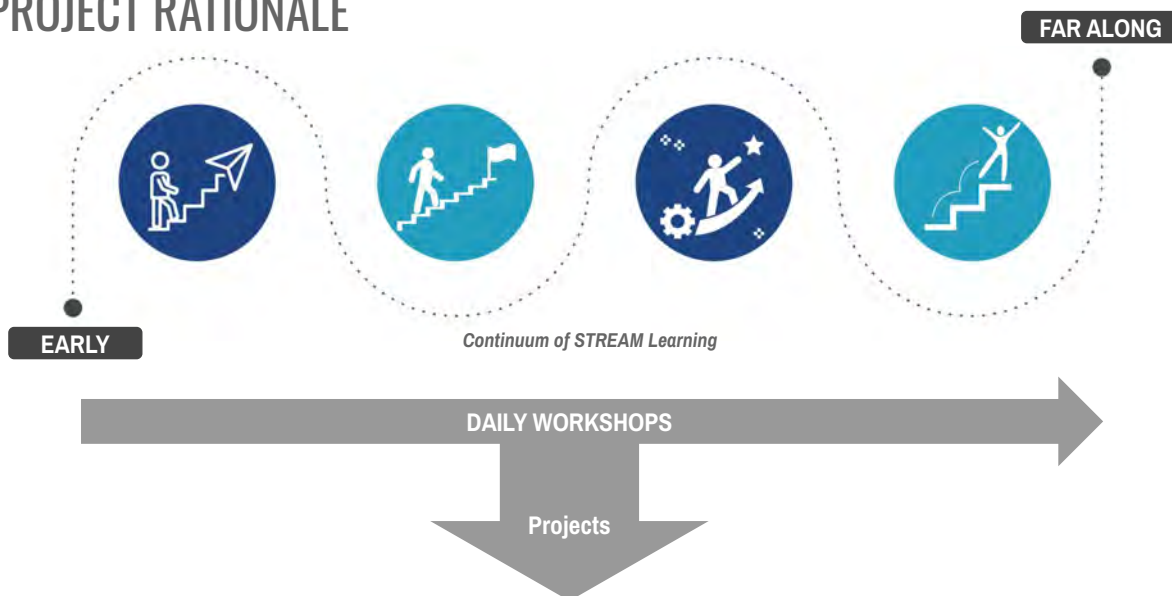
Proposals are due **December 8, 2023**, and are to be submitted via this [Google Form](#). For proposals that are approved, schools will submit a final report in April 2024 that details the progress made with project goals and the impact of the experience on student achievement and well-being.

For any questions about this opportunity, please contact Maria.Benakis@ycdsb.ca

Stream-led STREAM Projects (Elementary) – System Memo: November 23, 2023



PROJECT RATIONALE



STREAM Centres of Excellence
@STREAM_ycdsb

School-led STREAM Project in action at the STREAM Centre! Grades 7 & 8 innovators from @CMS_ycdsb used the design thinking process to execute passion projects and engage in deep self-reflection around empathy, personal growth and serving the common good.

STREAM Centres of Excellence
@STREAM_ycdsb

School-led STREAM Project in action at the STREAM Centre! Grade 6 engineers from @sfmarkham designed, constructed, and tested various iterations of gliders while considering the needs, preferences and challenges faced by people during flight and travel.

STREAM Centres of Excellence
@STREAM_ycdsb

School-led STREAM Project in action at the STREAM Centre! With a focus on empathy, Grades 7 & 8 engineers from St. Paul CES planned and developed devices and aids to support daily living for people with various needs.

STREAM Centres of Excellence
@STREAM_ycdsb

School-led STREAM Project in action at the STREAM Centre! Intermediate students from @SKDCHS engaged in storyboarding, scripting and filming advertisements to showcase their innovative mental health tools and gadgets.

STREAM Centres of Excellence
@STREAM_ycdsb

School-led STREAM Project in action at the STREAM Centre! Grade 6 scientists and engineers from @SanMarcoCES explored the text A Rover's Story as inspiration for their own creative rover designs. Look out Mars, here we come!

STREAM Centres of Excellence
@STREAM_ycdsb

School-led STREAM Project in action at the STREAM Centre! Intermediate students from @SKDCHS developed interactive devices to support mental health and well-being within their local community.

STREAM Centres of Excellence
@STREAM_ycdsb

School-led STREAM Project in action at the STREAM Centre! Grade 7 innovators from @StJosephRH explored the elements of responsible and environmentally-conscious design to support many groups of people.

STREAM Centres of Excellence
@STREAM_ycdsb

School-led STREAM Project in action at the STREAM Centre! Grade 5 inventors and designers from @StAgnesYcdsb explored energy conservation and care for the environment.

PROJECT SCOPE & REACH




Scope = project participants (direct or indirect)
Reach = those outside the project (exposed or impacted)

GROUP	SCOPE	REACH
EDUCATORS	41	53
STUDENTS	522	933

EDUCATORS	STUDENTS
<ul style="list-style-type: none"> Individual classroom teachers Teams or divisions of teachers Education workers (EAs, EIs, etc.) Teacher librarians Special Education teachers Principals and Vice-Principals 	<ul style="list-style-type: none"> Individual classes of students Multiple classes of students Classes from other schools Cooperative Education students Project Range (Grades 5-8)

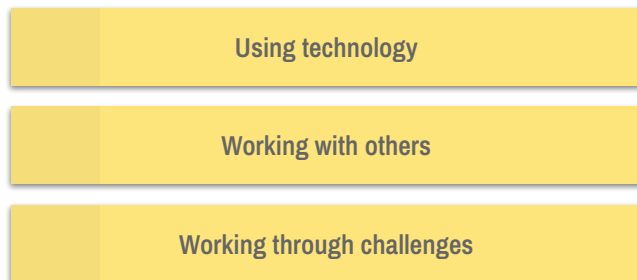


PROJECT FINDINGS - EDUCATORS

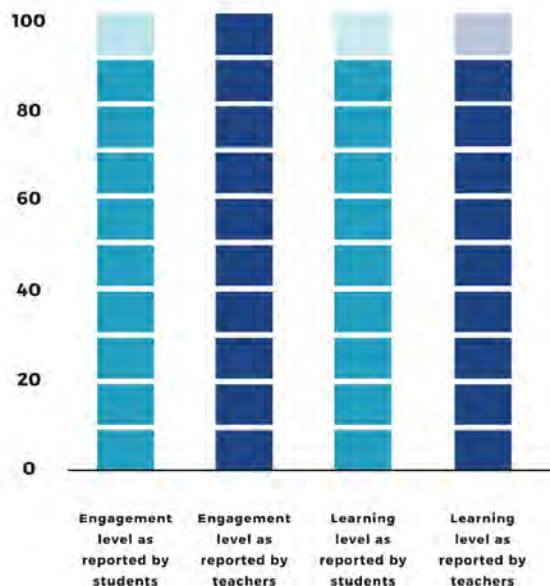
 Factors that impacted participation in the project:	 Factors that proved most helpful throughout the process:	 Impacts on educators' professional learning:
Desire to advance experience with STREAM teaching and learning	Co-planning and co-facilitating with the STREAM Team	Understanding of the design thinking process
Previous experience with the STREAM Centres of Excellence	Virtual feedback meetings and ongoing dialogue throughout the project	Comfort and confidence planning STREAM learning experiences for students
The belief that STREAM pedagogy could strongly enhance curriculum integration	Access to technology, resources and specialized knowledge	Interest in engaging in additional STREAM Centre learning experiences

"I would definitely participate in the school-led STREAM Project initiative again if given the opportunity. I found it to be such a valuable learning experience for my students, as they really enjoy technology and robotics, hands on learning and application and extending of the curriculum. I saw a lot of their learning come into action, and they were given so many opportunities to use technology that they don't really get to use on a regular basis at their school" (TEACHER PARTICIPANT).

PROJECT FINDINGS - STUDENTS



"I would like to participate in this project again for many reasons. This project helped us get a feel for making eco friendly structures, and being able to experience new scenery and gadgets. This helped strike a spark in our learning motors and find a feel of working with other students and working with new technology" (STUDENT PARTICIPANT).



MOVING FORWARD



De-streaming Updates



OVERVIEW

1. Timeline of De-streaming
2. Supporting De-streaming at YCDSB
3. The Itinerant De-streaming Teacher Role
 - a. About The Role and Type of Support
 - b. Examples of Support, Celebrating Student Learning and Testimonials

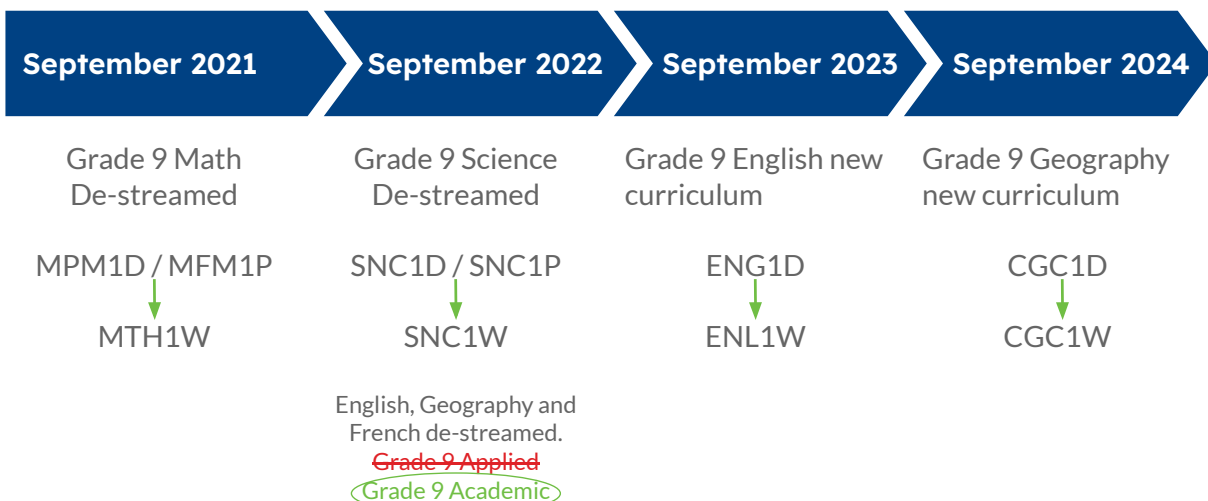
YCDSB De-streaming Reflective Toolkit

March 2023

At the York Catholic District School Board, the goal of de-streaming is the **elimination of systemic barriers to student success**. This involves being intentional about how instructional strategies, an inclusive learning environment, and assessment & evaluation are accounted for so that all students can reach their God-given potential.



De-streaming Timeline



De-streaming Implementation Supports

Focus:

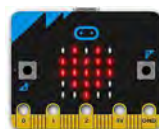
- 1) Targeted supports for students in Grades 7, 8 and 9;
- 2) Enhancing planning, instruction, assessment and evaluation practices to support ***culturally relevant and responsive pedagogy***;



- Targeted Supports by Department
- Transitions and Additional Math Support

Targeted Supports by Department

- Science:
 - Support coding in the curriculum:
 - Used micro:bits to gather data during experiments (TIG)
 - Adapted an existing Gizmo lesson; choice board
 - Perimeter Institute
 - Engage all learners through Low Floor High Ceiling Tasks
- English
 - CRRP, including through an Indigenous lens; Indigenous resources hub
 - Strand B: explicit literacy instruction and Advanced Word Study resource
 - Teachers shared engaging and effective resources, lessons and assessments
- Geography
 - ArcGIS Online training
 - CRRP, including through an Indigenous lens; Indigenous resources for their classrooms
 - Project Based Learning
- Math
 - Support coding in the curriculum with classroom ready activities mapped to EQAO
 - Transforming assessment and evaluation practices by aligning mark distribution with the achievement chart levels.
 - Facilitate increased test taking results by offering leveled choice assessments.
- French
 - CRRP through the lens of the CEFR (plurilingualism), Aligning research with effective resources tested in the classroom
 - Increasing student proficiency and engagement in FSL



ArcGIS

CODEtoLEARN

Transitions and Math Support

- Grade 9 EQAO Math Support
 - Coordinated with Mariarosa, Math Consultant 7-12
 - In-school preparation day to review ISR information after EQAO was written
 - Invitation open to all math departments for 2 teachers to attend an in-service with EQAO representatives
 - Questions and reflection on process behind question creation
 - Analysing ritual practices and pedagogical strategies to increase achievement level for each our level 1 and level 2 students
 - Problem solving strategies and effective ways of approaching questions
- Release time provided to support transition plan for a priority high school

Itinerant De-streaming Teacher

Support De-Streaming and Transition to High School

Itinerant De-streaming Teacher (IDT) - The Role



York Catholic District School Board Curriculum & Assessment

Memo To: Elementary & Secondary Principals and Vice-Principals
Elementary & Secondary Teachers

CC: Daniel Atencio, De-streaming Consultant, Curriculum & Assessment
Daniel La Carina, Coordinator of Elementary Programs, Curriculum & Assessment
Christina Massari, Coordinator of Secondary Programs, Curriculum & Assessment

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

Date: September 14, 2022

Re: Itinerant De-streaming Teachers (IDTs)

Reference #: C-688

The Curriculum and Assessment Department is pleased to announce the 25 new Itinerant De-streaming Teachers (IDTs) who will be supporting the board's de-streaming efforts across both the elementary and secondary levels. These principals can expect an introductory email from their assigned Itinerant De-streaming Teacher soon. If they haven't already, preliminary details about the structure of the new role are offered to help schools continue their transition planning and approaches.

The Itinerant De-streaming Teacher Role

IDTs will be working in all intermediate classes from Grade 7 to Grade 10. In the elementary level, this means supporting students in Grades 7 and 8 prior to transition into a de-streamed Grade 6 classroom. In the secondary level, this means supporting transition and de-streaming efforts in Grades 9 to 10 classroom. Support will be offered to assist students' transition by collaborative observations with school administration and staff. Collaboration between the IDT and staff will take on many forms, including meeting directly with students who require targeted support using a variety of flexible groupings (whole group, small group, independent).

Additional details about the IDT role are highlighted below:

Category	Description
Streamlining	IDTs are assigned a group of schools to support existing or planned elementary IDTs. In elementary, IDTs are assigned a portfolio of 4 to 5 schools. In secondary, IDTs will be assigned a 50% mix of both single schools. IDTs will share their knowledge with their assigned schools. In situations where a classroom is unavailable (e.g., field trip), support will be redirected to other eligible classes already part of the IDT's roster. IDTs will rotate within days at a single school.
Supporting	Due to the early schedule, IDTs cannot be assigned during or outside of school supervision schedules. However, they can be approached on an as-needed basis to help schools with scheduling circumstances.

Itinerant De-streaming Teachers (IDTs) - Subject Area: September 19, 2022

- Provide direct student support as they transition to, are currently in and transition out of a de-streamed classroom
- Collaborative effort between IDT, school administration and classroom teachers

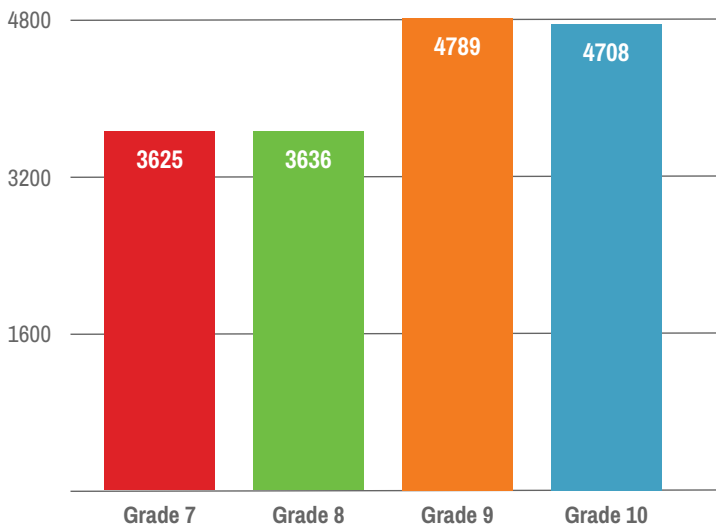


Grades 7 - 10
17.3 Elementary IDTs
7.6 Secondary IDTs

Catholic Education with Jesus Christ as our model

Inclusion, Excellence and Innovation | Socially Responsible Global Citizens

REACH OF SUPPORT



STUDENTS

16758

7261 Elementary Students,
9497 Secondary Students

SCHOOLS

103

86 Elementary, 15 Secondary, 2 Combined

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Sample Schedule

Elementary IDT Portfolio - 5 schools

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly	School A	School B	School C	School D	School E

Secondary Portfolio - 2 schools

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	School A	School A	School A	School A	School A
Week 2	School B	School B	School B	School B	School B
Week 3	School A	School A	School A	School A	School A
Week 4	School B	School B	School B	School B	School B

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The Journey

- ✓ Work with school administration and classroom teachers
- ✓ Build relationships

- ✓ Regularly Update Meetings
- ✓ Share experiences and best practices
- ✓ Collaboration
- ✓ Professional Learning opportunities responsive to the needs associated with the role

On-boarding

- ✓ Benefits/goals of De-streaming
- ✓ CRRP
- ✓ Effective Instructional Practices and Tools
- ✓ A&E
- ✓ Special Education
- ✓ Mental Health
- ✓ Curriculum
- ✓ And more

- ✓ Celebrate Student Learning
- ✓ Build on best practices

Catholic Education with Jesus Christ as our model

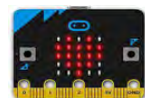
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Additional Professional Learning IDTs

Math
transition
resources

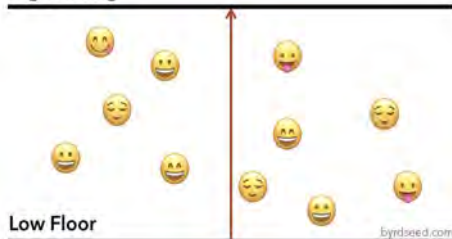


Coding in the Grade
7-9 curriculum

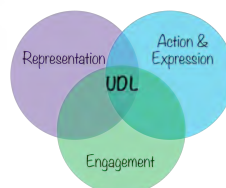
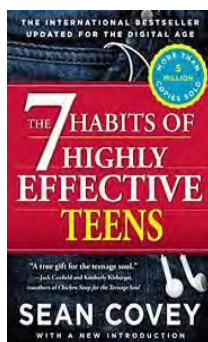


Central class set of 30

High Ceiling



Low Floor



Choice Board
of
Choice Boards

Goal Oriented	Structured Choice
This or That Choice Board Example	Product Choice Board 1 Example
	Product Choice Board 2 Example
	Product Choice Board 3 Example
	Product Choice Board 4 Example
Engagement	Flexibility
Tic-Tac-Toe	4 Course Menu Choice Board
	Topic and Process Choice Board

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Supporting Students *AND* Building Capacity

Lesson #2.1 Number Systems, Infinity & Density

Answer the questions on a separate sheet of paper.

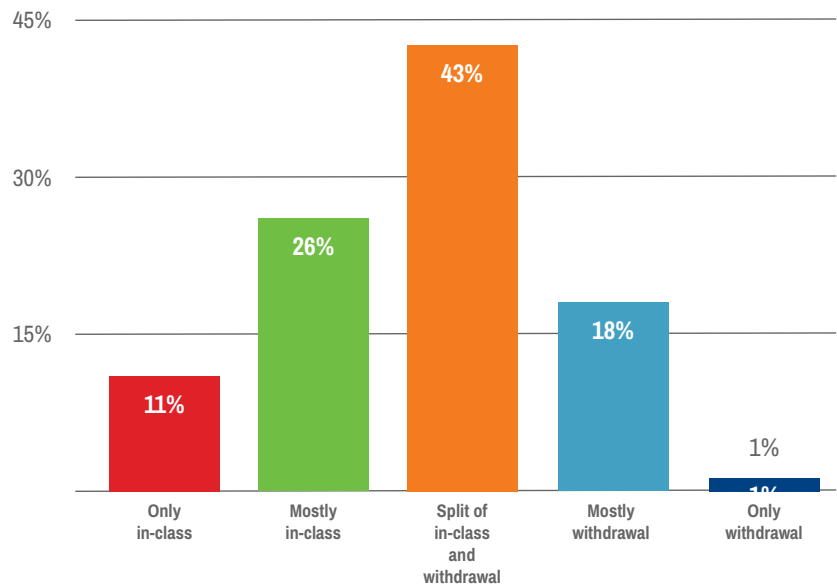
Topic	SPIC	SPIC	SPIC	Do I need help with this?
Number Sets	<p>1. State the number of elements in the set {1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12}.</p> <p>a) {Blue, green, red, yellow}</p> <p>b) {Orange, red, blue, yellow}</p> <p>c) {1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12}</p>	<p>1. Explain why the set {2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12} is a subset of the set {1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12}.</p> <p>2. Explain why the set {1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12} is not a subset of the set {1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12}.</p>	<p>1. If Set A is a subset of Set B, and Set B is a subset of Set C, is Set A a subset of Set C? Explain.</p>	
	<p>2. Express the following sets in braces { }.</p> <p>a) The set of natural numbers less than 10.</p> <p>b) The set of all whole numbers.</p> <p>c) The set of all even whole numbers greater than or equal to 20.</p>	<p>2. Identify the following statements as true or false.</p> <p>a) The set of whole numbers is a subset of the set of natural numbers.</p> <p>b) The set of whole numbers is a subset of the set of natural numbers.</p> <p>c) The set of rational numbers is a subset of the set of real numbers.</p>	<p>2. Create a problem for which the answer involves the irrational number π. Why or why not?</p> <p>3. Try to list all of the rational numbers from 1 through 5. Is this task easy to complete? Why or why not?</p> <p>4. Try to list all of the irrational numbers from 1 through 5. Is this task easy to complete? Why or why not?</p>	
Density	<p>3. State which set is denser (has higher density).</p>	<p>4. Explain what it means for a number set to have the density property.</p>		

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Type of Support

Local and responsive to needs of student, classroom and school



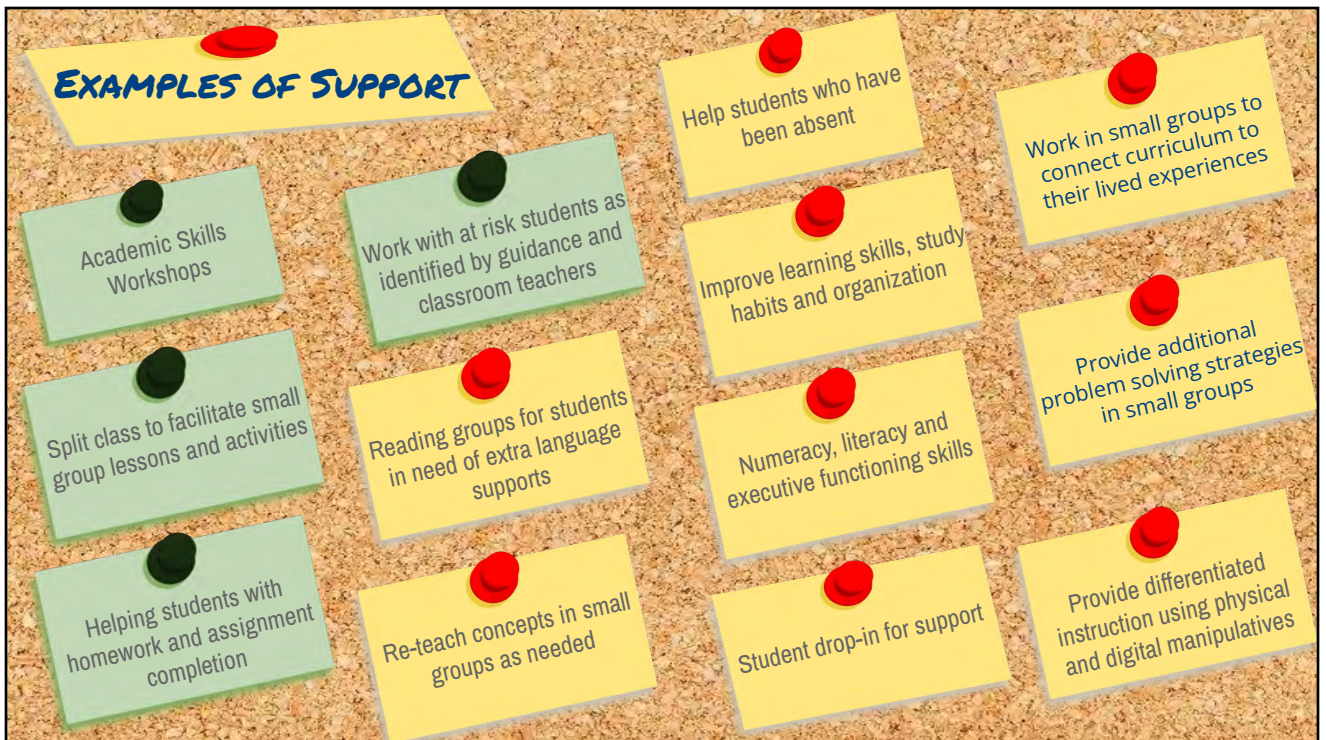
216 Sections - Secondary
315 Classrooms - Elementary



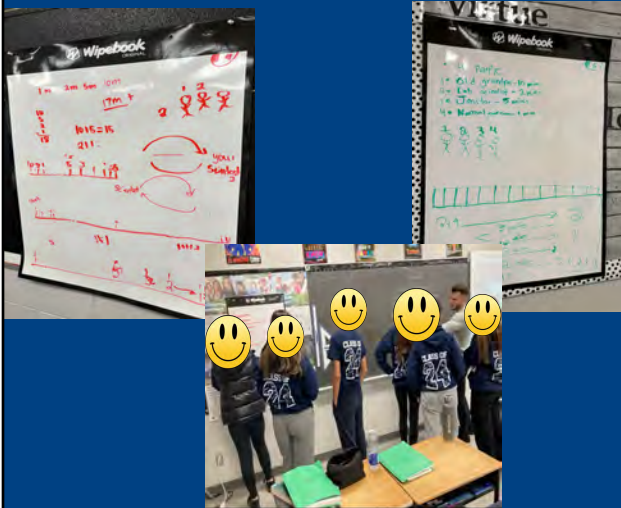
4012

of Students Demonstrating
INCREASED CONFIDENCE in
their learning

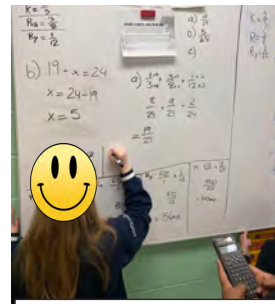
Examples of Support



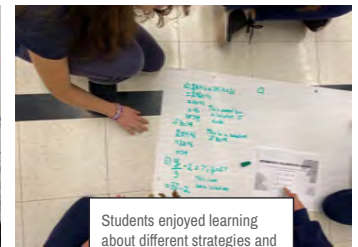
Supporting High Impact Instructional Strategies



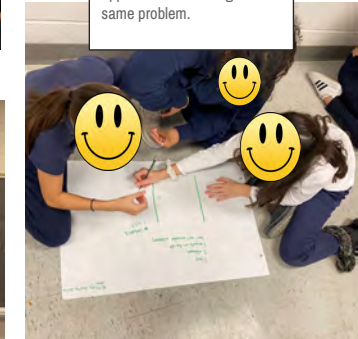
Math Jams



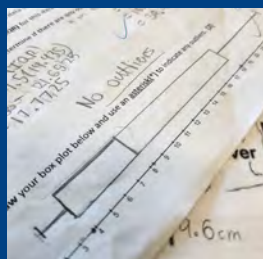
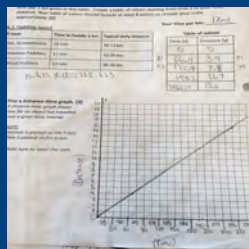
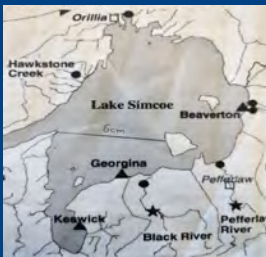
Students expressed positive feedback. In particular, students enjoyed being able to talk through mathematical ideas with others.



Students enjoyed learning about different strategies and approaches to solving the same problem.



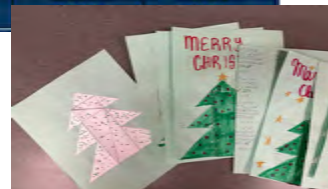
Support New MTH1W CPT



Differentiated Opportunities to Demonstrate Learning

JEOPARDY BOARD		
Missing Side Lengths	Vocabulary	Word Problems
\$100	\$100	\$100
\$200	\$200	\$200
\$300	\$300	\$300
\$400	\$400	\$400
\$500		

Pythagorean Theorem Jeopardy



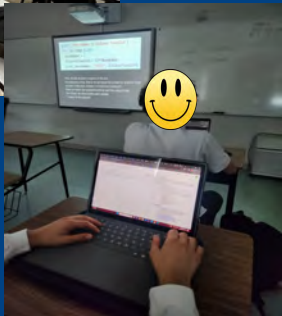
Geome-TREES

Geometry Escape Room

QUEST 2
YAYI ZURG IS OUT OF LOCKUP. HE LOOKS AROUND THE LAB AND GATHERS SOME MATERIALS TO CREATE A LAUNCH RAMP AND BEGIN HIS ESCAPE. HE'S BUILDING A RAMP WITH LEG LENGTHS OF 16 M AND 9 M. HOW MUCH MATERIAL DOES HE NEED TO BUILD THE LONGEST SIDE OF THE RAMP?



MTH1W Coding Workshops



Exam Review — Math Flash Cards

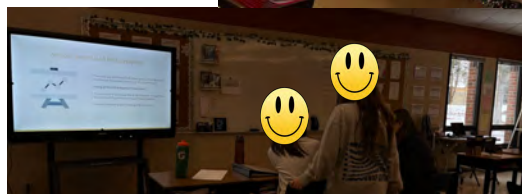
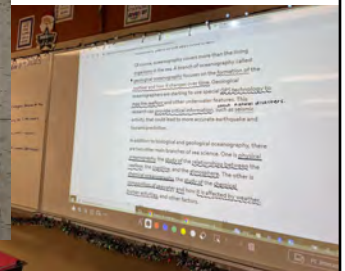
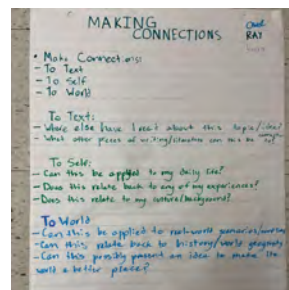
<p>BEDMAS</p> <p>BEDMAS is an acronym that stands for Brackets, Exponents, Division and Multiplication (from left to right), and Addition and Subtraction (from left to right). It represents the order of operations to simplify numerical expressions.</p>	<p>Like Terms</p> <p>Like terms are terms that have the same variable(s) raised to the same power(s). Like terms can be combined or simplified by adding or subtracting the coefficient(s) while keeping the variable(s) and exponent(s) the same.</p>	<p>Expanding</p> <p>Expanding an algebraic expression involves using the distributive property. It means multiplying each term inside the parentheses by the term outside the parentheses and combining like terms afterwards.</p>
<p>Slope</p> <p>The measure of how steep a line is. It represents the rate of change between two points on the line.</p>	<p>Y-Intercept</p> <p>The point where a line crosses the y-axis. It is the value of y when x = 0.</p>	<p>Graphing Linear Equations</p> <p>To graph a linear equation, plot the y-intercept and use the slope to find additional points on the line.</p>

Academic Skills Workshops on Note Taking Strategies and Researching Strategies.


OSSLT WORKSHOPS

- 6 Week Workshops (meet with each class 1x per week)
- Each week focused on a mini-lesson related to the osslit test

<p>1. Real Life Narratives & M/C</p> <p>Inferencing, Main Idea, Text Structure</p> <p>Lesson: Reading Strategies & M/C Title</p> <p>Group Read & Q's</p> <p>Choice in practice</p>	<p>2. Series of Paragraphs</p> <p>Topics, Formulating Opinion, Essay Breakdown, Begin Writing</p> <p>Lesson</p> <p>Group Dissection of Prior student work</p> <p>Multiple writing scenarios & outline options</p>	<p>3. Series of Paragraphs Cont.</p> <p>Writing Work Period, Success Criteria, Peer Review</p> <p>Self-mark with rubric (compare with sample answers)</p> <p>How do we bump up our writing to the next level?</p> <p>Think-Pair-Share</p>
<p>4. News Reports & Answering Short Answer Qs</p> <p>RACE strategy (evidence based writing)</p> <p>News Report Lesson</p> <p>Race Chart & Race Outline</p>	<p>5. Grammar / Test Anxiety</p> <p>Quick Review, Test Anxiety Tips, Review Test Structure</p> <p>Grammar Guide 101</p> <p>Kahoot Grammar Practice</p> <p>Practice Questions (google form)</p> <p>Daily Check-In: What You See / Don't See, & Writing Skills</p>	<p>6. Practice Test</p> <p>Sample Test (digital session A, session B / paper option)</p> <p>Run test-style (google form)</p> <p>Provided real-time feedback afterwards</p> <p>Gives students an idea of what to expect</p>



Assessment Preparation "My Study Sheet"

Assessment: Rates & Percentages Quiz		List of things to review for this assessment:
<p>Before Studying: What I already know (what concepts are you confident with?):</p> <ul style="list-style-type: none"> Determining the discounted price of sale items Writing a fraction as a percent 	<p>Before Studying: What I need to spend more time reviewing:</p> <ul style="list-style-type: none"> Turning a percent into a whole number Figuring out percentage increases 	<p>We tend to reference the "Success Criteria" on Google Classroom</p> <ul style="list-style-type: none"> Solve real world problems involving rates Solve money problems related to tax and discounts Write a fraction as a percent Turn a percent into a whole number Figure out percentage increases <p>Simplifying My Understanding</p> <p>Write down key steps, instructions and tips on how to solve problems on problems as taught in class. Write this in your own words for simple understanding</p> <p>How to turn a percent into a whole number</p> <ul style="list-style-type: none"> Find I need to turn the percentage into a decimal Use the percentage into a decimal by dividing the percent (Apple is 10%) Once I've done that, I can multiply that decimal by the whole number (on the example below, the whole number of classes is 40) <p>For example: 25% is 25/100 = 0.25 So how many that the whole number is 40</p> <p>How to figure out percentage increases</p> <ul style="list-style-type: none"> Let's say there was an iPhone at the Apple store that cost \$2000 last month. The price was increased to \$2500 A = the initial value of \$2000 B = the new value of \$2500 To figure out the price difference: Subtract \$2000 from \$2500 = \$500 (\$500 / \$2000 = 0.25) Now, figure out the value increase in the form of percentage: 0.25 = 25%
<p>Confidence Column Write on at least 1 positive thing to your future self 🌟</p> <p>Very practice (know I can do the next 1)</p>	<p>Images, Symbols or Diagrams I can refer to when studying</p> <p>"A" = "initial value" or "value"</p> <p>"B" = "new value"</p>	

Post-Assessment: "Zone Log"

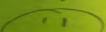
ATHW Unit 1			
Lesson	Need to Know	Practice	
1.1 Integers	<p>Multiplying Integers → Two integers of the same sign give us a positive, and two integers of different signs give us a negative</p> <p>Dividing Integers → Two integers of the same sign give us a positive, and two integers of different signs give us a negative</p>	<p>Try:</p> <p>(a) $-72 \div 9$</p> <p>(b) $-8 \div 6$</p>	
1.2 Representing & Comparing Fractions	<p>Proper Fraction → a fraction that has a numerator smaller than the denominator</p> <p>Improper Fraction → a fraction that has a numerator larger than the denominator ("Too heavy")</p> <p>Mixed Fraction → a combination of a proper fraction and a whole number</p>	<p>TIP Converting mixed fraction to improper fraction:</p> <ul style="list-style-type: none"> multiply the whole number by the denominator + add on the numerator = Write the improper fraction by using the calculated value as the numerator and the original denominator <p>Try:</p> <p>(a) $3 \frac{1}{4}$</p> <p>(b) $8 \frac{2}{10}$</p> <p>TIP Converting improper fraction to a mixed fraction:</p> <ul style="list-style-type: none"> divide the numerator by the denominator = write down the whole number = Take the remainder and write it over the original denominator <p>Try:</p> <p>(a) $\frac{15}{8}$</p>	
1.3 Simplifying Fractions	<p>Simplified Fractions are the fractions in their lowest reduced and simplest form. do this by dividing the numerator and denominator by the same small number until you can't go further</p>	<p>Try:</p> <p>(a) $\frac{12}{24}$</p> <p>(b) $\frac{24}{24}$</p>	

Celebrate Student Learning


[illegible]

Something that's stuck with me is that we worked as a team.

I feel proud



I enjoyed solving
math problem
I also feel proud
that I solve 3
problem



it is fun to
do math

I enjoyed working
with new people
and solving
equations I have
never done. ☺

I liked the challenging numbers



The Chapel

Grade 8 Math

Chapter 8.1 Quiz
12 / 12 100% *Wow! Proud of you*
Parent Signature: _____

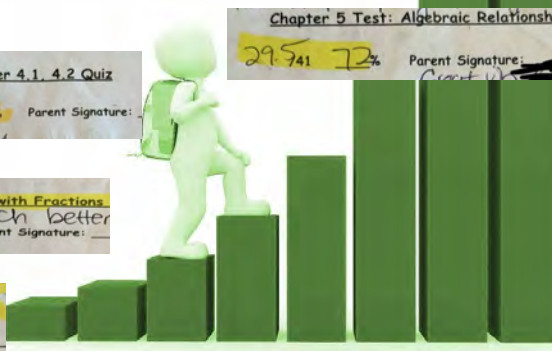
Chapter 7 Test: Percents
16 / 23 70% *Amazing*
Parent Signature: _____

Chapter 5 Test: Algebraic Relationships
29.741 72%
Parent Signature: _____

Chapter 4.1, 4.2 Quiz
11.719 66%
Parent Signature: _____

Chapter 3 Test: Operations with Fractions
10 / 14 71% *Much better*
Parent Signature: _____

Chapter 3 Test: Operations with Fractions
10 / 19 53%
Parent Signature: _____



Catholic Education with Jesus Christ as our model

Inclusion, Excellence and Innovation | Socially Responsible Global Citizens

STUDENT SUCCESS & PROJECT PASS

NUMBER OF STUDENTS SUPPORTED:

78 students

- ☐ SMALL GROUP INSTRUCTION
- ☐ BUILDING FOUNDATIONAL SKILLS
- ☐ IN-CLASS SUPPORT
- ☐ STUDY TECHNIQUES
- ☐ ORGANIZATION OF CONCEPTS
- ☐ BIG IDEAS RECAP
- ☐ SOCIAL EMOTIONAL CHECK INS
- ☐ RESOURCE SHARING
- ☐ LINKS TO ADDITIONAL PRACTICE

SWED	ATTENDING	SWED	SWED
1) Solve each equation. Find the value of the variable. a) $3x + 4 = 2x$ b) $2x + 4 = 12$ c) $12x + 3 = 12x$ d) $27y + 28y = 30$	2) Solve each equation. a) $15x + 12 = 2x$ b) $8x + 10 = 40$ c) $15 - 20 = 7x$	3) Solve each equation. a) $5x + 6 = 10$ b) $7x + 4 = 2x + 3$ c) $15 - 7 = 2x + 21$	4) Solve each equation. a) $9x + 10 = 7x$ b) $7x + 10 = 2x$

Linear Relations Unit 'Big Ideas' Review

Lesson 1: Graphing by Table of Values

SWD IDEA: When you have an equation, create a table of values so that you can graph the data. You will choose x to plug in for y .

x	y	COORDINATES
0	$-4(0) + 2 = -8$	(0, -8)
1	$-4(1) + 2 = -6$	(1, -6)
2	$-4(2) + 2 = -6$	(2, -6)
3	$-4(3) + 2 = -10$	(3, -10)

Example 2: $y = 2x + 1$

The coefficient of x is 2. So, use 2 for the slope of the line.

x	y	COORDINATES
0	$2(0) + 1 = 1$	(0, 1)
1	$2(1) + 1 = 3$	(1, 3)
2	$2(2) + 1 = 5$	(2, 5)

SWD IDEA: If you are given an equation, create a table of values so that you can graph the data. You will choose x to plug in for y .

Example: Given the point (3, 6) on the graph of $y = 4x - 6$, find the equation of the line.

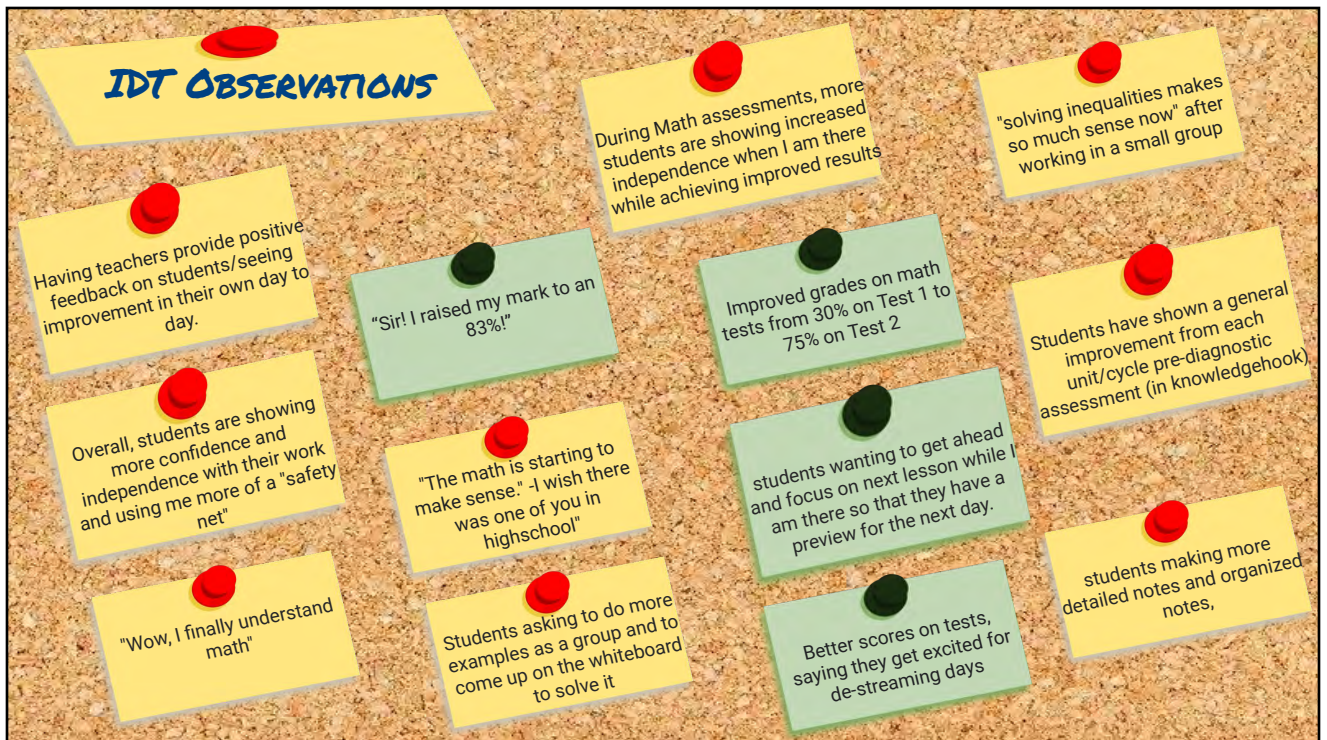
SWD IDEA: If you are given an equation, create a table of values so that you can graph the data. You will choose x to plug in for y .

Example: Given the point (3, 6) on the graph of $y = 4x - 6$, find the equation of the line.

Course Review Practice	
Check the skills that you require for practice in:	
Unit 3: Polynomials	Practice: Collecting Like Terms
Adding and Subtracting Monomials	Practice: Collecting Like Terms
Adding and Subtracting Polynomials	Practice: Adding Polynomials
Algebraic Expressions	Practice: Simplifying Expressions
Solving Equations	Practice 1: Solving Equations with Variables on Both Sides
	Practice 2: Solving Equations with Variables on Both Sides
Unit 4: Linear Relations Part 1	Practice: Graphing a Line on a Coordinate Plane
Linear and Non-Linear Relations	Practice: Graphing a Line on a Coordinate Plane



Testimonials



De-streaming Initiative - Optional Teacher Feedback

B *I* U

I hope that YCDSB continues to provide support like this to math teachers and students.

Students have been able to gain confidence and additional skills with through IDT.

Enjoying some of the workshops given. Some of my students were looking forward to the workshops as they prepare them for future assignments or skills/strategies

Love how her help, helps me get to students I otherwise wouldn't get to during my math time!

The class has been given opportunities to explore the curriculum in different/unique ways.

Small group instruction, has allowed me to focus on being able to review concepts with students working towards achieving a level 3.

As a classroom teacher I am also gaining alternative teaching strategies from the IDT instructor. I look forward to the collaboration each week and it would be nice if there was an additional session of IDT.

This additional support was a great asset for the classroom and for students, especially those who are struggling. The itinerant teacher provided me with feedback that he observed which then greatly helped me with my teaching and helped student learning.

Helped to fill in gaps in numeracy foundational concepts, in support of class instruction.

It has helped me with supporting students in small groups as they might not be able to have the additional support. With such a large group, it allows certain students to get support that may not have support previously.

They appreciate the extra help she gives them. It has been helpful especially if students need to catch up on tests or missed work. It has given us both the opportunity to work with all students.

Student

Catholic Education with Jesus Christ as our model

Inclusion, Excellence and Innovation | Socially Responsible Global Citizens

Early Reading Screener Updates



YCDSB Team for Acadience

Marlene Perry
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ESL Consultant
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ICT Program Consultant
christopher.reda@ycdsb.ca

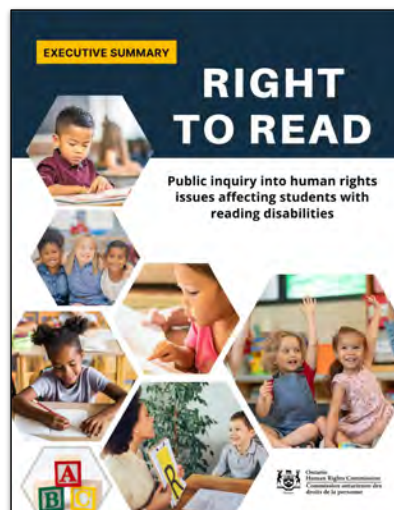
Recommendation #60 of the Right to Read Report:

“

The Ministry should:

- a. Require school boards to screen all students twice a year (beginning and mid-year) from Kindergarten Year 1 to Grade 2
- b. At minimum, measures should include:
 - i. Kindergarten: letter knowledge and phonemic awareness
 - ii. Grade 1 (beginning): phonemic awareness, decoding, word identification and text reading
 - iii. Grade 1 (second semester): decoding, word identification and text reading, and should include speed as well as accuracy as an outcome
 - iv. Grade 2: timed word reading and passage reading

”



Ministry Mandated Early Reading Screening Policy

- Implementation, **2024-2025**
- All **year 2 kindergarten to grade 2** students to be screened twice/year, however, for students who met the benchmark in the first screening, the second is optional.
- Record of student achievement to be communicated on **Provincial Report Cards**.



[PPM 168](#)



Early Reading Screener Reporting

Subject: _____

Strengths/Next Steps for Improvement:

Health and Physical Education:

Social:

Student's Comments:

My next work is:

My goal for improvement is:

Student's Signature: _____

Grade 1-3



APPROPRIATE USE OF SCREENERS

- Not to be used to identify and determine the placement, program and services for English or French language learners.
- Early screening is designed to support effective instruction.
- Early reading screening data should not be used in the evaluation of curriculum expectations.

PPM 168



York Catholic District School Board
Curriculum & Assessment

Memo To: Elementary Principals and Vice-Principals
Elementary Teachers of SK to Grade 2 (English and French Streams)

CC: Marlene Perry, Literacy Consultant K-12, Curriculum & Assessment
Mylene Hight, Elementary Program Consultant K-8, Curriculum & Assessment
Robert Cannone, Elementary Program Consultant K-8, Curriculum & Assessment
Tanya Giovannazzo, ESL Consultant, Curriculum & Assessment
Daniel La Gamba, Coordinator of Elementary Programs, Curriculum & Assessment

From: Anthony Arcadi, Superintendent of Curriculum & Assessment

Date: March 21, 2024

Re: Early Reading Screener Training

Reference #: C-433

As a continuation of [System Memo C-273](#), the Curriculum Department is offering optional training sessions on Acadience, an early reading screening tool approved by the Ministry of Education. Classroom teachers of Kindergarten Year 2 (SK), Grade 1 and Grade 2 are invited to attend one of the repeat sessions below. Capped at 30 participants per session, registration is on a first-come, first-served basis.

Participants	Date	Time	Location	PL #
SK-2 English Stream	Tues, April 9, 2024	9:00 am - 3:30 pm	CEC - Learning Centre 1	21797
SK-2 English Stream	Wed, April 10, 2024	9:00 am - 3:30 pm	CEC - Learning Centre 1	21798
SK-2 English Stream	Thurs, April 11, 2024	9:00 am - 3:30 pm	CEC - Learning Centre 1	21799
SK-2 English Stream	Tues, April 16, 2024	9:00 am - 3:30 pm	CEC - Learning Centre 1	21800
SK-2 English Stream	Wed, April 17, 2024	9:00 am - 3:30 pm	CEC - Learning Centre 1	21801
SK-2 English Stream	Thurs, April 18, 2024	9:00 am - 3:30 pm	CEC - Learning Centre 1	21802
SK-2 English Stream	Tues, April 23, 2024	9:00 am - 3:30 pm	CEC - Learning Centre 1	21803
SK-2 English Stream	Wed, April 24, 2024	9:00 am - 3:30 pm	CEC - Learning Centre 1	21804
SK-2 English Stream	Thurs, April 25, 2024	9:00 am - 3:30 pm	CEC - Learning Centre 1	21805
SK-2 English Stream	Tues, April 30, 2024	9:00 am - 3:30 pm	CEC - Learning Centre 1	21806
Grade 1-2 French Immersion	Thurs, May 2, 2024	9:00 am - 3:30 pm	CEC - Room 100	21807

Registration opens on Friday, March 22, 2024 at 9:00 am.

Please register online via [Professional Learning](#). If you require registration support, please contact the Call Centre at 1-888-767-4778, Option #3.

If you have any questions regarding the training sessions, please contact marlene.perry@ycdsb.ca, mylene.hight@ycdsb.ca, robert.cannone@ycdsb.ca, or tanya.giovannazzo@ycdsb.ca.

SmartFindExpress® Authorization
Control Code: 00000000000000000000000000000000
Absence Code: 0 Budget Code: 000000

Early Reading Screener Training - System Memo: March 21, 2024

York Catholic District School Board
Curriculum & Assessment

Memo To: Elementary Principals and Vice-Principals
Elementary Teachers of SK to Grade 2 (English Stream)

CC: Marlene Perry, Literacy Consultant K-12, Curriculum & Assessment
Mylene Hight, Elementary Program Consultant K-8, Curriculum & Assessment
Robert Cannone, Elementary Program Consultant K-8, Curriculum & Assessment
Daniel La Gamba, Coordinator of Elementary Programs, Curriculum & Assessment

From: Anthony Arcadi, Superintendent of Curriculum & Assessment

Date: April 11, 2024

Re: Early Reading Screener Training (ALO update + additional dates added)

Reference #: C-477

The Curriculum Department has an update for all classroom teachers in the English stream of Kindergarten Year 2 (SK) - Grade 2 regarding the Ministry-approved early reading screening tool: Acadience Learning Online (ALO) is the digital platform that will be used in the English stream for early reading screening (it allows teachers to administer the screener measures online and get immediate results on a dashboard). All Kindergarten Year 2 (SK) - Grade 2 teachers and students have already been added to the platform. As such, teachers may have received an automated email regarding their ALO account. Given that ALO will be showcased during the early reading screener training, it is recommended that teachers attend the training before engaging with the platform.

As a continuation of System Memos C-273 and C-433, additional dates are being offered for the optional training sessions on Acadience. Classroom teachers in the English stream of Kindergarten Year 2 (SK), Grade 1 and Grade 2, are invited to attend one of the repeat sessions below. Capped at 20 participants per session, registration is on a first-come, first-served basis.

Participants	Date	Time	Location	PL #
SK-2 English Stream	Tuesday, May 7, 2024	9:00 am - 3:30 pm	CEC - Learning Centre 2	21808
SK-2 English Stream	Wednesday, May 8, 2024	9:00 am - 3:30 pm	CEC - Learning Centre 2	21809
SK-2 English Stream	Thursday, May 9, 2024	9:00 am - 3:30 pm	CEC - Learning Centre 2	21810
SK-2 English Stream	Friday, May 10, 2024	9:00 am - 3:30 pm	CEC - Learning Centre 2	21811

Registration opens on Friday, April 12, 2024 at 9:00 am.

Participants are welcome to bring lunch or purchase lunch from the CEC cafeteria.

Please register online via [Professional Learning](#). If you require registration support, please contact the Call Centre at 1-888-767-4778, Option #3. **Note to Principals:** If you do not see your staff member's registration in the "Registration Approval" tab in Professional Learning, please refer to these [instructions](#).

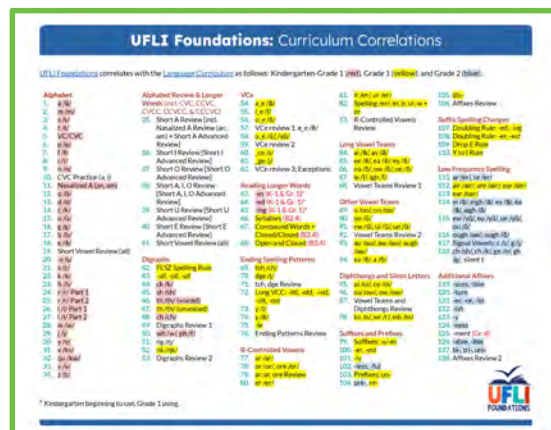
If you have any questions regarding the training sessions, please contact marlene.perry@ycdsb.ca, mylene.hight@ycdsb.ca, or robert.cannone@ycdsb.ca.

SmartFindExpress® Authorization
Control Code: 00000000000000000000000000000000
Absence Code: 0 Budget Code: 000000

Early Reading Screener Training (ALO update + additional dates added) - System Memo: April 11, 2024



Mandated by the Ministry and in direct alignment with the UFLI Foundations Program.





CURRICULUM & ASSESSMENT COMPETENCY (CAE) FRENCH IMMERSION

To: French Immersion Elementary Principals & Vice-Principals
From: French Immersion Primary Teacher
Consulted: Department
Date: September 21, 2023
Re: Planning Continuum for French Immersion Grades 1-6

The following continuum for phonics instruction is a guide for planning these lessons based on a signal sequence of skills that progress from simple to more complex. A focus and sequence guide (attached) has previously been created and identifies gaps in instruction. Teachers are encouraged to use professional judgment when deciding the order of phonics/grapheme correspondence and focus based on student needs. Regardless of the sequence, it is recommended that teachers review all phonics/competencies as time allows.

Grapheme Phonics Correspondence

Grade 1	Grade 2	Grade 3
Identify $\langle c \rangle$, $\langle s \rangle$, $\langle t \rangle$, $\langle d \rangle$, $\langle n \rangle$, $\langle g \rangle$, $\langle k \rangle$, $\langle p \rangle$, $\langle b \rangle$, $\langle m \rangle$, $\langle l \rangle$, $\langle r \rangle$, $\langle o \rangle$, $\langle u \rangle$, $\langle e \rangle$, $\langle i \rangle$, $\langle a \rangle$, $\langle y \rangle$, $\langle w \rangle$, $\langle h \rangle$, $\langle x \rangle$, $\langle z \rangle$, $\langle v \rangle$, $\langle f \rangle$, $\langle j \rangle$, $\langle q \rangle$, $\langle x \rangle$, $\langle y \rangle$, $\langle w \rangle$, $\langle h \rangle$, $\langle x \rangle$, $\langle z \rangle$, $\langle v \rangle$, $\langle f \rangle$, $\langle j \rangle$, $\langle q \rangle$	Identify $\langle s \rangle$, $\langle t \rangle$, $\langle d \rangle$, $\langle n \rangle$, $\langle g \rangle$, $\langle k \rangle$, $\langle p \rangle$, $\langle b \rangle$, $\langle m \rangle$, $\langle l \rangle$, $\langle r \rangle$, $\langle o \rangle$, $\langle u \rangle$, $\langle e \rangle$, $\langle i \rangle$, $\langle a \rangle$, $\langle y \rangle$, $\langle w \rangle$, $\langle h \rangle$, $\langle x \rangle$, $\langle z \rangle$, $\langle v \rangle$, $\langle f \rangle$, $\langle j \rangle$, $\langle q \rangle$, $\langle x \rangle$, $\langle y \rangle$, $\langle w \rangle$, $\langle h \rangle$, $\langle x \rangle$, $\langle z \rangle$, $\langle v \rangle$, $\langle f \rangle$, $\langle j \rangle$, $\langle q \rangle$	Identify $\langle s \rangle$, $\langle t \rangle$, $\langle d \rangle$, $\langle n \rangle$, $\langle g \rangle$, $\langle k \rangle$, $\langle p \rangle$, $\langle b \rangle$, $\langle m \rangle$, $\langle l \rangle$, $\langle r \rangle$, $\langle o \rangle$, $\langle u \rangle$, $\langle e \rangle$, $\langle i \rangle$, $\langle a \rangle$, $\langle y \rangle$, $\langle w \rangle$, $\langle h \rangle$, $\langle x \rangle$, $\langle z \rangle$, $\langle v \rangle$, $\langle f \rangle$, $\langle j \rangle$, $\langle q \rangle$, $\langle x \rangle$, $\langle y \rangle$, $\langle w \rangle$, $\langle h \rangle$, $\langle x \rangle$, $\langle z \rangle$, $\langle v \rangle$, $\langle f \rangle$, $\langle j \rangle$, $\langle q \rangle$
Disassemble $\langle f \rangle$, $\langle s \rangle$, $\langle n \rangle$, $\langle l \rangle$, $\langle i \rangle$, $\langle k \rangle$, $\langle t \rangle$, $\langle d \rangle$, $\langle g \rangle$, $\langle p \rangle$, $\langle b \rangle$, $\langle m \rangle$, $\langle l \rangle$, $\langle r \rangle$, $\langle o \rangle$, $\langle u \rangle$, $\langle e \rangle$, $\langle i \rangle$, $\langle a \rangle$, $\langle y \rangle$, $\langle w \rangle$, $\langle h \rangle$, $\langle x \rangle$, $\langle z \rangle$, $\langle v \rangle$, $\langle f \rangle$, $\langle j \rangle$, $\langle q \rangle$	Disassemble $\langle f \rangle$, $\langle s \rangle$, $\langle n \rangle$, $\langle l \rangle$, $\langle i \rangle$, $\langle k \rangle$, $\langle t \rangle$, $\langle d \rangle$, $\langle g \rangle$, $\langle p \rangle$, $\langle b \rangle$, $\langle m \rangle$, $\langle l \rangle$, $\langle r \rangle$, $\langle o \rangle$, $\langle u \rangle$, $\langle e \rangle$, $\langle i \rangle$, $\langle a \rangle$, $\langle y \rangle$, $\langle w \rangle$, $\langle h \rangle$, $\langle x \rangle$, $\langle z \rangle$, $\langle v \rangle$, $\langle f \rangle$, $\langle j \rangle$, $\langle q \rangle$	Disassemble $\langle f \rangle$, $\langle s \rangle$, $\langle n \rangle$, $\langle l \rangle$, $\langle i \rangle$, $\langle k \rangle$, $\langle t \rangle$, $\langle d \rangle$, $\langle g \rangle$, $\langle p \rangle$, $\langle b \rangle$, $\langle m \rangle$, $\langle l \rangle$, $\langle r \rangle$, $\langle o \rangle$, $\langle u \rangle$, $\langle e \rangle$, $\langle i \rangle$, $\langle a \rangle$, $\langle y \rangle$, $\langle w \rangle$, $\langle h \rangle$, $\langle x \rangle$, $\langle z \rangle$, $\langle v \rangle$, $\langle f \rangle$, $\langle j \rangle$, $\langle q \rangle$

Draw students how identified oral phonics/grapheme phonics correspondencies of sounds/consonants and vowel sounds, the skills of blending and segmenting can be used when practicing to read and spell words.

Grade 1 Look at

Students can...	Example
<ul style="list-style-type: none"> recognize phonics/grapheme correspondences of letters that follow-up a digraph 	Two words with one phonics/grapheme correspondence that follow-up a digraph
<ul style="list-style-type: none"> segmented two-letter words and digraphs but find they are pronounced by a single phonics/grapheme 	Two words with one phonics/grapheme correspondence that follow-up a digraph
<ul style="list-style-type: none"> segmented two-letter words and digraphs but find they are pronounced by a single phonics/grapheme 	Two words with one phonics/grapheme correspondence that follow-up a digraph



YCDSB MULTI-YEAR STRATEGIC PLAN 2023-2028

The Board's MYSP was created with the support of our community. It will guide us from 2023-2028 by defining our Mission, Vision, Values and Strategic Commitments. This strategic plan sets priorities that will ensure the YCDSB remains one of the top-performing school boards in Ontario.



APPETIZERS

Welcome to our delectable array of PD on the Fly videos, specially crafted to tantalize your PD taste buds! These bite-sized videos serve as an introduction, offering quick and savory glimpses into essential topics related to our curriculum.

Phonological and Phonemic Awareness	3:47 min
Phonological Awareness and Phonics	5:04 min
Scope and Sequence	1:18 min
Word Chains	3:03 min
Decodable Texts	2:18 min
The Six Types of Syllables	4:04 min
Morphology	2:23 min
Word Connections	4:03 min
Advanced Word Study	4:31 min
Vocabulary Instruction	3:30 min
Sentence Scrambles	4:01 min
Appositives	4:07 min
Literary Devices	8:03 min
Cursive Writing	3:18 min

Curriculum & Assessment

LUNCH & LEARN MENU

MAIN COURSE

Delve into a sumptuous selection of full-length webinars that serve as the centerpiece of your learning experience. These webinars offer in-depth explorations of curriculum-related topics to satisfy your appetite for knowledge.

UELI Foundations: Implementation	45:03 min
UELI Foundations: Progress Monitoring	26:30 min
Onlit.org (Ministry-funded website)	4:30 min
Word Connections	4:58 min
Advanced Word Study	41:55 min

TAKE OUT

Explore a curated assortment of resources for on-the-go learning. Grab a serving of Knowledge To-Go and relish the freedom to indulge in valuable insights whenever and wherever suits you best.

Reading Road Trip Podcast
In each episode of Reading Road Trip from IDA Ontario, host and classroom teacher, Kate Wine explores evidence-based literacy instruction with a fabulous guest. From researchers and authors to educators and advocates, they're all sharing practical ideas that can be implemented now in your class, school or district.

Access link: <https://reading-roadtrip.castos.com/>

Reading Road Trip
Onlit.org Website

The Ministry of Education has funded the launch of a new website to support Ontario educators in navigating the new language curriculum. This website was developed in collaboration between Dyslexia Canada and IDA Ontario.

Access link: <https://onlit.org/>

ONlit

Religious Education, Family Life, Adult Faith, & Equity: Departmental Update



Boardwide Lenten Mass of Reconciliation and Renewal



Celebrant: Bishop Boissonneau



GROWING IN FAITH GROWING IN CHRIST



Growing in Faith, Growing in Christ Elementary Program Resource Highlights

A reminder that parents as well as parish partners have access to the digital elements through the student/home and parish websites:

Student/Home Website:

www.pearsoncanada.ca/growinginfaith/student-home
username: ycdsb password: Student99

Parish Website:

www.pearsoncanada.ca/growinginfaith/parish
username: ycdsb_parish password: Religion1

Of particular interest: **Sacramental Content**
Program Content (videos, songs, activities, Bible stories)
This Week's Lesson (for reference for class visits by priest)





Kindergarten Religion: Professional Development Sessions

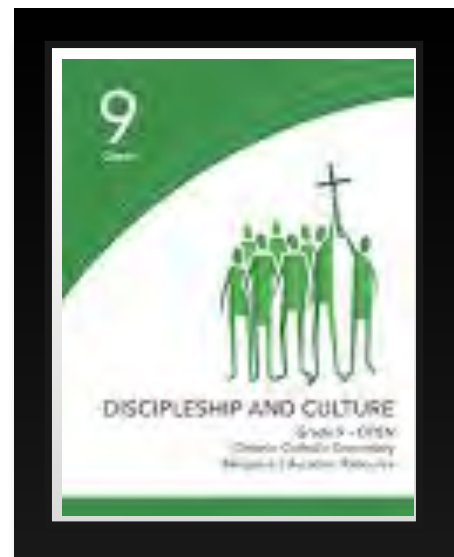


Growing in Faith, Growing in Christ Secondary Program Resource

Grade 9 Resource currently in
development.

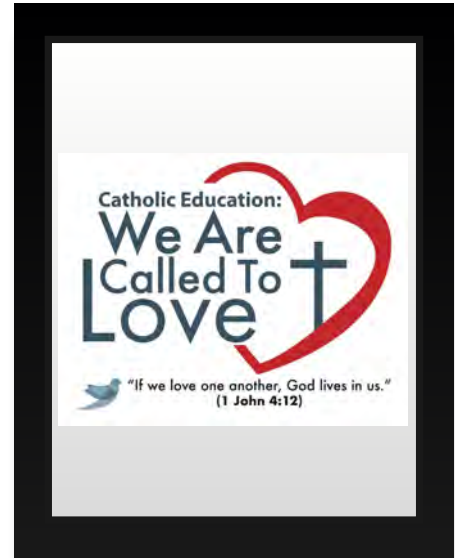
Theme of 'Discipleship'

Hopeful release of Fall 2025.



***Catholic Education Week 2024
(May 5th - 10th)***

MONDAY: As people of hope
TUESDAY: As people of faith
WEDNESDAY: As people of mercy
THURSDAY: As people of justice
FRIDAY: As people of joy



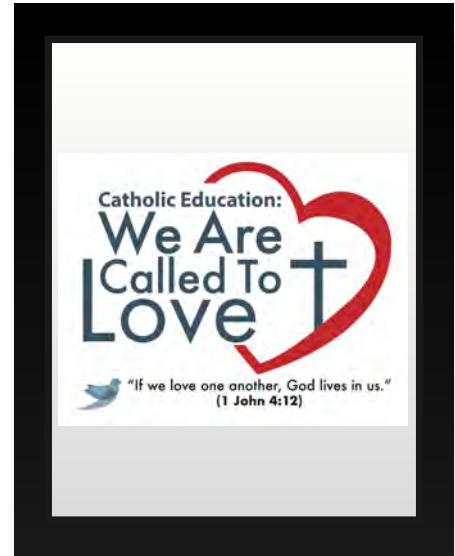
**The Archdiocese of Toronto CEW
resource for Parishes included:**

- Sample bulletin announcement.
- Suggested prayers of the faithful.
- Approved text for Parish School Representative Presentation
- Additional CEW ideas for home, school and Church.



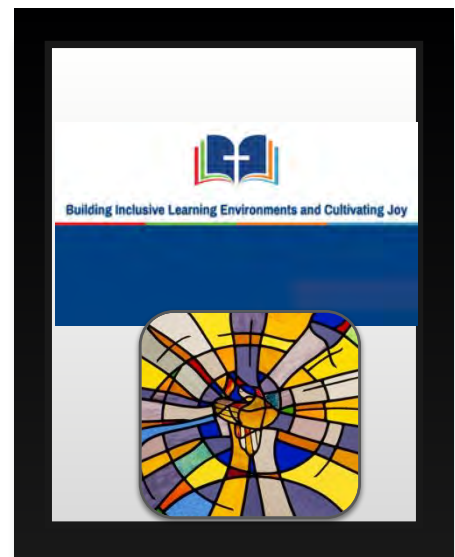
Catholic Education Week 2024 (May 5th - 10th)

- OCSTA Catholic Education Week Elementary and Secondary Resources were promoted and shared throughout the System
- PROVINCE WIDE MASS Wednesday, May 8th celebrated by Bishop Bergie, live streamed from the Cathedral of St. Catherine of Alexandria in St. Catharines, ON (Recording available)
- ONTARIO CATHOLIC STUDENT YOUTH DAY VIRTUAL EVENT, GRADES 7-12, Wednesday May 8th from 9:15 to 2:30



Secondary P.A. Day May 3rd Session

- Provided Catholic connections to Dr. Gholdy Muhammad's texts, "Cultivating Genius" and "Unearthing Joy."
- Reflected on the interrelatedness of the principles of equity and inclusion and the principles of Catholic Social Teaching.
- Discussed the ways in which these principles contribute to the task of building Catholic school communities where all are welcome.



Celebrating the Easter Season throughout YCDSB School Masses and Liturgies



Blessed Scalabrini CES Easter Liturgy



St. Elizabeth Seton CES Easter Mass

Celebrating the Easter Season throughout YCDSB Faith Ambassador Events



Visio Divina



Easter Twilight Retreat

Luke 4:18 Update



Luke 4:18 Spring 2025 Symposium Planning Has Begun

ENGAGING OUR PARTNERS

Students

- ❖ Luke 4:18
- ❖ Student Faith Representatives
- ❖ Daily Prayers
- ❖ School Liturgies
- ❖ Classroom visits
- ❖ Pastoral support for individual students

Staff

- ❖ Faith Ambassadors
- ❖ *When Faith Meets Pedagogy* Conference
- ❖ NTIP Mandatory Religion and Family Life Session
- ❖ School Liturgies
- ❖ Chaplaincy

Parents & Parish

- ❖ Eucharist Celebrations
- ❖ Religious Education Advisory Committee (REAC)
- ❖ Sacramental Preparation (Immediate)
- ❖ Bishop Boissonneau collaboration as Vicar of Education
 - Celebrant
 - Zone Meetings

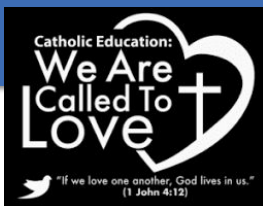


SCHOOL AND PARISH: A COMMON MISSION OF EVANGELIZATION

Daily Prayers and Reflections



Catholic Education Week



Faith Day September 27, 2024



- Theme: *Pilgrims of Hope* (WFMP & CEW 2025)
- Fr. Tony Ricard (recorded presentation)
- Departmental package of resources to be shared in June



SL ShareLife

ShareLife Week
March 18-22



2023 When Faith Meets Pedagogy Conference



2024 When Faith Meets Pedagogy Conference



Religious Education Advisory Committee (REAC)

2023-24
Revising/Updating/Enhancing
Virtues Program at YCDSB

3 subcommittees

Home-School-Parish

Elementary

Secondary

York Catholic District School Board York Catholic Communities of Faith			
MONTH	CATHOLIC VIRTUES	I Will	Ontario Catholic Graduate Expectation or Liturgical Season
SEPTEMBER	Courage	<ul style="list-style-type: none"> I will stand up for what I know is right and just. I will face challenges, fears and difficulty with fortitude. 	A self-directed, responsible, life-long learner
OCTOBER	Compassion	<ul style="list-style-type: none"> I will seek to understand others by listening. I will be willing to forgive others. I will give of my resources to help those in need. 	A discerning believer
NOVEMBER	Justice	<ul style="list-style-type: none"> I will treat others in a just, equitable, and an unbiased manner. I will play by the rules, take turns and share. 	A responsible citizen

Continuing Education Updates



Current Programs - International Language Elementary (ILE)

International Language Elementary programs - Tuesday, Thursday evenings and Saturday mornings.

Arabic	52 students
Armenian	15 students
Cantonese	582 students
Cantonese Conversation	297 students
Gujarati	21 students
Italian	135 students
Japanese	87 students
Korean	69 students
Malayalam	75 students

Mandarin	787 students
Mandarin Conversation	2314 students
Polish	33 students
Portuguese	43 students
Russian	34 students
Spanish	250 students
Tagalog	16 students
Tamil	115 students
Urdu	38 students
Total	4,963 students

Helping to shape your future



Current Programs - General Interest Elementary

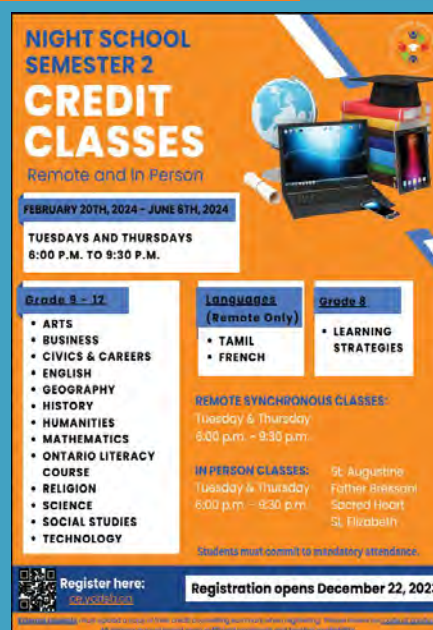


Helping to shape your future



Current Secondary Programs

- Credit - Night School - 1945 students are registered in Semester 2.
- Saturday International Language Class - 343 students
- In our March Break Travel For Credit program, 21 students visited Italy and 19 students visited Spain.



NIGHT SCHOOL SEMESTER 2 CREDIT CLASSES
Remote and In Person

FEBRUARY 20TH, 2024 - JUNE 6TH, 2024

TUESDAYS AND THURSDAYS
8:00 P.M. TO 9:30 P.M.

Grade 9 - 12	Language (Remote Only)	Grade 8
<ul style="list-style-type: none"> ARTS BUSINESS CIVICS & CAREERS ENGLISH GEOGRAPHY HISTORY HUMANITIES MATHEMATICS ONTARIO LITERACY COURSE RELIGION SCIENCE SOCIAL STUDIES TECHNOLOGY 	<ul style="list-style-type: none"> TAMIL FRENCH 	<ul style="list-style-type: none"> LEARNING STRATEGIES

REMOTE SYNCHRONOUS CLASSES:
Tuesday & Thursday
8:00 p.m. - 9:30 p.m.

IN PERSON CLASSES:
Tuesday & Thursday
8:00 p.m. - 9:30 p.m.

St. Augustine
Father Breasconi
Sacred Heart
St. Elizabeth

Students must commit to mandatory attendance.

Register here: <https://www.norfolk.ca/night-school>

Registration opens December 22, 2023



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STUDENT FEEDBACK

The trip was great and I had an amazing time.

All chaperones were amazing and made the experience so much easier to adapt to.

The hotels were comfortable and welcoming.

The accommodations were lovely. The hotels were all clean and nice.

The hotel location was very close to popular venues and it was very convenient.

I was very satisfied with the Italian/Spanish food.

The buses were very nice and I had no trouble travelling from place to place.

The transportation was excellent and the buses were exceptional.

Our tour guide was very informative and kind.

Our tour guide was spectacular and made a great impression with all of the students.

Although it was very intense, I loved every minute of it. The itinerary allowed us to visit so many things and learn about the culture.

It was a very busy and enjoyable itinerary

Our tour guide was well-versed and spoken. She was stellar.

Looking Ahead to Summer 2024 - Secondary

- Kickstart program for Grade 8 students entering Grade 9 - Registration currently open and over 2300 students have registered.
- Summer school registration opened March 9th, currently more than 9,000 students registered.
- Offering in-person, remote and e-learning options.
- Expected to exceed last year's registration number of 12,000 students.
- Travel For Credit - Careers/Civics (Ottawa, Montreal, New York City) - 40 students



YCDSB 2024

SECONDARY CREDIT SUMMER SCHOOL

REMOTE OR IN-PERSON LEARNING JULY 3RD - JULY 26TH, 2024

ACCELERATED LEARNING GR 9-12 (Remote or In-Person)	ELEARNING GR 9-12 (Asynchronous Learning, No Exams)	REMOTE CREDIT RECOVERY GR 9-11
REMOTE ACCELERATED PATHWAYS GR 9 & 10	Summer Focus Programs: SHSM CO-OP Focus on Youth	DUAL CREDIT Register here

IN-PERSON LOCATIONS

Father Bressani CHS (Woodbridge)	St. Elizabeth CHS (Thornhill)	St. Maximilian Kolbe CHS (Aurora)
St. Brother Andre CHS (Markham)		St. Theresa of Lisieux CHS (Richmond Hill)

REGISTRATION OPENS MARCH 9, 2024
ce.ycdsb.ca

#YCDSB2024



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Looking Ahead to Summer 2024 Elementary



ELEMENTARY GRADES 6 & 7

KICKSTART JUNIOR

This remedial program assists students achieving Level 1 and Level 2 in literacy, numeracy and personal learning skills and English Language Learners. Students will be exposed to a variety of engaging instructional materials and build confidence in their abilities.

July 3 - 26, 2024
8:45 a.m. - 2:45 p.m.

\$30

CURRENT grade 6 & 7
YCDSB students

Classes run based on sufficient enrolment

Registration opens March 9, 2024
ce.ycdsb.ca

Follow us!
@ycdsbced

Locations:

- Father Bressani CHS (Woodbridge)
- Our Lady Queen of the World CA (Richmond Hill)
- Our Lady of the Lake CA (Kewlinch)
- St. Brother Andre CHS (Markham)
- St. Elizabeth CHS (Thornhill)
- St. Francis Xavier CES (Markham)
- Blessed Trinity CES (Maple)
- St. Maximilian Kolbe CHS (Aurora)
- St. Katherine Drexel CHS (Stouffville)
- St. Elizabeth Selon CES (Newmarket)



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Looking Ahead to Fall 2024



- Continue to offer high quality General Interest, Credit, Non-credit and Remedial programs.
- Expand implementation of literacy and numeracy remedial programs for students in Grades 7-10 in all elementary and secondary YCDSB schools.
- Expand YCDSB offerings to include Adult Credit Remote Courses, Travel for Credit, and Secondary Credit Courses in Religious Education.
- Expand aquatics leadership courses (PAQ201 & PLF4M1) to run out of Vellore Village Community Centre (Vaughan), Woodbridge Pool (Vaughan), and Milliken Mills Community Centre (Markham).

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Thank you