

YORK CATHOLIC DISTRICT SCHOOL BOARD

Watch this Meeting **STREAM**  
Event on our YCDSB TV Channel:  
<http://bit.ly/YCDSB-TV>

**AGENDA**  
**STUDENT SUCCESS & PATHWAYS COMMITTEE**  
**Monday, October 23, 2023 - 6:30 p.m.**

**LAND ACKNOWLEDGEMENT**

*We are gathered on the ancestral lands and waters of all Indigenous Peoples, who have left their footprints on Mother Earth before us. We respectfully acknowledge those who have walked on it, those who walk on it now, and future generations who have yet to walk upon it. We pray to the Creator for strength and wisdom that all may continue to serve as stewards of the earth.*

		Page
1.	OPENING PRAYER / LAND ACKNOWLEDGEMENT	A. Saggese
2.	ROLL CALL	A. Arcadi
3.	APPROVAL OF NEW MATERIAL	A. Saggese
4.	APPROVAL OF THE AGENDA	A. Saggese
5.	APPROVAL OF THE PREVIOUS MINUTES:	
a.	Student Success & Pathways Committee Meeting, May 15, 2023	A. Saggese 2
6.	BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING	
7.	PRESENTATION(S):	
a.	Religious Education Updates	D. Pimentel 3
b.	School Improvement Planning	D. La Gamba & C. Mazzeo 8
c.	UFLI Foundations	M. Perry & M. Highet 13
d.	Pathways Updates	N. Galatianos 27
e.	Artificial Intelligence	A. Arcadi 32
8.	ACTION ITEMS: N/A	
9.	DISCUSSION/INFORMATION ITEMS: N/A	
10.	NOTICES OF MOTION	
11.	FUTURE AGENDA ITEM(S)	
12.	NEXT MEETING DATE: Monday, December 4, 2023	
13.	ADJOURNMENT	

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

***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 May 15, 2023**

**Attending:**

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

**Other Trustees:** E. Crowe,

**Absent with Notice:** M. Iafrate

**Administration:** A. Arcadi, N. Galatias, J. Sarna, D. Scuglia

**Recording:** L. Coquim

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

1. **OPENING PRAYER:** (The Land Acknowledgement was recited after the Prayer)
2. **ROLL CALL:** All Present
3. **APPROVAL OF THE AGENDA**  
**THAT** the Student Success & Pathways Committee Agenda be approved as presented.  
**MOTION: Alexander/ Barbieri**  
**CARRIED**
4. **APPROVAL OF THE PREVIOUS MINUTES**  
**THAT** the Minutes of the Student Success & Pathways Committee Minutes held on November 7, 2022 be approved as presented.  
**MOTION: Barbieri/ Wigston**  
**CARRIED**
5. **BUSINESS ARISING FROM the MINUTES OF PREVIOUS MEETING: NIL**
6. **PRESENTATION(S):**  
**Curriculum Updates Presentations**

The following topics were presented by the Curriculum Team at the Student Success and Pathways meeting on May 15, 2023.

- a. STREAM Centres of Excellence Data Results
- b. EQAO Supports (Elementary Panel)
- c. Religious Education, Family Life, Adult Faith, & Equity Updates
- d. Pathways Updates: Dual credits
- e. Continuing Education Programs

Throughout the presentation, there was a productive and engaging dialogue between the trustees and senior administration. Discussions were held on each of the presented items to clarify current status, objectives, outcomes, and prospective directions. All questions and requests for clarification were carefully addressed to ensure that everyone had a clear understanding. The meeting was a success and provided valuable information. All the attendees expressed their satisfaction.

**9. ACTION ITEMS: Nil**

**10. DISCUSSION / INFORMATION ITEMS: NIL**

**11. NOTICE OF MOTION: NIL**

**12. FUTURE AGENDA ITEM(S): NIL**

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

**14. ADJOURNMENT 8:08pm  
ON MOTION: lafrate/ Barbieri  
CARRIED**



**SSP: October 23, 2023**

Curriculum & Assessment

## Religious Education Updates







## GROWING IN FAITH GROWING IN CHRIST



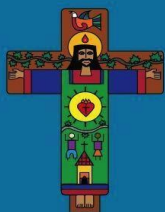
# K

TEACHER RESOURCE

## KINDERGARTEN HAS ARRIVED!

- Bible stories based on Scripture
- Short stories, poems, and wordless stories
- Kindergarten-friendly language
- Reflects the Kindergarten Catholic Religious Expectations
- Lessons follow a three-part structure:
  - Let's Wonder
  - Let's Discover
  - Let's Explore

Anticipating a Fall 2023 publication date for print and digital



## GROWING IN FAITH GROWING IN CHRIST



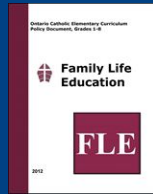
DISCIPLESHIP AND CULTURE  
Grade 9-10  
Catholic Religious Education  
Religious Education Resource

## GRADE 9:

In early stages of development. Consultation process has begun.  
The central theme of the program will be 'Discipleship'.



# Family Life Curriculum: Fully Alive Program



The Fully Alive Program is the only approved resource to address human development and sexual health topics, among many others, in our Catholic schools because it has been carefully reviewed and examined by the Bishops of Ontario before receiving their approval. The way in which key terms are addressed in the Fully Alive Program are aligned with Catholic views and determined to be age appropriate by the Bishop approved Institute for Catholic Education Family Life Curriculum.



## The Fully Alive Program



Currently, a revision of the program is under way, albeit still in the early stages of development. Once again, ICE (Institute for Catholic Education) is working closely with ACBO (Assembly of Catholic Bishops of Ontario), the latter of which will approve of the resource, while the former will be responsible for producing the finished product, and ultimately, a revised curriculum document. \*The hope is for Fall 2024 for Gr. 1 program.





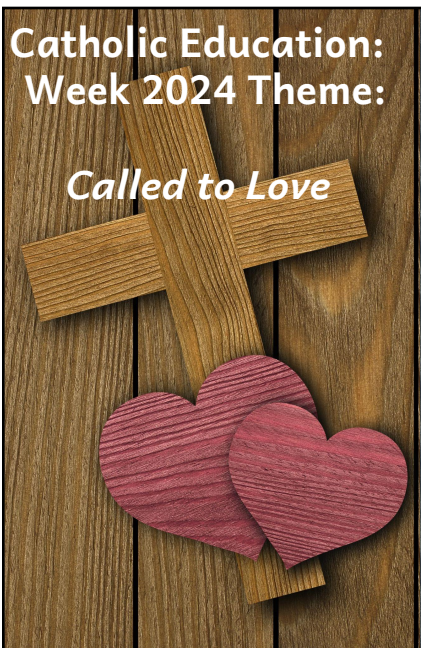
## Family Life Curriculum: Lead Teacher Staff Representative

New this year, from our department, will be inservicing for one staff representative per school for the purposes of capacity building as it pertains to the Family Life curriculum and the *Fully Alive* program.



Catholic Education:  
Week 2024 Theme:

*Called to Love*



- **Faith Day:**  
**September 22, 2023**

- **Catholic  
Education  
Week:**  
**May 5-10, 2024**



## YCDSB Faith Ambassador Program 2023-24



- **Note that these events are open to all staff.**



*"We are ambassadors  
of the acceptable time;*



*in appeal through us ... See now  
!" Corinthians 5:20, 6:22*



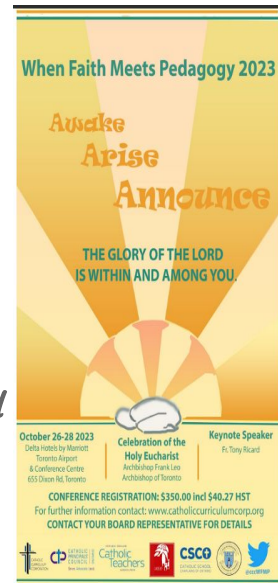
**Save the Date:  
YCDSB Annual Board  
Wide Mass of  
Reconciliation and  
Renewal  
Thursday, March 21,  
2024**



## When Faith Meets Pedagogy 2023: *Awake, Arise, Announce*

### YOUTH FORUM

- *Organized by the When Faith Meets Pedagogy (WFMP) Conference 2023 Committee (biennial celebration, this year the first time since Covid)*
- *Thursday, October 26TH*
- *Over 1000 students expected from across the province, YCDSB sending a delegation of approximately 150*
- *Adult WFMP commences on the evening of the 26th, and right through to Saturday, the 28th*
- *YCDSB sending nearly 100 participants*



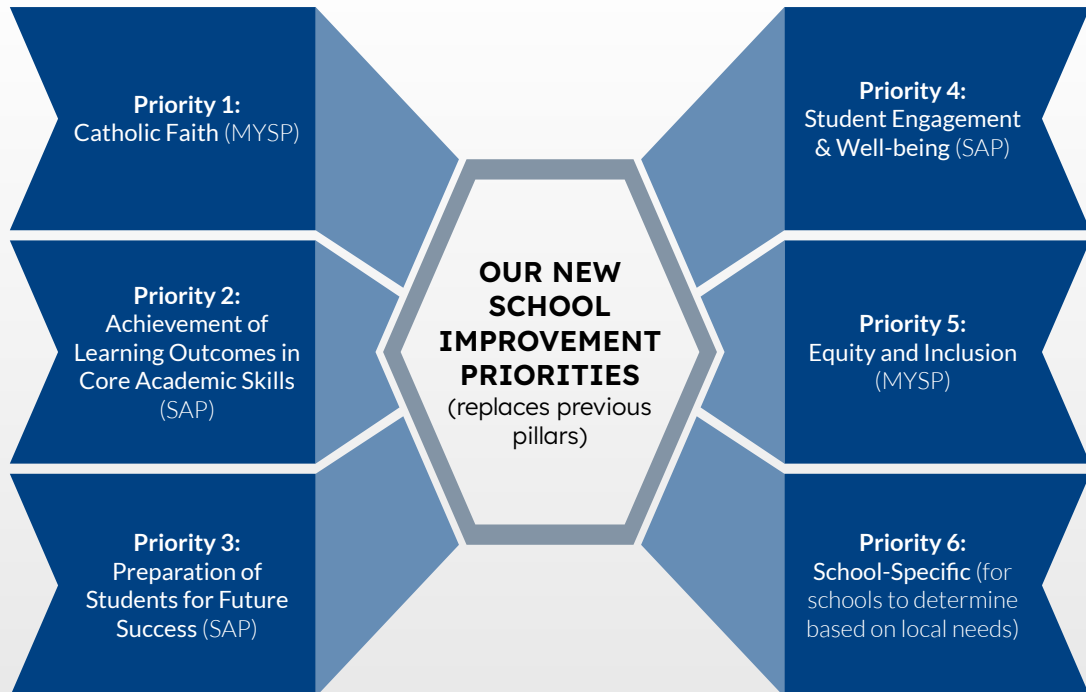
### School Improvement Planning



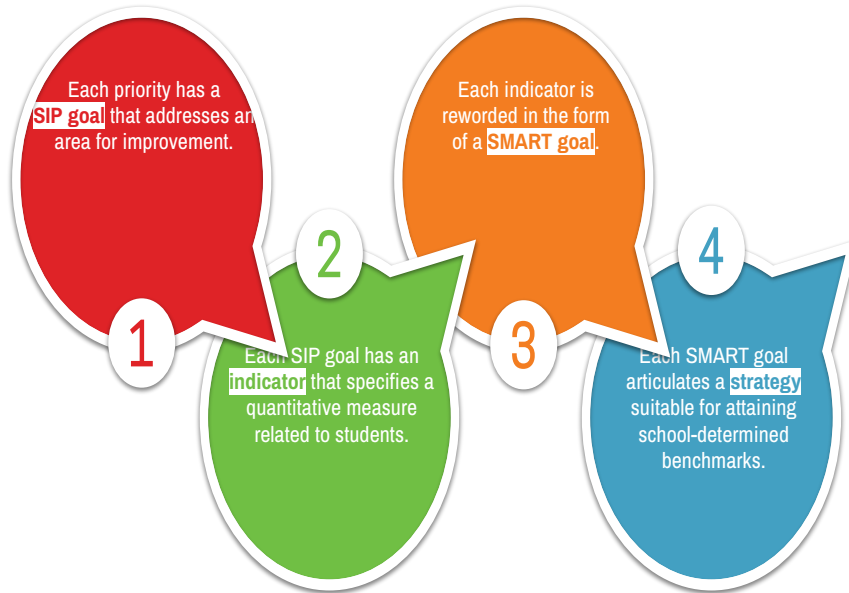
The Ministry has replaced the Board Improvement Plan (BIP) with the Student Achievement Plan (SAP). Three of the new school improvement priorities derive from the SAP.

## CONTEXT

This year, the new Multi-Year Strategic Plan (MYSP) became in effect. Two of the new school improvement priorities derive from the MYSP.



# STRUCTURE OF EACH SCHOOL IMPROVEMENT PRIORITY



## SCHOOL IMPROVEMENT PLANNING TEMPLATES

Google Doc templates were provided for school staff to **draft** their school improvement plans (a single document is used per school). Once principals approve their school improvement plans, they copy-paste their information for official submission to the new SIP app developed by IT.

School Improvement Plan (Elementary)			
Identifying an achievement outcome and experience for every student. For each priority and indicator, KCSB schools will use school-level data on their student populations to further refine actions.			
<b>Priority 1: Catholic Faith</b>			
SCHOOL IMPROVEMENT PLANNING GOALS	INDICATORS	SMART GOALS	STRATEGIES
Improve students' religious literacy and understanding in religious education classes.	% of students who meet or exceed goal of 75% in the year-end religious education classes.	The percentage of students at or above goal is 75% in the year-end religious education classes and higher than 2019-2020.	(To be completed by school)
Small Improvement Plan: Secondary KCSB Curriculum & Assessment Department   1			

[Elementary Template](#)

School Improvement Plan (Secondary)			
Identifying an achievement outcome and experience for every student. For each priority and indicator, KCSB schools will use school-level data on their student populations to further refine actions.			
<b>Priority 1: Catholic Faith</b>			
SCHOOL IMPROVEMENT PLANNING GOALS	INDICATORS	SMART GOALS	STRATEGIES
Improve students' religious literacy and understanding in religious education classes.	% of students who meet or exceed goal of 75% in the year-end religious education classes.	The percentage of students at or above goal is 75% in the year-end religious education classes and higher than 2019-2020.	(To be completed by school)
Small Improvement Plan: Secondary KCSB Curriculum & Assessment Department   1			

[Secondary Template](#)





# School Improvement Plan (Secondary)



Levelling up achievement outcomes and experiences for every student. For each priority and indicator, YCDSB schools will use school-level data on their student populations to further refine actions.

## Priority 1: Catholic Faith

SCHOOL IMPROVEMENT PLANNING GOALS	INDICATORS	SMART GOALS	STRATEGIES
Improve students' religious literacy and achievement in Religious Education.	% of students who meet or exceed level 3 in the report card for Religious Education classes.	The percentage of students at or above level 3 in the report card for Religious Education classes will improve from ##% to ##%.	[To be inputted by school]

In the SIP template, priorities 1 to 5 have predetermined SIP goals, indicators, and SMART goals informed by the Ministry of Education (SAP) or Board (MYSP).

School staff reference data to **input** numerics.

School staff **input** an appropriate strategy.

### Key:

Informational

Action item

## Priority 6: School-Specific

There is the option to add additional rows as needed.

SCHOOL IMPROVEMENT PLANNING GOALS	INDICATORS	SMART GOALS	STRATEGIES
[To be inputted by school]	[To be inputted by school]	[To be inputted by school]	[To be inputted by school]
[To be inputted by school]	[To be inputted by school]	[To be inputted by school]	[To be inputted by school]
[To be inputted by school]	[To be inputted by school]	[To be inputted by school]	[To be inputted by school]

School staff **input** SIP goal.

School staff **input** indicator.

School staff **input** SMART goal.

School staff **input** strategy.

In the SIP template, priorities 6 is where custom information can be inputted to address local needs.



# SCHOOL IMPROVEMENT PLANNING WORKFLOW



School staff review and discuss the school improvement planning template. Though the naming of the priorities are new, their focus still applies to previous school improvement work. Identify successes and/or challenges associated with each priority.



Principal organizes school teams to input the required information associated with each priority into the school improvement planning template. Data is also examined (e.g., EQAO scores, report cards, climate and exit surveys, etc.)



Once school principal approves the School Improvement Plan, they are to copy-paste the information to the SIP app (submission is due on **November 3, 2023**). Only administrators have access to the SAP App.



Schools, under the oversight of the principal, are to monitor, reflect, and be responsive to the progress being made around SIP goals throughout the school year (refer to this [template](#)). Aim for a mid-year reflection in February 2024 and end-of-year reflection in June 2024.



School Improvement Plan

School Year 2023-2024
All Saints CES: Priority 1 - Catholic Faith

School
All Saints CES

Priority 1  
Catholic Faith

Priority 2  
Achievement of Learning Outcomes in Core Academic Skills

Priority 3  
Preparation of Students for Future Success

Priority 4  
Student Engagement & Well-being

Priority 5  
Equity and Inclusion

Priority 6  
School-Specific

Goal - Improve students' religious literacy and achievement in Religious Education

1 Religious Education

Indicator

The percentage of students who meet or exceed level 3 in the report card for Religious Education classes

Current value
96.93 %

Indicator

Smart Goal

The percentage of students who meet or exceed level 3 in the report card for Religious Education classes will improve to

Goal\*





This is where you input your goal value

SMART Goal

Strategies Edit Mode

B I U S H1 H2

Enter Text


**School Improvement Plan**




School Year 2023-2024

School  
Cardinal Carter CHS

Priority 1  
Catholic Faith

**Priority 2  
Achievement of Learning  
Outcomes in Core Academic  
Skills**

Priority 3  
Preparation of Students for  
Future Success

Priority 4  
Student Engagement & Well-  
being

Priority 5  
Equity and Inclusion

Priority 6  
School-Specific

**Cardinal Carter CHS: Priority 2 - Achievement Of Learning Outcomes In Core Academic Skills**

**Goal 1 - Improve students' literacy learning and achievement**

Check status
Submit Plan

1 OSSLT/TPCL

Indicator

The percentage of fully participating, first-time eligible students who are successful on the OSSLT/TPCL

Current value
%










Smart Goal

The percentage of fully participating, first-time eligible students who are successful on the OSSLT/TPCL will improve to

Goal\*
%

This is where you input your goal value

Strategies
Edit Mode

B I U   H<sub>1</sub> H<sub>2</sub>     Normal  Normal  Sans Serif 

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# welcome

**Marlene Perry**

K-12 Literacy  
Consultant

**Maxine Highest**

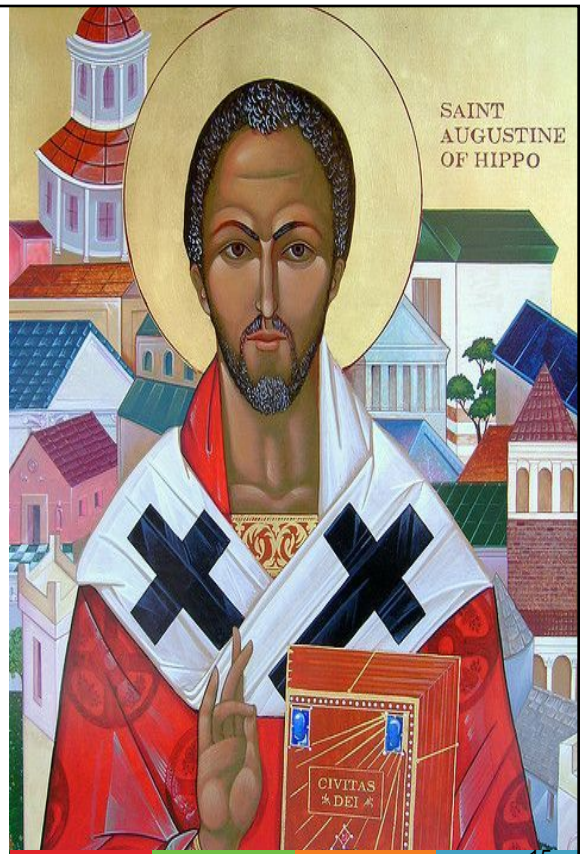
K-8 Consultant with a  
focus on the early years

## ST. AUGUSTINE OF HIPPO

Reading habits have evolved over time.

In the past, people used to read out loud. However, until recently, reading silently was considered a unique skill.

St. Augustine even mentioned it in his *Confessions* as an interesting anecdote.

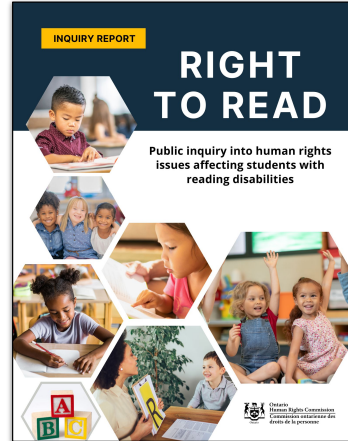


## RIGHT TO READ REPORT (RECOMMENDATION # 27)

“

The Ontario Human Rights Commission has affirmed the importance of *mandatory explicit, systematic and direct instruction in foundational reading skills, including phonemic awareness, phonics and decoding, and word reading proficiency.*

”



Home

> Curriculum context

Grades

Glossary

Resources

Downloads

**D2L**

DESIRE2LEARN

**Supports for learning:**  
[www.dcp.edu.gov.on.ca/en/vle](http://www.dcp.edu.gov.on.ca/en/vle)

ELEMENTARY

### Language (2023)

[bit.ly/elem-lang](https://bit.ly/elem-lang)

[Version history →](#)



### Grades [View all →](#)

Grade 1

#### Language

Here you will find the expectations and learning for the four areas of study for Grade 1 Language.

[Read online →](#)

Grade 2

#### Language

Here you will find the expectations and learning for the four areas of study for Grade 2 Language.

[Read online →](#)

Grade 3

#### Language

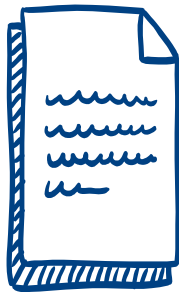
Here you will find the expectations and learning for the four areas of study for Grade 3 Language.

[Read online →](#)



# Supports

## System Memo C:009 New Language Curriculum



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

**Memo To:** Elementary Principals and Vice-Principals  
Elementary Teachers

**CC:** Marlene Perry, Literacy Consultant K-12: Curriculum & Assessment  
Marlene Hight, Elementary Program Consultant K-8: Curriculum & Assessment  
Robert Carrone, Elementary Program Consultant K-8: Curriculum & Assessment  
Bernice, STREAM Consultant K-12: Curriculum & Assessment  
Karen Colucci, ESL/ELD Consultant  
Daniel La Gamba, Coordinator of Elementary Programs: Curriculum & Assessment

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

**Date:** August 31, 2023

**Re:** New Language Curriculum (Grades 1 to 8)

**Reference #:** C:009

The Ministry of Education has unveiled a new elementary Language curriculum that is to be implemented in classrooms across the province starting in September 2023 (refer to this [link](#)). Courtesy of the Board, a pdf version is available of the curriculum expectations (refer to this [link](#)) and curriculum context (refer to this [link](#)). A summary of the key changes enacted in this new curriculum can be referenced via this [link](#).

A Ministry webinar is also available that provides an introduction to this new curriculum (refer to this [link](#)).

**The Strands in the Language Curriculum**

Curriculum expectations are now organized into the following four distinct but related strands:

- A: Literacy Connections and Applications (refer to the [Strand A Continuum](#))
- B: Foundations of Language (refer to the [Strand B Continuum](#))
- C: Comprehension: Understanding and Responding to Texts (refer to the [Strand C Continuum](#))
- D: Composition: Expressing Ideas and Creating Texts (refer to the [Strand D Continuum](#))

An alignment chart is also available for Grades 7 to 9 (refer to this [link](#)).

*New Language Curriculum (Grades 1 to 8) - System Memo: August 31, 2023*

## EXPLORING THE STRANDS: WHAT'S CHANGED

- Oral Communication
- Reading
- Writing
- Media Literacy

Curriculum Structure (2006)

- Literacy Connections and Applications (A)
- ☐ Foundations of Language (B)  
[strand that UFLI aligns with]
- Comprehension: Understanding and Responding to Texts (C)
- Composition: Expressing Ideas and Creating Texts (D)

Curriculum Structure (2023)





## Strand B: Foundations in Language

### B1. Oral and Non-verbal Communication

- Effective Listening Skills
- Listening Strategies for Comprehension
- Speaking Purposes and Strategies
- Oral and Non-verbal Communication Skills
- Word Choice, Syntax, and Grammar in Oral Communication

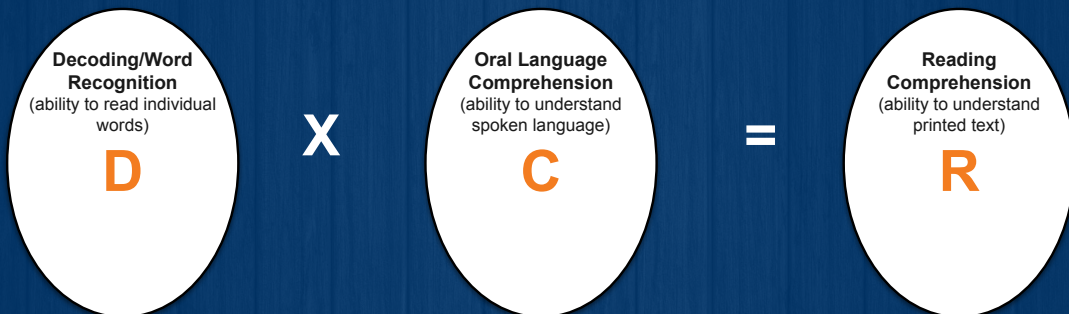
### B2. Language Foundations for Reading and Writing

- Phonemic Awareness
- Alphabetic Knowledge
- Phonics: Grapheme–Phoneme Correspondence
- Word-Level Reading and Spelling: Using Phonics Knowledge
- Word-Level Reading and Spelling: Applying Orthographic Knowledge
- Word-Level Reading and Spelling: Applying Morphological Knowledge
- Vocabulary
- Reading Fluency: Accuracy, Rate, Prosody

### B3. Language Conventions for Reading and Writing

- Syntax and Sentence Structures
- Grammar
- Capitalization and Punctuation

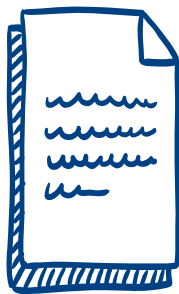
## SIMPLE VIEW OF READING BY GOUGH & TUNMER






# Supports

## System Memo C:107 UFLI Support Guide





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

**Memo To:** Elementary Principals and Vice-Principals  
K-4 Teachers

**CC:** Marlene Perry, Literacy Consultant K-12: Curriculum & Assessment  
Maxine Hight, Elementary Program Consultant K-8: Curriculum & Assessment  
Robert Cannone, Elementary Program Consultant K-8: Curriculum & Assessment  
Marisa Benakis, STREAM Consultant K-12: Curriculum & Assessment  
Karen Coleco, ESL/JELD Consultant: Curriculum & Assessment  
Daniel La Gamba, Coordinator of Elementary Programs: Curriculum & Assessment

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

**Date:** September 21, 2023

**Re:** UFLI Foundations Implementation Support Guide

**Reference #:** C:107

As a continuation of [System Memo C:109](#), the Curriculum Department is pleased to offer a UFLI Foundations Implementation Support Guide (refer to this [link](#)). This guide provides a curated collection of suggested resources for becoming familiar with and implementing the UFLI Foundations program.

The UFLI Foundations program aligns with the Ministry's [Language Foundations Continuum for Reading and Writing, Grades 1-4: Overall Expectations B2](#). This continuum describes the progression of foundational knowledge and skills appropriate for students. In particular, it groups the progression of knowledge and skills (i.e., phonemic awareness, alphabet knowledge, phonics, word-level reading and spelling, vocabulary, reading fluency) in larger ordered sequences, beginning with basic concepts and progressing to more complex concepts. A chart is available (refer to this [link](#)) that highlights the correlation between UFLI's scope and sequence and the new Language curriculum. The companion resources that correspond with the UFLI manual have all been curated into a single document as well (refer to this [link](#)).


If you have any questions, please contact [marlene.perry@ycdsb.ca](mailto:marlene.perry@ycdsb.ca) or [maxine.hight@ycdsb.ca](mailto:maxine.hight@ycdsb.ca).

For efficient access to key curriculum-related information that is curated and developed by the Curriculum & Assessment Department, please refer to [cand.ycdsb.ca](#) and our X account ([@CQA\\_YCDSB](#)).

UFLI Foundations Implementation Support Guide - System Memo: September 21, 2023

1

## UFLI Foundations Virtual Inservice



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

**Memo To:** Elementary Principals and Vice-Principals  
Elementary K-4 Teachers

**CC:** Marlene Perry, Literacy Consultant K-12: Curriculum & Assessment  
Maxine Hight, Elementary Program Consultant K-8: Curriculum & Assessment  
Robert Cannone, Elementary Program Consultant K-8: Curriculum & Assessment  
Marisa Benakis, STREAM Consultant K-12: Curriculum & Assessment  
Karen Coleco, ESL/JELD Consultant: Curriculum & Assessment  
Daniel La Gamba, Coordinator of Elementary Programs: Curriculum & Assessment

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

**Date:** September 28, 2023

**Re:** UFLI Foundations In-service

**Reference #:** C:123

As a continuation of System Memos [C:109](#) and [C:107](#), the Curriculum Department is pleased to offer optional in-servicing on UFLI Foundations.

These virtual sessions (repeat sessions, choose one) will include:

1. Introduction to the Language Strand B Continuum
2. UFLI scope and sequence of instruction (aligned with Ministry continuum)
3. A guided tour of the UFLI Foundations manual (not required to attend the session)
4. Examination of a UFLI two-day lesson sequence
5. Showcase of YCDSB's UFLI implementation resources and supports

Date	Time	Location	PL#
Tuesday, October 10, 2023	3:30 pm - 4:30 pm	Via Google Meet	21421
Wednesday, October 11, 2023	4:00 pm - 5:00 pm	Via Google Meet	21422

A Google Meet link will be issued upon registration

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, please contact [marlene.perry@ycdsb.ca](mailto:marlene.perry@ycdsb.ca).

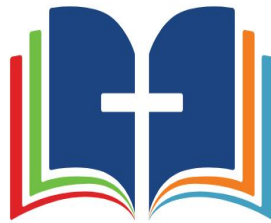
For efficient access to key curriculum-related information that is curated and developed by the Curriculum & Assessment Department, please refer to [cand.ycdsb.ca](#) and our X account ([@CQA\\_YCDSB](#)).

UFLI Foundations In-service - System Memo: September 28, 2023

1

**300+**  
Teachers in attendance!





## Getting Started with UFLI Foundations

Curriculum & Assessment

Click [here](#)

# SUGGESTED SCHEDULE FOR A 2-DAY LESSON

	Step	Time
	<b>Day 1</b>	
Warm Up & Review	<b>Step 1:</b> Phonemic Awareness	2 minutes
	<b>Step 2:</b> Visual Drill	3 minutes
	<b>Step 3:</b> Auditory Drill	5 minutes
	<b>Step 4:</b> Blending Drill	5 minutes
Introduction	<b>Step 5:</b> New Concept	15 minutes
	<b>Day 2</b>	
Review	<b>Step 5:</b> New Concept (review)	3 minutes
Reading & Spelling Words	<b>Step 6:</b> Word Work	6 minutes
Reading & Writing Connected Text	<b>Step 7:</b> Irregular Words	6 minutes
	<b>Step 8:</b> Connected Text	15 minutes





## Lesson 45

### sh /sh/

UFLI Foundations
Lesson 45 | sh /sh/

### sh /sh/

The grapheme sh spells /sh/

**Instructional Notes**

Although students have learned double letters and <ck>, <sh> is the first grapheme that represents a sound that is different from either of its letters.

**1. Phonemic Awareness**

Sound	Segment
/f/ (ff) /sh/ (sh)	ship /shp/ (sh)
/f/ (ff) /sh/ (sh)	shock /shk/ (sh)
/f/ (ff) /sh/ (sh)	shock /shk/ (sh)
/f/ (ff) /sh/ (sh)	brush /brʃ/ (sh)

**2. Visual Drill**

**3. Auditory Drill**

**4. Blending Drill**

rock → r-ock → r-ock → r-ock → r-ock → well → w-ell → w-ell → w-ell → w-ell → truck → t-ruck → t-ruck → t-ruck → t-ruck → t-ruck

Initial	M	Final	
k	i	p	l
s	l	w	u
f	l	ss	

**5. New Concept**

A consonant digraph is when two consonants come together to make one sound. You have already learned about a consonant digraph. We have talked about <ck>. When <c> and <k> are together at the end of a word, they make one sound, /k/.

The two consonants <s> and <h> have their own sounds, /s/ and /h/. But when these consonants come together in words, they make one new sound, /sh/, like at the beginning of the word ship.

The consonant digraph sh can come at the beginning of a word, such as ship and shop.

**Continued from previous column**

The consonant digraph sh can come at the end of a word, such as fish and wish.

**Participatory Games**

To make the /sh/ sound, put your teeth together and round your lips like this...model. Pull your tongue back toward the back of your mouth. Be sure your voice is off because this is a quiet sound. Model finger in front of mouth in "sh" fashion. The /sh/ sound is a continuous sound that can be stretched out (use continuous hand motion). Watch me /sh/. You try /sh/.

**Sound Wall**

Add grapheme card 'sh' to the consonant grid under the /sh/ picture card.

**Letter Formation**

Practice letter formation for sh.

Read	Spell
I do: ship	I do: ship
We do: ship, shut, shell, shock, fish, dish, flash, crush, shuf	We do: ship, shock, wish, brush

**6. Word Work**

**Word Work with Manipulative Letters**

shin → ship → shap → shot → shack → sock → sick → sock → rock → rash → dash → cash → dash → crash → crush → brush → rush

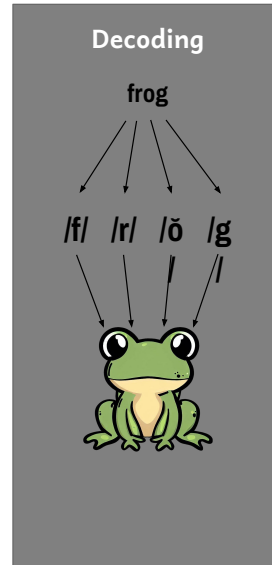
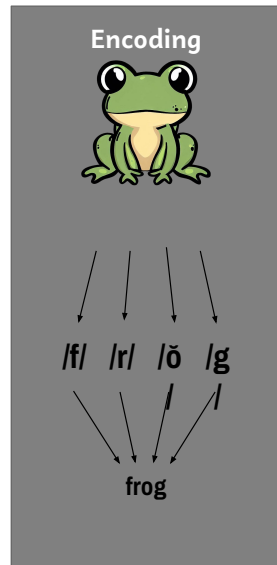
**7. Irregular Words**

Word	Sound
your, want, got, not, she, we	/sh/
goes, says	/sh/

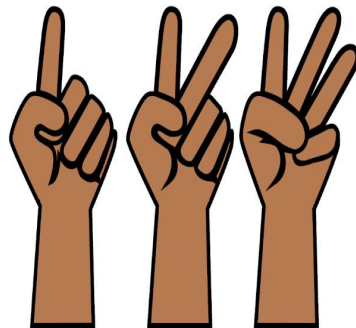
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## ENCODING & DECODING

A fundamental goal of instruction is to teach students to orthographically map words.



## Phonemic Awareness



# Visual Drill

a



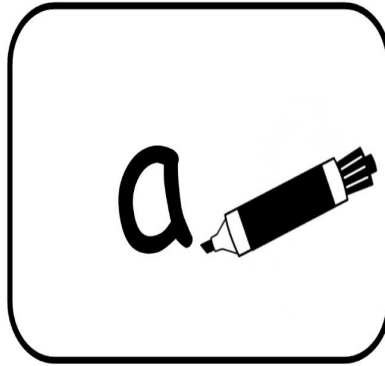
f



# U

# S

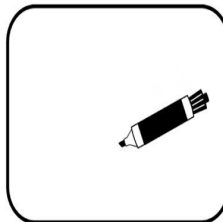
# Auditory Drill



# New Concept

mat

cat



## ADDITIONAL SUPPORTS

- PD on the Fly: Phonological and Phonemic Awareness
- PD on the Fly: Phonological Awareness and Phonics
- PD on the Fly: Decodable Texts
- PD on the Fly: The Six Types of Syllables
- PD on the Fly: Sentence Scrambles
- PD on the Fly: Cursive Writing



## Pathways Updates



## Ontario Youth Apprenticeship Program



OYAP Priorities 2023 - 2024

### Grow Participation in OYAP

- Marketing
- Experiential Learning Opportunities
- Educator workshops
- Employer engagement

### Increase Apprenticeship Completion Rates

- Pathway planning events for families
- Next steps presentation and guide for OYAP graduates
- Summer Transition Support Program

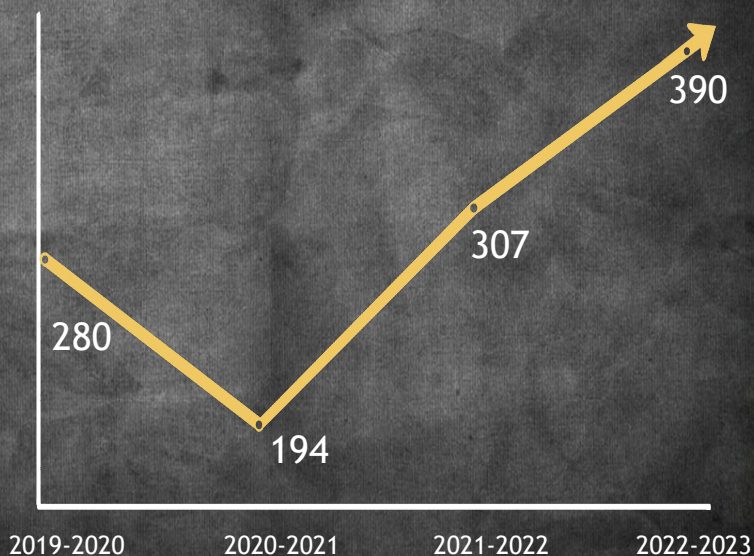
### Promote Underrepresented Trades to Girls

- Women In Trades Symposium
- CRH Career Day
- Dreamer Day

The Ministry of Labour, Immigration, Training, and Skills Development funds DSBs based on our number of OYAP participants.



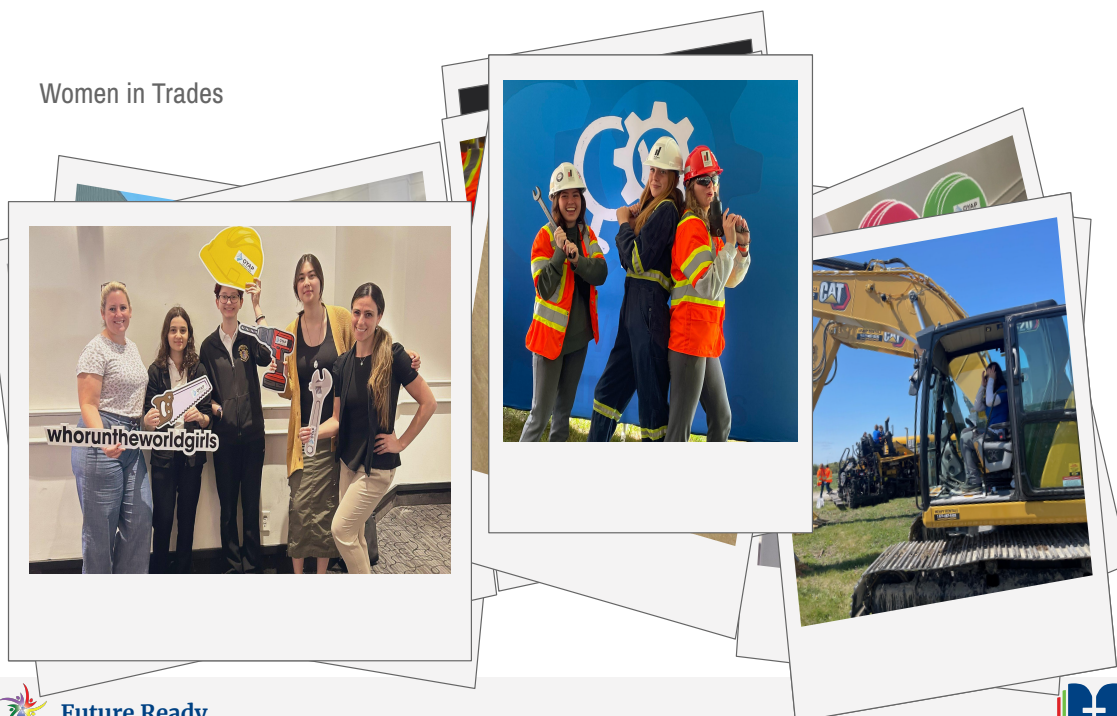
# Ontario Youth Apprenticeship Program



# Ontario Youth Apprenticeship Program



## Women in Trades



# Ontario Youth Apprenticeship Program



## Focus on Youth

The Focus on Youth program supports opportunities for a positive transition to adulthood by creating high quality employment experiences for in-risk high school students.

**Program Goals are to provide in-risk student hires:**

- from high needs areas with access to safe, high quality employment experiences and needed income supports
- with the ongoing guidance and support of a caring adult
- with an experience that encourages student success by using an Individual Pathways Plan for career mapping and student recognition.

**YCDSB is one of 24 school boards that offers the Focus on Youth program**



## Focus on Youth-YCDSB Model

### YCDSB staff referral of student:



Low academic achievement/low level of engagement with school (i.e., poor academic achievement, absenteeism, and students commonly subject to disciplinary action)

- Poverty and/or homelessness.
- Systemic racism and/or discrimination (e.g., students who may face either one or the intersection of the following: anti-Black racism, anti-Indigenous racism, homophobia, transphobia, anti-disability, or sexism)
- Lack of access to community services/supports/resources.
- Lack of safety in school, at home, and/or in the community.



### 56 Referrals and Student Interviews

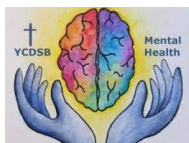
- 2-Credit Co-op-Summer
- Employability Skills
- Certifications
- 4-day Technology (Woodworking and Computer Design)
- \$3000 Stipend



### 29 Student Hires

Students were hired to work as mentor/camp counsellors in our YCDSB Summer camps

## Focus on Youth-Workshops for All Co-op Students



### 1. YCDSB Mental Health Workers

- Wellbeing
- Anxiety & coping strategies
- Time Management



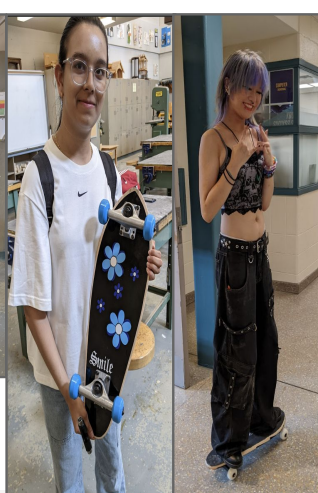
### 2. Daniel Lewis-Motivational Speaker

- Effective Leadership
- Building empathy
- Resilience



## Technology Workshop

- 4-day Woodworking & Computer Design
- Taught by two YCDSB Technology teachers
- Made skateboards & designed a skateboard wrap



## Focus on Youth-YCDSB Metrics

### 29 Student Hires-from 12 of 15 high schools

Students are hired to work as mentor/camp counsellors in our YCDSB Summer camps

- 3 students AKOMA
- 11 students in the International Language and Summer Fun Camp
- 15 students in Kickstart Jr.



**96.6%** Program Completion

**54** Credits Earned

**7** YCDSB Programs/Partners Accessed

- Pathways
- Student Success Teams
- Continuing Education: Secondary and Elementary
- Mental Health
- AKOMA and Black Graduation Coaches
- Technological Education
- Settlement Worker



**Question 1: What did you learn through your time at your camp placement?**

- I learned the importance of being punctual, caring for the well-being of others, and working alongside my supervisor;
- I also learned what it was like being apart of a job even for a month and that it does require a lot of hard work and time management;

**Question 2: What was the most useful part of the program for you?**

- The most useful part was attendance, I wanted to prove to myself that I could go everyday and I did.
- working with the teachers.

**Question 3: What was the least useful part of the program for you?**

- Nothing. I enjoyed everything about this experience.
- I think the least important was all of the assignments paired with the actual work.

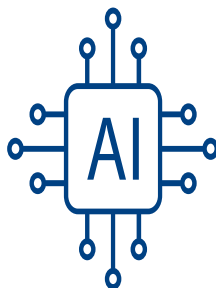
**Question 4: How would you rate your camp placement on a scale from 1-10? Question 5: How would you rate your Technology workshop on a scale from 1-10?**

- Both were rated 8-10

**Question 6: Is there anything you would have liked to see in the program that we did not cover? Please provide a detailed response.**

- I loved the program as everything was so beautiful.
- Nope, I loved the program and I would do it all again in a heartbeat!
- More snacks

## Artificial Intelligence





**Artificial intelligence (AI)** is the emulation of human intelligence by computer programs.

## GENERATIVE ARTIFICIAL INTELLIGENCE (GAI)

1

The transformative changes happening in AI are largely because of Generative AI (GAI).

2

GAI is a type of AI that generates wholly original text, images, audio, videos and code.

3

ChatGPT is an example of Generative AI.

4

Generative AI can provide personalized educational content to support learning.



As digital disciples, we need to be responsive to the benefits and challenges of AI through a Catholic mindset.



**An A.I.-Generated Picture  
Won an Art Prize. Artists  
Aren't Happy.**

*GAI Tool: Midjourney*



## Focus Topics

AI is already having a profound influence on many areas in education today (not limited to those indicated).



## ACADEMIC INTEGRITY

Considerations	Strategies
It is important to model that a digital disciple is someone who respects and gives credit to the intellectual property of others, and this includes content generated by AI.	If a learning task involves the use of AI, citation guidelines should be utilized (refer to this <a href="#">example</a> from the University of Waterloo).
<a href="#">Board Policy 309</a> specifies that “Teachers shall ensure that there are appropriate preventative strategies, solution-focused communication and consequences for cheating [and] plagiarizing.”	Given that AI can evade detection tools, being attentive to inconsistencies between the quality of work submitted for evaluation by a student and their previous work continues to be a beneficial practice.



## ASSESSMENT

Considerations	Strategies
According to <a href="#">Growing Success</a> , “Evidence of student achievement for evaluation is collected over time from three difference sources - <i>observations, conversations, and student products</i> ” (p. 39).	Placing less onus on products and more on <b>observations</b> and <b>conversations</b> (refer to this <a href="#">link</a> for examples) can provide a pathway to mitigate instances where the use of AI is presented as student work. This represents an opportunity to focus on the <b>process</b> of learning.





## PRIVACY

Considerations	Strategies
AI tools, such as ChatGPT, retain any prompts entered by users indefinitely and will maintain a <b>permanent copy</b> of that data. The terms of use and privacy policy of AI tools should always be reviewed for suitability in the classroom setting (refer to <a href="#">System Memo C:022</a> for information about yellow tools).	AI prompting must avoid the following: <ul style="list-style-type: none"><li>● Providing any specific student information (e.g., names, birthdates, etc.)</li><li>● Discussing sensitive topics that involve personal information related to students</li><li>● Including direct identifiers, such as home addresses and phone numbers</li><li>● Using real-life examples or scenarios that could potentially</li></ul>



## DIGITAL LITERACY

Considerations	Strategies
The Ministry of Education advocates for the promotion of <a href="#">digital literacy</a> in every grade and subject. This includes engaging with <b>emerging technologies</b> such as AI.	To stay informed about AI, educators can: <ul style="list-style-type: none"><li>● Read relevant news and articles</li><li>● Gain first-hand experience using AI</li><li>● Read real-world examples and case studies showcasing how AI has influenced everyday life</li><li>● Connect with experts in the field of AI</li><li>● Participate in professional learning</li></ul>



## Elementary Panel



## Secondary Panel

In Strand A of the [Science curriculum](#), “students assess the impact... of emerging technologies on everyday life.” This can be explored in the context of artificial intelligence.



In Strand B of the [Grade 10 Computer Studies curriculum](#), students “investigate current and emerging innovations in digital technology, including automation and [artificial intelligence](#), and assess their benefits and limitations.” AI becomes an explicit focus.

## CASE STUDY: CURRICULUM DEPARTMENT

Recently, a [PD on the Fly video](#) about sentence scrambles was shared with the system (refer to [System Memo C:009](#)). Artificial Intelligence helped to enhance what was offered to educators.

### Need

To support the messaging about sentence scrambles, we wanted to provide teachers with an [interactive sentence scrambler](#).

### Challenge

Many of the interactive sentence scramblers that are freely available online come with ads (whose content could be problematic) and lack desired features.

### Solution

ChatGPT was used to generate code so that we could offer our own interactive sentence scrambler that was customized to our needs (refer to this [link](#)).



## AI PROMPTING IS THE NEW CODING FOR KIDS

Article by Sarah Prevette (June 12, 2023)

### 7 approaches for students with prompts ([Mollick & Mollick, 2023](#))



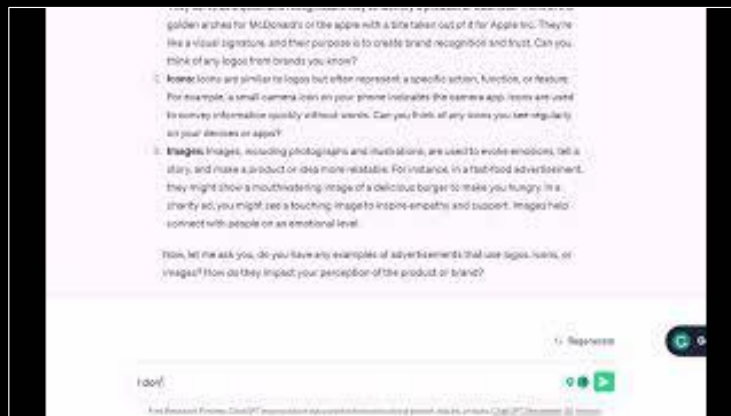
### AI as Tutor: Example Prompt (courtesy of Dr. Ethan Mollick & Dr. Lilach Mollick)

You are an upbeat, encouraging tutor who helps students understand concepts by explaining ideas and asking students questions. Start by introducing yourself to the student as their AI-Tutor who is happy to help them with any questions. Only ask one question at a time. First, ask them what they would like to learn about. Wait for the response. Then ask them about their learning level: Are you an elementary student or high school student? Wait for their response. Then ask them what they know already about the topic they have chosen. Wait for a response. Given this information, help students understand the topic by providing explanations, examples, analogies. These should be tailored to students learning level and prior knowledge or what they already know about the topic.

Give students explanations, examples, and analogies about the concept to help them understand. You should guide students in an open-ended way. Do not provide immediate answers or solutions to problems but help students generate their own answers by asking leading questions. Ask students to explain their thinking. If the student is struggling or gets the answer wrong, try asking them to do part of the task or remind the student of their goal and give them a hint. If students improve, then praise them and show excitement. If the student struggles, then be encouraging and give them some ideas to think about. When pushing students for information, try to end your response with a question so that students have to keep generating ideas. Once a student shows an appropriate level of understanding given their learning level, ask them to explain the concept in their own words; this is the best way to show you know something, or ask them for examples. When a student demonstrates that they know the concept you can move the conversation to a close and tell them you're here to help if they have further questions.



## AI AS TUTOR DEMO



### Transcript

Thank you