



**Kenora Catholic District School Board**  
We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with family, community and Church.

**MINUTES OF MEETING**

**February 12, 2020**

MEETING DATE:	Wednesday, February 12, 2020
LOCATION OF MEETING:	Catholic Education Centre Board Room
SUBJECT OF MEETING:	Catholic Parent Involvement Committee
TIME OF MEETING:	11:30 a.m. – 1:00 p.m.
NEXT MEETING:	Wednesday, May 6, 2020

**ATTENDED BY:**

	ATTENDANCE	PERSON	TITLE
1.	<input checked="" type="checkbox"/>	Kathleen Holmstrom	Pope John Paul II School Parent Representative
2.	<input checked="" type="checkbox"/>	Lana Goodman	St. Louis School Parent Representative
3.	<input checked="" type="checkbox"/>	Gianna Poltronetti	St. John School Parent Representative
4.	<input type="checkbox"/>	Corinna Glazier	St. John School Principal, KCDSB Representative
5.	<input type="checkbox"/>	Randi Casey	Northwestern Health Unit Community Representative
6.	<input checked="" type="checkbox"/>	Derek Haime	Director of Education
7.	<input checked="" type="checkbox"/>	Paul White	Superintendent of Instructional Services
8.	<input checked="" type="checkbox"/>	Hilary Aitken	Ecole Ste. Marguerite Bourgeoys, Vice Principal, KCDSB Representative
9.	<input checked="" type="checkbox"/>	Teresa Gallik	Trustee Representative
10.	<input checked="" type="checkbox"/>	Cathy McQuillan	Recording Secretary

1. **Prayer** – Derek Haime opened the meeting with a prayer bringing everyone into the presence of the Lord.
2. **Roll Call** – Randi Casey and Corinna Glazier were absent with regret.
3. **Review of December 11 Minutes** – Derek Haime
4. **Labour Update** – Derek Haime - Attached
5. **People for Education** – Parent Tip Sheet – Derek Haime - Attached
  - The tip sheets will help you understand the school system and how to help your child prepare. These tip sheets will help all parents to become engaged in meaningful ways. Mr. Haime has asked that these resources be shared with the Catholic Parent School Councils. He will be sharing this information with our principals
  - Tip sheets have been prepared on:
    - EQAO Testing
    - Health and Physical Education
    - High school courses and choices
    - Homework
    - Parent involvement that makes a difference
    - Parent-teacher interviews
    - The Safe Schools Act



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February 12, 2020

- Sex Education
- Solving problems at school
- Special Education
- Who does what in education
- Parent Involvement Research & Resources
- Website links
- Derek also included information on:
  - Reasoning and Proving in Math – Attached
  - Scotiabank's - Talk with our kids about Money - Attached
  - Scotiabank's - Money Fair – Attached

### 6. EQAO / OSSLT Presentation – Paul White – Attached

- We are looking at the data
- We will be implementing the new Aspen system so we can track data over time
- Trying to change the attitude towards math
- Back to basics approach

### 7. Once Around the Table

- **Teresa Gallik** was here in Anne Sweeney's absence. She was happy to attend the CPIC meeting.
- **Lana Goodman:** St. Louis School Council is raffling off a box seat at a Manitoba Moose game. The box seat holds 20 people. The draw will be held on February 21<sup>st</sup>.
- **Paul White** - Thanked everyone for attending the CPIC meeting.
- **Hilary Aitken reported on behalf of Maureen Frankcom at St. Louis:** Mrs. Frankcom wished to communicate the teachers are on work to rule and it is making the life of Principals much more difficult.
- **Hilary Aitken reported on behalf Tammy Bush of Pope John Paul II:** Their raffle is in full swing and selling well. The tickets are \$5 each and top prize is \$3000.00. The draw will be held on March 11<sup>th</sup>.  
PJP's Family Ski Night will be held on February 27. A date will be announced soon for PJP's Winter Warm Up Lunch.
- **Hilary Aitken reported on the activities at École Ste-Marguerite Bourgeoys:** Clubs have been very popular this year with the students. The clubs available to the students are Woodworking, Athletic, Arts & Crafts, Baking & Cooking, Lego, Sketching & Drawing, and Forest School.



The clubs have been such a huge success that they want to have some of the students at the school on the night of their Open House on March 4. The Baking Club will be making a little treat for our visitors.

The SMB Family Ski will be held on February 20. It is always very well attended and a lot of fun.

Regarding our French Language Strategy our committee has been meeting and we are very excited about all the great ideas coming out on how we can move forward for FSL students across the region. There are plans to explore the possibility of developing multiple entry-points in the French Immersion program, as well as potentially developing an extended French program for those core French students who wish to further pursue their French studies.

Hilary has been presented with an opportunity to become certified examiner with DELF (Diplôme d'études en langue française). It is a certification of French-language abilities for non-native speakers of French. DELF is an internationally recognized benchmark for languages. Students can challenge the exams and receive a rating on their language skills that will be recognized worldwide.

- **Kathleen Holmstrom:** Kathleen reported that the raffle is in full progress at PJP.

The family ski night will be held on February 27<sup>th</sup>. There will be no charge to the families for rentals, lift tickets, or meals. Bussing will also be provided free to the families and will also pick up from Wauzhushk Onigum (Rat Portage). Cornerstone will be catering a spaghetti dinner that night. Last year we had over 300 participants and this year we are hoping for more.

- **Gianna Poltronetti:**

Gianna reported the Pasta & Perogies hot lunches at St. John School are going well.

The grade 7 & 8 travel club are selling raffle tickets to raise money. Top prize is \$2500 and the draw is on March 13. They are also doing a Sysco order in April to raise funds.

Parent Council will be doing a meat draw in April to raise funds for the breakfast program at the school.

Grade 5 students will be going to Festival du Voyageur in Winnipeg on February 19-20.

The ski club is going well.

The Grade 6 & 7 students will be having a Valentines Boutique on February 14.



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- **Derek Haime – Director of Education**

Derek wanted to let everyone know that he and Paul White would be glad to present on any topic at any of the parent council meetings at the schools. Please feel free to reach out with any questions or comment yourself or have your principal or vice principal reach out. They will be at the St. John school on April 6 at 6:00 pm. Corinna will send an invite.

- **Randi Casey – Northwestern Health Unit Representative – Report**

Randi was absent with regret but has forwarded on the following report to be included with the minutes.

- **Northern Fruit and Vegetable Program**

The Northern Fruit and Vegetable Program for all K-8 schools in the region, operated in partnership with the Ministry of Health and Long-Term Care and Ontario Fruit and Vegetable Growers, began the week of January 6 and will run to the end of June. The program offers two servings of fresh fruit or vegetables to every elementary school student per week. The goal is to increase consumption, awareness of, and provide resources about fruits and vegetables for students and their families. We are working with schools and program partners to avoid disruption for school closures due to job action.

- **Welcome to Kindergarten**

The Northwestern Health Unit will provide some key information and resources for parents at time of JK registration this year, in partnership with school boards. Parents will receive a letter from our Medical Officer of Health providing a brief overview of health unit school services; and 2 resources highlighting school immunizations and the NutriSTEP® Child Nutrition Screening Tool.

- **Staying Virus-Free**

Many viruses like influenza, COVID-19 (2019 novel coronavirus), and common colds enter our bodies through our nose, mouth, and eyes. To prevent getting sick, encourage children to wash their hands regularly and avoid touching their face. When sick with a virus, it's important not to spread it to others – this means staying home from school, work, and extracurricular activities. To learn more about preventing viral illnesses, visit our website: [www.nwhu.on.ca](http://www.nwhu.on.ca)

9. **Next Meeting Date:** Wednesday, May 6, 2020, 11:30 AM, Catholic Education Centre, Boardroom

10. **Meeting adjourned** at 12:50 pm

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F: (807) 468-8094 • [www.kcdsb.on.ca](http://www.kcdsb.on.ca)

*Dedicated to Excellence in Catholic Education*

## **NOTICE TO FAMILIES AND SYSTEM PARTNERS**

**All Kenora Catholic Schools CLOSED to Students on Friday, February 21, due to One-Day, Province-Wide Elementary and Secondary Educator Walk-Out.**

February 12, 2020

Today members of the Ontario English Catholic Teachers' Association (OECTA), the Association des enseignantes et des enseignants franco-ontariens (AEFO), the Elementary Teachers' Federation of Ontario (ETFO), and the Ontario Secondary School Teachers' Federation (OSSTF/FEESO) announced that they will all walk-out on February 21. OECTA represents Kenora Catholic's 124 permanent and 79 occasional teachers.

**All Kenora Catholic schools will be CLOSED to students on Friday, February 21, unless an agreement is reached before that date.**

Kenora Catholic schools impacted by the one-day, province-wide walk-out include:

- St. Thomas Aquinas High School
- École Ste Marguerite Bourgeoys
- St. Louis School
- Pope John Paul II School
- St. John School

Kenora Catholic schools will be **OPEN** again to welcome students on **Monday, February 24, 2020**.

The following is an important summary of announcements for programming:

- Childcare programs in our schools will continue to operate, but before-and-after school programming for Kenora Catholic students will not be operating.
- Community Use of School permits will continue as usual for February 21, unless cancelled by the permit holder.
- The Dual Track Credit Program at St. Thomas Aquinas High School, in partnership with Confederation College, will be cancelled for February 21.
- St. Thomas Aquinas High School's Cooperative Education students will not be attending placements on February 21.
- The new Ski and Snowboard Skills Development Program for St. Louis School, Pope John Paul II School, École Ste-Marguerite Bourgeoys and St. Thomas Aquinas High School for Grades 4 – 8 students will be rescheduled to Thursday, February 20.

We regret any disruption to student learning and inconvenience to families that will result from this walk-out. We respect that job sanctions are a legal part of the collective bargaining process. Our actions during any labour sanctions are focused on the safety and well-being of the students entrusted to our care.

Yours in Catholic education,

Dr. Derek Haime, Director of Education

# Doing what matters most: How parents can help their children succeed in school

We reviewed thirty years of research from Canada, the United States and England. Our findings show that the kind of involvement that makes the biggest difference to students' chances for success in school isn't what most parents might expect. Based on this research, we have created tip sheets for principals, teachers and parents about doing what matters most.

Our tip sheets will help you understand the school system and how to help your child succeed.

## EQAO Testing

Learn about Ontario's province-wide tests, how the results are used, and how to help your child prepare.

- [Download tip sheet \(14 languages available\)](#)

## Health and Physical Education

Find out what students learn in Health and Physical Education, and what Daily Physical Activity (DPA) is.

- [Download tip sheet \(1 language available\)](#)

## High school courses and choices

Learn about the course choices available in high school and why it is important to consider these choices carefully.

- [Download tip sheet \(13 languages available\)](#)

## Homework

Find out how you can support your child and what to do if they are struggling with their homework.

- [Download tip sheet \(12 languages available\)](#)

## **Parent involvement that makes a difference**

Learn what kinds of parent involvement are most effective in supporting student success.

- [Download tip sheet \(8 languages available\)](#)

## **Parent-teacher interviews**

Learn how to prepare for parent-teacher interviews, what kinds of questions to ask, and how to follow up afterwards.

- [Download tip sheet \(14 languages available\)](#)

## **The Safe Schools Act**

Learn about Ontario's Safe Schools Act and the consequences for students who break the rules.

- [Download tip sheet \(12 languages available\)](#)

## **Sex Education**

Learn about Ontario's sex education curriculum, including an overview of what students learn in each grade.

- [Download tip sheet \(1 language available\)](#)

## **Solving problems at school**

Find out what to do if you need to talk to the teacher about a concern regarding your child's education.

- [Download tip sheet \(15 languages available\)](#)

## **Special Education**

Find out what to do if you think your child needs special education support, and the types of support available.

- [Download tip sheet \(13 languages available\)](#)

## **Who does what in education**

Learn about the structure of Ontario's education system, including schools, school boards, and the Ministry of Education.

- [Download tip sheet \(13 languages available\)](#)

# **Parent Involvement Research & Resources**

## **Province cuts \$1 million from funding for parent engagement projects**

Ontario has reduced funding and changed the process so that parents groups can no longer apply for funding to support parent involvement.

[Read more](#)

OCTOBER 23, 2019 [ARTICLES](#)

## **Parents can make a difference in their children's success**

People for Education reviewed over 30 years of research and identified four key things parents can do to help their children succeed, both academically and in the development of health, citizenship, creativity, and social-emotional competencies.

[Read more](#)

SEPTEMBER 5, 2018 [ARTICLES](#)

Parent Engagement Resources

<http://www.parentengagementmatters.ca/parent-engagement-math>

[http://www.ontariodirectors.ca/pe\\_1\\_Relationships.html](http://www.ontariodirectors.ca/pe_1_Relationships.html)

[http://www.ontariodirectors.ca/pe\\_2\\_Parent\\_TK.html](http://www.ontariodirectors.ca/pe_2_Parent_TK.html)

[http://www.ontariodirectors.ca/pe\\_3\\_Parent\\_TE.html](http://www.ontariodirectors.ca/pe_3_Parent_TE.html)



[http://www.ontariodirectors.ca/pe\\_4\\_Planning.html](http://www.ontariodirectors.ca/pe_4_Planning.html)

[http://www.ontariodirectors.ca/pe\\_5\\_Board\\_Resources.html](http://www.ontariodirectors.ca/pe_5_Board_Resources.html)

## Reasoning and Proving in Math

Reasoning is about sense-making... it's about generalizing why things work... it's about knowing if something will always, sometimes or never be true...it is about the "that's why it works" kinds of experiences we want our students engaged in. Reasoning is really what mathematics is all about. It's the pursuit of trying to help our students think mathematically (hence the name of my blog site).

Dan Meyer showed us several examples of what mathematical surprise looks like in mathematics class (so students will be interested in making sense of what they are learning), while Cathy Fosnot shared with us how important it is for students to be puzzled in the process of developing as young mathematicians. Both messages revolved around what I would consider the most important Process Expectation in the Ontario curriculum – Reasoning and Proving.

While some see Reasoning and Proving as being about how well an answer is constructed for a given problem – how well communicated/justified a solution is – this is not at all how I see it. **Reasoning is about sense-making... it's about generalizing why things work...** it's about knowing if something will always, sometimes or never be true...it is about the "that's why it works" kinds of experiences we want our students engaged in. Reasoning is really what mathematics is all about. It's the pursuit of trying to help our students think mathematically (hence the name of my blog site).

*My example:*

*You have 28cm blocks. Can you create a four sided figure with them? If you can, what will the area of that figure be?*

A Non-Example of Reasoning and Proving

In the Ontario curriculum, students in grade 7 are expected to be able to:

identify, through investigation, the minimum side and angle information (i.e.,side-side-side; side-angle-side; angle-side-angle) needed to describe a unique triangle

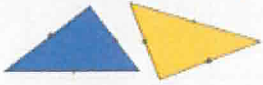
Many textbooks take an expectation like this and remove the need for reasoning. Take a look:

**Congruence**

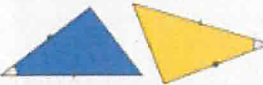
**Learning Objective:** Understand the conditions for congruence and recognise congruent shapes.

**Conditions for Congruence**


**Side, Side, Side**  
All three sides are the same length



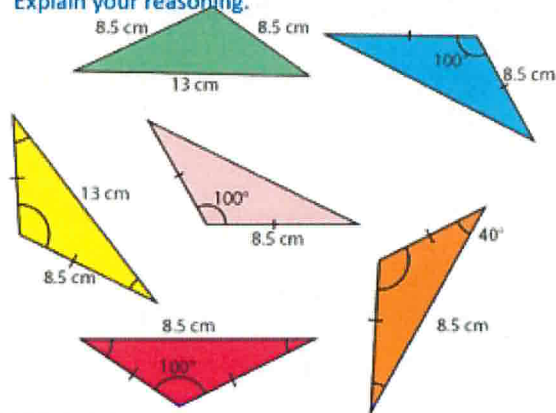
**Side, Angle, Side**  
Two sides and joining angle are the same



**Angle, Angle, Side**  
Two angles and joining side are the same



**Which of the following shapes are congruent. Explain your reasoning.**



As you can see, the textbook here shares that there are 3 "conditions for congruence". It shares the objective at the top of the page. Really there is nothing left to figure out, just a few questions to complete. You might also notice, that the

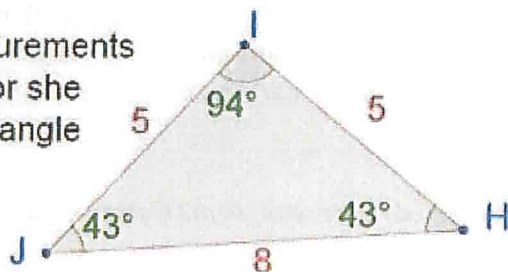
phrase “explain your reasoning” is used here... but isn’t used in the sense-making way suggested earlier... it is used as a synonym for “show your work”. This isn’t reasoning! And there is no “identifying through investigation” here at all – as the verbs in our expectation indicate!

### An Example of Reasoning and Proving

Instead of starting with a description of which sets of information are possible minimal information for triangle congruence, we started with this prompt:

Draw a triangle. Measure its angles and side lengths. Decide on just 3 measurements that you could give to someone that would allow this person to make a triangle that is congruent to the one that you drew. Then, find a different set of three measurements that would work as well.

Give your two sets of measurements to a classmate to see if he or she can accurately draw your triangle each time.

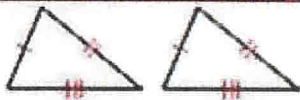


### Triangles 2

Given a few minutes, each student created their own triangles, measured the side lengths and angles, then thought of which 3 pieces of information (out of the 6 measurements they measured) they would share. We noticed that each successful student either shared 2 angles, with a side length in between the angles (ASA), or 2 side lengths with the angle in between the sides (SAS). We could have let the lesson end there, but we decided to ask if any of the other possible sets of 3 pieces of information could work:

Which of these provides us with enough information to create a unique triangle?

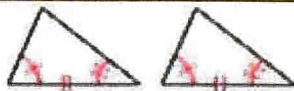
Side-Side-Side (SSS)



Side-Angle-Side (SAS)



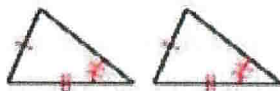
Angle-Side-Angle (ASA)



Side-Angle-Angle (SAA)



Side-Side-Angle (SSA)



Angle-Angle-Angle (AAA)

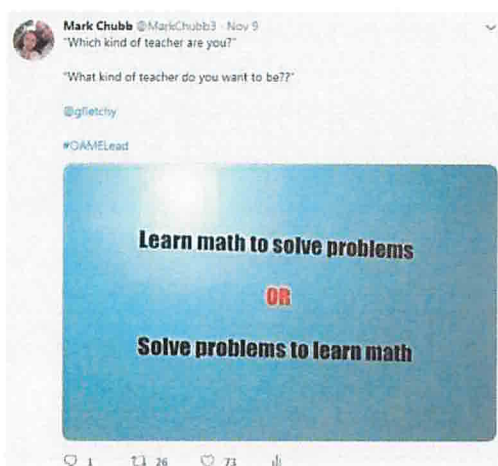




While most textbooks share that there are 3 possible sets of minimal information, 2 of which our students easily figured out, we wondered if any of the other sets listed above will be enough information to create a unique triangle. Asking the original question didn't offer puzzlement or surprise because everyone answered the problem without much struggle. As math teachers we might be sure about ASA, SAS and SSS, but I want you to try the other possible pieces of information yourself:

- Create triangle ABC where  $AB=8\text{cm}$ ,  $BC=6\text{cm}$ ,  $\angle BCA=60^\circ$
- Create triangle FGH where  $\angle FGH=45^\circ$ ,  $\angle GHF=100^\circ$ ,  $HF=12\text{cm}$
- Create triangle JKL where  $\angle JKL=30^\circ$ ,  $\angle KJL=70^\circ$ ,  $\angle LJK=80^\circ$

If you were given the information above, could you guarantee that everyone would create the exact same triangles? What if I suggested that if you were to provide ANY 4 pieces of information, you would definitely be able to create a unique triangle... would that be true? Is it possible to supply only 2 pieces of information and have someone create a unique triangle? You might be surprised here... but that requires you to do the math yourself:)



Are you the kind of teacher who teaches the content, then offers problems (like the textbook page in the beginning)? Or are you the kind of teacher who uses a problem to help your students learn?

- How are you using surprise or puzzlement in your classroom? Where do you look for ideas?
- If you find yourself covering information, instead of helping your students learn to think mathematically, you might want to take a look at resources that aim to help you teach THROUGH problem solving (I got the problem used here in Marian Small's new Open Questions resource). Where else might you look?
- What does Day 1 look like when learning a new concept?
- Do you see Reasoning and Proving as a way to have students to show

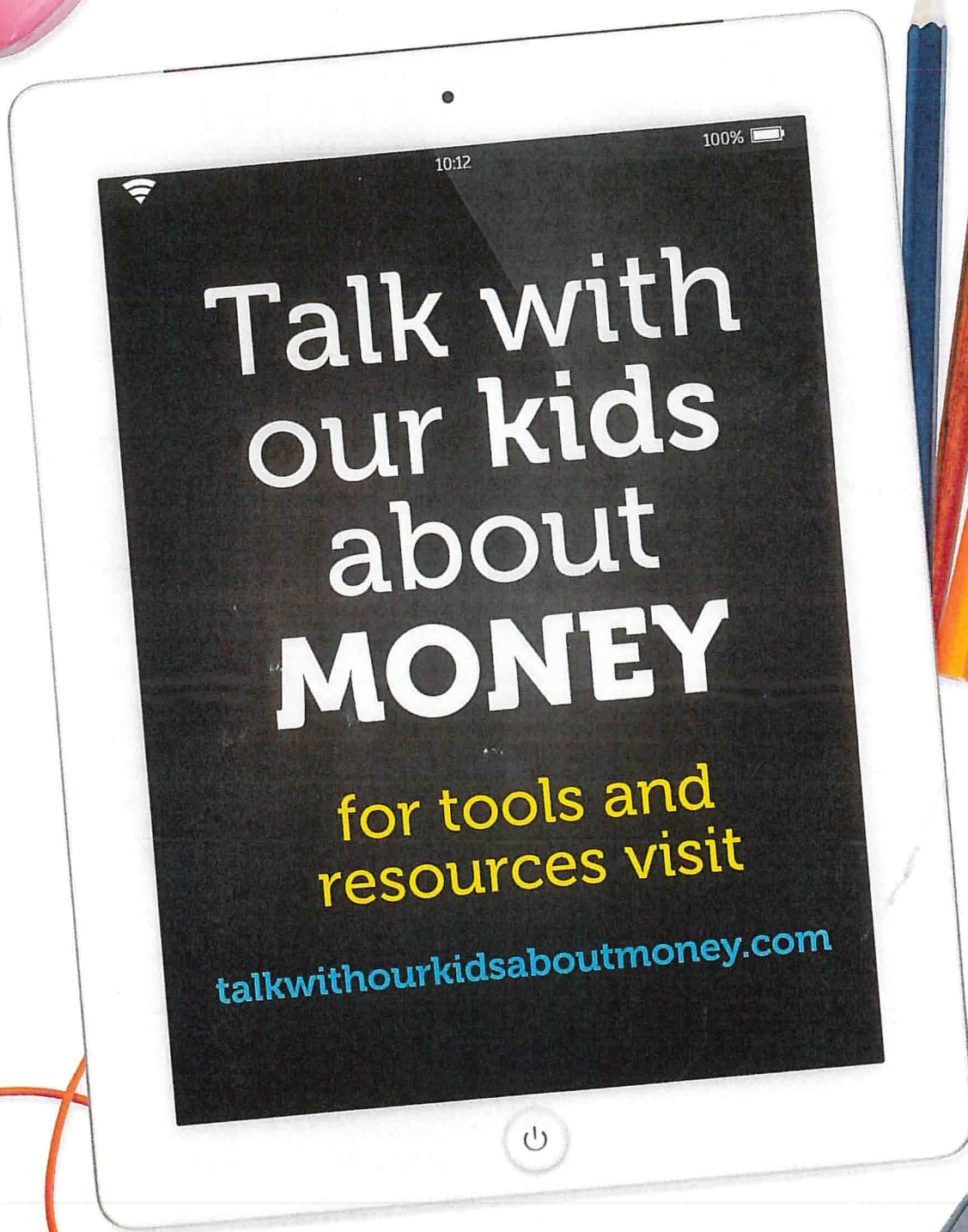
their work (like the textbook might suggest) or do you see Reasoning and Proving as a process of sense-making (as Marian Small shares)?

- Do your students experience moments of cognitive disequilibrium... followed by time for them to struggle independently or with a partner? Are they regularly engaged in sense-making opportunities, sharing their thinking, debating...?

The example I shared here isn't the most flashy example of surprise, but I used it purposefully because I wanted to illustrate that any topic can be turned into an opportunity for students to do the thinking. I would love to discuss a topic that you feel students can't reason through... Let's think together about if it's possible to create an experience where students can experience mathematical surprise... or puzzlement... or be engaged in sense-making... Let's think together about how we can make Reasoning and Proving a focus for you and your students!



Talk  
with our kids  
about money™



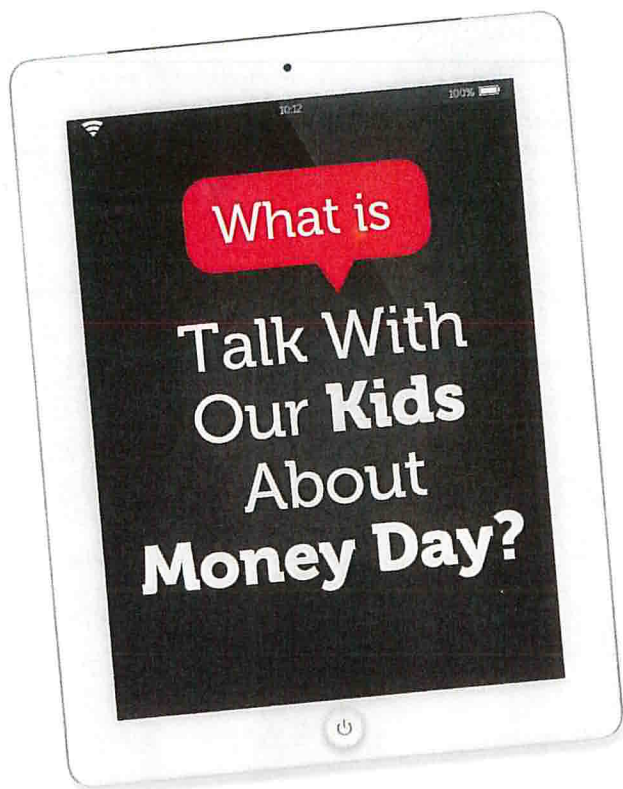
A PROGRAM OF

**CFEE** CANADIAN FOUNDATION FOR ECONOMIC EDUCATION  
FONDATION CANADIENNE D'ÉDUCATION ÉCONOMIQUE

SUPPORTED BY

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**Talk With Our Kids About Money “Day”** is a designated day during the year, every year, when families and teachers can make a point of talking with kids about money – whether around the breakfast or dinner table, at bedtime, in a classroom, or reading and listening to a news or entertainment program. It is a program for parents, guardians, and teachers that provides information, activities, resources, and other helpful links. There’s a **“Home Program”** for families and a **“School Program”** for students and teachers.

**“The Day” is the third Wednesday in April.**

.....  
**visit: [talkwithourkidsaboutmoney.com](http://talkwithourkidsaboutmoney.com) for more**  
.....

#### **What is the purpose and goal of the program?**

The goal is to focus attention on talking with our kids about money – to help kids be more knowledgeable about money so they can make better and more informed financial decisions in life. Any day is a good day to Talk With Our Kids About Money, and it should be an ongoing conversation. That’s why we are focusing on one day a year – the third Wednesday of April – to bring attention to the importance of talking with our kids about money starting at a young age. There will be “Talk With Our Kids About Money” activities throughout the year and the website supports teacher and family activities at any time.

#### **Who is the target audience for the program?**

There is a School Program and a Home Program. The School Program targets teachers and students. Teachers from all grades and subject areas are encouraged to participate. However, to make things easier for school and classroom management, the program specifically targets students in grade 7. Teachers are encouraged to teach a lesson on the Day, relevant to their subject area, with a focus on a money topic. The Home Program supports parents and guardians with children of all ages.

#### **How are schools and teachers being supported?**

Sample lesson plans for all subject areas are provided on the website - [talkwithourkidsaboutmoney.com](http://talkwithourkidsaboutmoney.com). Lesson plans are linked to each province’s curriculum outcomes and expectations. The suggested lesson plans require little preparation time and are designed to be fun and engaging for students. The website provides online access to additional information, ideas and resources, as well as an opportunity for teachers to post questions if they require further assistance. We encourage teachers to share the ideas and lessons they create with us so that we can share them with others.



**School  
Program**

**Home  
Program**



### **How are parents and guardians being supported?**

The Home Program on the Talk With Our Kids About Money website provides parents and guardians with ideas, activities, tools and resources to help them engage their kids in talks and activities about money. The support resources are organized by age range – e.g. ages 5-7, ages 8-10, up to age 18+. There are ideas for activities in the community, day trips that could be taken, games, activities, music, TV shows and movies to watch. Since we recognize that the interaction of a parent/guardian with a child is different than that of a teacher, the ideas and activities aim to make the suggested “talks” and interactions comfortable and a good fit with the parent/child relationship.

### **What is the cost to participate in the program?**

There is no cost to a teacher, student, parent, guardian or anyone to participate.

### **Who is providing the funding for the development of the program?**

Scotiabank, who is a big believer in Talk With Our Kids About Money and is dedicated to improving financial literacy in Canada, generously supports the program. CFEE, on behalf of all our partners, extends appreciation to Scotiabank for its support.



### **Who are the Project Partners?**

Five years ago, the Canadian Foundation for Economic Education started Talk With Our Kids About Money in Canada. To reach and support teachers and families, CFEE works in collaboration with school boards, teacher associations, provincial ministries and departments of education, the Financial Consumer Agency of Canada, the federal government, and other assisting partners who are working to improve financial literacy in Canada. CFEE is planning to take the program global and thus our network of partners will continue to expand.

### **Is the program available in English and French?**

Yes – all aspects of the program are available in both English and French.







Talk  
with our kids  
about money™



[talkwithourkidsaboutmoney.com](http://talkwithourkidsaboutmoney.com)

Inquiries: Susan Lennox:  
1-888-570-7610 [slennox@cfee.org](mailto:slennox@cfee.org)

Canadian Foundation for Economic Education  
110 Eglinton Avenue West, Suite 201  
Toronto, Ontario M4R 1A3  
Phone: (416) 968-2236 Fax: (416) 968-0488  
Toll-free: 1-888-570-7610  
[www.cfee.org](http://www.cfee.org) | [mail@cfee.org](mailto:mail@cfee.org)

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**Talk**  
with our kids  
about **money™**

A program of

**CREE**

CANADIAN FOUNDATION FOR ECONOMIC EDUCATION  
FONDATION CANADIENNE D'ÉDUCATION ÉCONOMIQUE

# Money Fair

A fun way to get kids talking and learning about money!



# 6

good reasons  
to organize a  
Money Fair at  
your school.

1

STUDENT DIRECTED

2

ENCOURAGES  
CREATIVITY

3

DEVELOPS REAL WORLD  
SKILLS

4

ENGAGES PARENTS AND  
THE COMMUNITY

5

DEVELOPS PRESENTATION  
AND ORAL SKILLS

6

CAN BE RUN AS A  
COMPETITION

## What is a "Money Fair"?

A Money Fair involves small groups of students selecting a money topic that is of interest to them, undertaking research to explore and learn about that topic, and then preparing a creative presentation that showcases the outcome of their research and what they learned.

A Money Fair should be a fun, interesting, and engaging activity for students – at the same time as they learn about money and improve their financial literacy and capability.

A Money Fair is an excellent way to celebrate Talk With Our Kids About Money Day.

**Get the Planning Guide  
at**

[talkwithourkidsaboutmoney.com](http://talkwithourkidsaboutmoney.com)



### THE COST OF A PET

Everyone wants one but what does it really cost to own one?



### SAVING FOR PROM

Limos, flowers, dresses, tuxes... what are the costs?



### FRAUDS AND SCAMS

Watch out! How can we avoid being "taken" by scammers?

## Some ideas for a Money Fair project

Here are just a few ideas that can get the creative juices flowing for your students.

- Eating Out or Eating In – A Comparison of the Costs and Benefits
- The Cost of Owning and Caring for a Pet
- Saving Versus Wasting: How to Help the Environment
- Sharing Money: How to Help Others – and Who to Help?
- Credit cards: Good, Bad, How to Use Them Wisely
- Gambling: Understanding the Real Odds of Winning
- Keys to Wise Money Management
- Watch Out! Avoiding Frauds and Scams
- What are Stocks and Bonds – and How do People Make, and Lose Money
- Compound Interest – How It Helps Savings to Grow
- Money Lessons from (a selected movie, novel, song)
- The Cost of (Dance Lessons, or Playing a Sport, or Learning an Instrument)
- What is Used As Money Around the World
- Why Prices Change – and When are Good Times to Buy
- How Advertising Can Affect Our Money Decisions
- Buying Clothes – Comparing Options and Choices



## LET US HELP YOU

We have different ways that we can help you with a Money Fair from providing guidance with organization to suggesting topics, to assisting in securing judges and in many other ways.

Contact Carolyn Clark at [cclark@cfee.org](mailto:cclark@cfee.org) to get connected to the person in your area that can help you.

For more information on the Talk With Our Kids About Money program and the Money Fair visit [www.talkwithourkidsaboutmoney.com](http://www.talkwithourkidsaboutmoney.com) and click on the "Money Fair" button.



A program of

**CFFEE** CANADIAN FOUNDATION FOR ECONOMIC EDUCATION  
FONDATION CANADIENNE D'ÉDUCATION ÉCONOMIQUE





**Talk**  
with our **kids**  
about **money**™

## Have the TALK:

The Canadian Foundation for Economic Education (CFEE) invites you to take part in our free program, **Talk With Our Kids About Money**. Teachers in ANY subject area are encouraged to teach a lesson plan relevant to their subject area that focuses on a money topic.

A PROGRAM OF

**CFEE** CANADIAN FOUNDATION FOR ECONOMIC EDUCATION  
FONDATION CANADIENNE D'ÉDUCATION ÉCONOMIQUE

SUPPORTED BY



Registration and **free resources** with lesson plans  
are available online at:  
[talkwithourkidsaboutmoney.com](http://talkwithourkidsaboutmoney.com)



# **2018-19 Preliminary EQAO Results and Analysis**

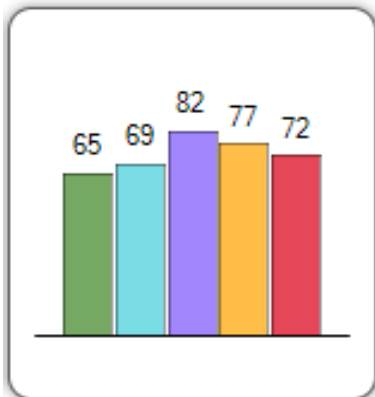
September 17<sup>th</sup>, 2019

# 2018-19 Release Dates and Confidentiality

- The 2018-2019 data shown in this presentation should be considered preliminary. It is subject to change. Schools can identify students who are missing material and correct student-level data.
- On September 18, the 2018-2019 data will be updated. This is known as the “Secure Release.”
- All 2018-2019 data must be considered confidential until September 25, 2019 when the “Public Release” will occur.
- KCDSB’s September Board Meeting has occurred between the full Secure Release and Public Release for the last three years.

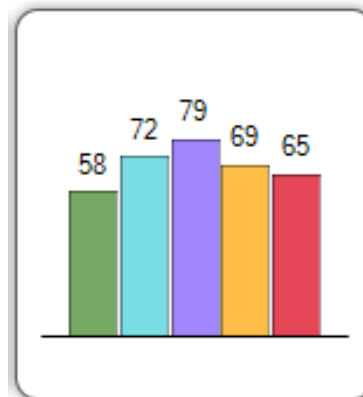
# Grade 3 Reading, Writing and Mathematics

## Reading



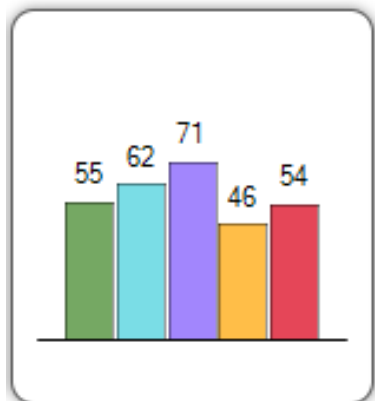
Ontario  
74%

## Writing



Ontario  
69%

## Mathematics

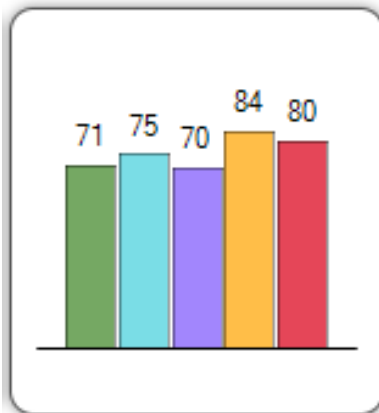


Ontario  
58%

- 2018/19 results are 2% below the Province in reading, 4% below in writing, and 4% below in mathematics.
- Mathematics scores represent an increase of 8% from 2017/18,

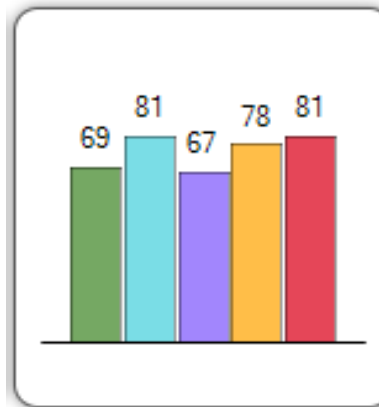
# Grade 6 Reading, Writing and Mathematics

## Reading



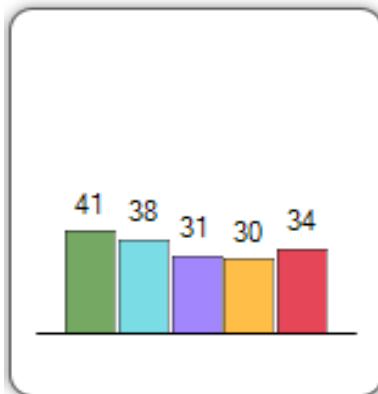
Ontario  
81%

## Writing



Ontario  
82%

## Mathematics

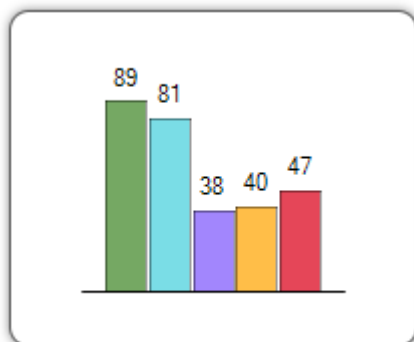


Ontario  
48%

- 3<sup>rd</sup> year in a row KCDSB Gr. 6's have had significant improvements from Gr. 3 EQAO (2015/16) results in both reading (+11%) and writing (+9%).
- Mathematics scores have regressed in KCDSB since 2013-14, the 4% increase in 2018/19 represents the first improvement from a previous year's result in the last six years.

# Grade 9 Mathematics

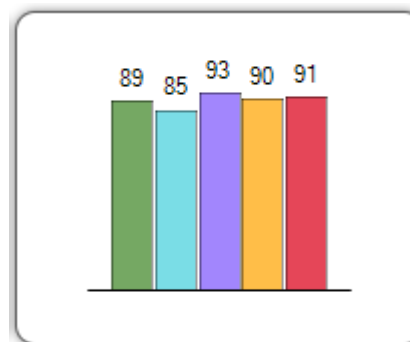
## Applied



Ontario  
44%

- Grade 9 Applied Course results are a 7% increase from 2017/18 and are 3% above the Province.
- This represents the third consecutive year of improving results and is the first time results have been above the Province since 2015-16.

## Academic

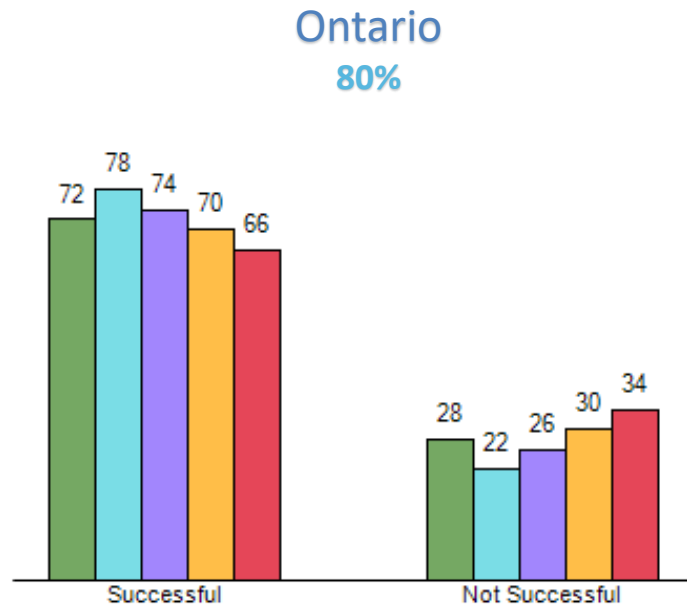


Ontario  
84%

- 2018/19 academic results were 7% above the Province, a 1% increase from the 2017/18 results.
- For seven years (since 2012/13) STAHS has achieved an average of 90% of academic students reaching or surpassing the Provincial Average.



# Grade 10 OSSLT



- 66% of fully participating first time eligible students were successful on the OSSLT in 2018/19.
- A decrease of 4% from 2017/18 results and is 14% less than the score of the Province (80%).

OSSLT results have been reasonably consistent since 2014/15, yet a decreasing trend has clearly developed since 2015-16.

- This cohort was the weakest Literacy cohort in the last 5 years, scoring a 71% in Reading and a 69% in Writing on Grade 6 EQAO.