

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

PROGRAM REVIEW COMMITTEE MEETING

Tuesday, March 20, 2018 at 7:00 p.m.

Roy H. Wilfong Boardroom, 1994 Fisher Drive, Peterborough, Ontario

A G E N D A

- ITEM 1. **CALL TO ORDER**
- ITEM 2. **ADOPTION OF AGENDA**
- ITEM 3. **ADOPTION OF MINUTES**
for the Meeting held on Tuesday, February 13, 2018
- ITEM 4. **BUSINESS ARISING FROM THE MINUTES**
- ITEM 5. **PRESENTATIONS/DELEGATIONS**
- ITEM 6. **DECISION ITEMS**
- 6.1 **Decision Reports**
 Nil
- 6.2 **Policy Reviews**
 Nil
- ITEM 7. **INFORMATION ITEMS**
- 7.1 **Student Achievement Reports**
 Nil
- 7.2 **Student Achievement Initiatives**
- 7.2.1 Secondary Grad Rate and Student Achievement
- 7.2.2 Experiential Learning
- 7.2.3 Secondary Math and Literacy Update
- 7.3 **Discussion Items**
 Nil
- ITEM 8. **CORRESPONDENCE**
- ITEM 9. **BOARD MEMBER ADDITIONS**
- ITEM 10. **FUTURE MEETING DATES**
April 10, 2018
May 8, 2018
June 12, 2018
(all Meetings will be held at 7:00 p.m. in the Boardroom unless otherwise noted)
- ITEM 11. **ADJOURNMENT**

SUBJECT TO COMMITTEE APPROVAL

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

DRAFT PROGRAM REVIEW COMMITTEE MINUTES

Tuesday, February 13, 2018 at 7:00 p.m.

Roy H. Wilfong Boardroom, Education Centre, Peterborough, ON

ATTENDANCE

Present: Trustees M. Lynch-Taylor (Committee Chairperson), C. Abraham, C. Dickson and S. Patterson.

Trustee D. Lloyd (Chairperson of the Board), attended via audio conference.

Regrets: Trustees A. Caruso (Vice-chairperson of the Board) and J. Klassen Jeninga.

Also Present: Trustees S. Bobka, W. Bonner and A. Lloyd; J. Tompkins, P. Mangold, J. Nigro and P. Jones were also present.

Trustee M. Lynch-Taylor, Committee Chairperson, called the meeting to order and welcomed members and guests to the meeting. It was recognized and acknowledged that the Committee was meeting on the traditional territory of the Mississauga First Nations.

Adoption of Agenda

MOVED BY A. Lloyd, SECONDED BY C. Dickson

That the agenda be adopted with the following additions:

- Hillcrest Public School
- Campbellford District High School

CARRIED

Adoption of Minutes

MOVED BY C. Dickson, SECONDED BY C. Abraham

That the Minutes of the last meeting held on Tuesday, January 16, 2018, be adopted as recorded.

CARRIED

Board Policy ES-1.1, Safe, Caring and Restorative Schools

Superintendent P. Mangold reported that a comprehensive review of Board Policy ES-1.1, Safe, Caring and Restorative Schools, was recently undertaken as a result of the five year review mandate set out in Board Policy B-1.1, Board Operation and Policy Development.

As a result of the review, it was concluded that a full re-write of the Policy was warranted. The review process involved feedback from the Safe, Caring and Restorative Schools committee which consists of a cross section of employee groups from within the Board. Keel Cottrelle, the Board's legal advisors on safe schools, also provided their feedback. The policy was then vetted and approved by senior administration. It was indicated that following Program Review Committee review, the draft policy will be shared with regional school councils and school councils for input.

An in-depth review of the policy was undertaken with trustees, and questions of clarification were addressed. Extended discussion was held specific to a number of areas of concern, and input was received from committee members on various considerations for change, including the use of specific language and the inclusion of hyperlinks to documents that are referenced in the policy. Administration emphasized the importance of ensuring that Ministry language is reflected, to ensure Board policies align.

Further discussion resulted in the adoption of the following motion.

MOVED BY C. Abraham, SECONDED BY S. Patterson

That the policy be referred to administration for further review, and that the draft policy be brought back to the Program Review Committee prior to vetting through regional school councils and school councils.

CARRIED

English Indigenous Course Pilot at Thomas A. Stewart Secondary School

Superintendent J. Nigro shared information regarding a pilot project being undertaken at Thomas A. Stewart Secondary School (TASSS) that will engage all Grade 11 students in accessing one of three courses: Contemporary Aboriginal Voices, NBE 3U/3C/3E, as their mandatory Grade 11 English credit. The intent of the project is to ensure that every student will have access to an intensive learning experience through the lens of Indigenous history, culture and perspectives.

An overview of the project scope, requirements, deliverables and resources was shared, and a summary of projected timelines for the rollout of the project was provided.

Trustee C. Dickson referenced a request that she presented at the November Program Review Committee meeting, for a mandatory Grade 11 Indigenous English course to be established for access at all secondary schools. She expressed concerns regarding the transparency of the process that was undertaken to select TASSS as the pilot site, emphasizing the reasons why East Northumberland Secondary School (ENSS) might have been selected instead.

Trustee A. Lloyd raised a point of order, objecting to some of the allegations being stated.

Superintendent Nigro advised that the enthusiasm demonstrated at ENSS is recognized and appreciated, however, following close examination and consultation with other district school boards, it was strongly recommended that we begin with one school, with the intent of developing three course profiles that would be shared in all KPR secondary schools. Following close examination of varying factors, TASSS was identified by senior administration as the most viable site for the initiation of the pilot.

Discussion ensued and it was reported that additional information will be shared in the future regarding the outcome of the pilot.

Indigenous Education Curriculum Review Update

Superintendent Nigro reported that in December of 2017, the Ministry released its revised curriculum documents in Social Studies (Grades 4 to 6), History (Grades 7 and 8) and Canadian History Since WW1 (Grade 10 Academic and Applied) in response to the Calls to Action in the Truth and Reconciliation Commission Report. The targeted implementation date for these revised expectations is the 2018-2019 school year.

Following consultation with various partners, a strategy has been developed to prepare teachers from Grades 4 to 10 for these curriculum changes. A necessary part of the Board's strategy is to provide opportunities for teachers to fill in their own personal learning gaps with respect to Indigenous history, culture and perspectives.

The Board is currently working with providers to offer an intensive one-day learning experience in Indigenous Cultural Competency to all affected teachers. An additional half-day to full-day learning session based on the changes to the expectations of the curriculum policy document will also be made available for teachers in Grades 7, 8, and affected teachers in Grade 10 by June 2018. Teachers in Grades 4, 5 and 6 will be able to access the training in October and November of 2018.

MOVED BY C. Dickson, SECONDED BY C. Abraham
That the Indigenous Education Curriculum Review Update report, dated February 13, 2018, be received for information.

CARRIED

Equity Training for Principals and Vice-principals – Update

Superintendent Nigro provided an update on Equity training for school administrators indicating that all principals and vice-principals will be participating in a full day session on *Implicit Bias Training: Training Supporting the Goals of the New Ontario Education Equity Action Plan* at each of their respective meetings in February. Senior managers and staff from Human Resource Services will be participating in the learning as well.

Board Member Addition

Trustee S. Patterson shared information regarding the celebration of Hillcrest Public School's 50th Anniversary being held on April 21, 2018. Also shared was information regarding a video presentation that was provided at a School Council meeting held at

Campbellford District High School, regarding current EQAO methods, and potential changes in practice that are anticipated in the future.

Math Strategy Update

Superintendent J. Tompkins highlighted the new *Teaching and Learning Video Channel*, now accessible through the apps section of KPR on the Web. The channel contains various videos that have been posted to showcase our staff and share educator voice on the many good things that are happening in our schools. A video entitled *You Want Me to Dance* was shared as an example of one of the many videos that have been created by our staff.

MOVED BY C. Abraham, SECONDED BY C. Dickson
That the meeting be extended (9:02 p.m.).

CARRIED

It was also reported that J. Patenall, Principal at Bowmanville High School, and Superintendent G. Tompkins, are organizing an EdTech Google Summit for interested KPR educators on May 5 and 6, 2018 at Bowmanville High School. The summit will be a high-intensity event that focuses on deploying and integrating google applications to promote student learning K-12.

Future Meeting Dates

Future meeting dates for the 2017-2018 school year were reviewed. The next regular meeting of the Program Review Committee will be held in the Roy H. Wilfong Boardroom at the Education Centre, 1994 Fisher Drive, Peterborough, at 7:00 p.m. on Tuesday, March 20, 2018.

It was also announced that the grand opening of Lakefield District Public School has been confirmed for May 17, 2018.

Adjournment

MOVED BY C. Abraham, SECONDED BY C. Dickson
That the meeting be adjourned (9:11 p.m.).

CARRIED

Mary Lynch-Taylor
Committee Chairperson

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: Secondary School Grad Rate and Student Achievement

INITIATOR: Greg Ingram, Superintendent of Education: Student Achievement

BACKGROUND

1. Student Achievement Data is provided by the Ministry of Education each year to all district school boards in Ontario. In 2010, the Ministry of Education set a provincial graduation rate target of 85% beginning with the 2010-2011 school year. This rate was based on students completing their OSSD requirements within five years of entering secondary school.
2. The Ministry of Education initially published provincial and Board graduation rates in 2015 via local media and their own website. The current graduation rate is based on the cohort of students who started Grade 9 in 2012/2013.
3. Students are included in the 2011-12 Grade 9 Cohort based on the following rules:

Cohort	Includes
Student Age	Between 13 and 15 years of age, as of Dec. 31, 2012
Grade	Grade 9 Students Only
Registration	Students first year of registration in a secondary school in Ontario
Time Period	Enrolled at any time during the 2012-2013 school year
School Type	Main school enrolment in a publically funded day school
Board Type	Public, Roman Catholic

STATUS

4. A comparison of the Provincial and KPRDSB five year grad rate over time is reflected below:

Year	2012	2013	2014	2015	2016	2017
Provincial	83%	83%	84%	85%	86%	Not Available
KPRDSB	80%	81%	82%	82%	83%	84%

5. KPR data for the 2012 cohort indicates the following:
 - The 5 year graduation rate is 84%. This rate includes all students who started in KPR and graduated within 5 years either in our Board or through another publically funded board in Ontario. Students are also included who are not working toward the completion of a diploma but started attending a secondary school in September 2012. Our five year

graduation rate for students who started and finished in KPRDSB is 86% which is a 2% gain from the previous cohort.

6. The 4 year graduation rate is 77% which is a three percent increase from the previous cohort.
7. There are various student achievement indicators that are used to measure our impact and growth over time in support of increasing the graduation rate. These indicators include the following:

Credit Accumulation:

89% of grade 9 students complete 8 credits at the end of grade 9. This a 5% increase over 4 years.

88% of grade 10 students complete 16 credits by the end of grade 10. This is a 3% increase over 4 years.

86% of grade 11 students complete 22 or more credits by the end of grade 11. This is a 6% increase over 4 years.

Achievement:

The pass rate achievement gap between applied and academic courses has been reduced by 4% since 2012.

8. A variety of programs and approaches are in place to support an increased graduation rate: Focused Intervention and Planning Process (FIPP) in Grade 9 Applied Level Math, Achieving Excellence in Applied Courses (AEAC), AEAC/Indigenous Student Support and Re-engagement, AEAC Extension to Gr. 11 Math and Science, Supervised Alternative Learning (SAL), eLearning/blended learning, Dual Credits/School within a College, Specialist High Skills Major (SHSM) Programming, Student Success School Teams, Children and Youth In Care programming, Grade 12/12+ Re-engagement strategy, Ontario Youth Apprenticeship and Cooperative Education.

RECOMMENDATION

1. That the Secondary School Grad Rate and Student Achievement report, dated March 20, 2018, be received for information.

Greg Ingram
Superintendent of Education: Student Achievement

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **Experiential Learning**

INITIATOR: Greg Ingram, Superintendent of Education: Student Achievement

BACKGROUND

1. KPRDSB Policy ES-3.4, Experiential Learning, states:

“The Board fully supports the principle of Experiential Learning and its value to the educational development of students. The Board encourages co-operation with participating community organizations and recognizes the value of the contribution made by the employers. Educational programs of the Board shall be established within the framework provided by and consistent with the policies and procedures of the Ministry of Education. Experiential Learning has been defined as opportunities within courses and through specialized programming that gives students a learning experience that is connected to the world of work.”

2. KPR students participate in experiential learning opportunities in a variety of ways from K-12. Students engage in the world around them through educational field trips, community learning partnerships, guest speakers, innovation and inquiry projects, curriculum extensions into the community, career focused activities and specialized programming.
3. KPR is a provincial leader in the number of students participating in secondary school experiential learning opportunities through both classroom embedded learning and specialized programming such as: Cooperative Education (COOP), Technology Education, Ontario Youth Apprenticeship Program (OYAP), Specialist High Skills Major (SHSM) and Dual Credits.

KPRDSB respects and supports all pathways for learning (Apprenticeship, College, University, Workplace). The 2017 Grade Twelve Exit Survey indicated that students pursued all destinations:

- 36% will go to college
- 31% pursuing a university destination
- 2 % will enter an apprenticeship
- 8% plan to move directly into the workplace

Other students will return to secondary school or work for a year before applying to a post-secondary school program. A number of students who go directly to the workplace or take a year off from formal education will also pursue post-secondary school education.

STATUS

4. Cooperative Education (Coop):

Cooperative Education is available through each of our secondary schools and can be applied toward the compulsory course requirements of the Ontario Secondary School Diploma. In addition, Coop is now an option for students during summer school. This option is particularly helpful to students behind in their credits or for students enrolled in a Specialist High Skills Major program as a means to complete the Coop requirement. In the 2018-2019 school year approximately 1800 students have selected Cooperative Education as part of their secondary school program.

Update:

- a. Creating Opportunities through Coop (DCO30): This new cooperative education course allows students to focus on a particular area of interest without having to link the coop experience to another course they have already taken or are currently taking. It also provides an opportunity for a student to design their own innovative or entrepreneurial opportunity that draws on their interests, skills and career/life goals. Students may earn a maximum of two cooperative education credits through this course while still being able to earn additional cooperative education credits through the program.
- b. Ontario Youth Apprenticeship Program (OYAP): Students interested in pursuing an apprenticeship may begin it while still in secondary school through OYAP. Grade 12 students in OYAP take their Level One Apprenticeship course at college while also completing hours toward their trade in a cooperative education placement. KPR students must compete with students from four other school boards to earn a place in the level one program. In 2017-2018, 48 students are enrolled in level one which represents 28% of the available seats. Specifically, students are enrolled in the following:

KPR OYAP Level 1 Enrolment

Automotive Service Technician	6
Child Development Practitioner	1
Cook	4
Electrician	6
General Carpenter	7
Hairstylist	5

Industrial Mechanic Millwright	8
Plumber	4
Welder	7

Update:

OYAP is a partnership between the Ministry of Education and the Ministry of Advanced Education and Skills Development (MAESD). MAESD is considering a number of enhancements to OYAP. The enhancements range from a new funding formula and more money for transportation, to a focus on increasing the number of traditionally underrepresented groups in the trades. They are also considering a greater focus on assisting students to transition from OYAP into the regular apprenticeship program after secondary school.

5. **Technology Education:**

Technology education and skilled trades related learning opportunities are available in all of our secondary schools. Students choose from a variety of courses within transportation, construction, manufacturing, communications, and hospitality related courses of study. Students in these courses develop skills and knowledge through teacher supported project based learning. Senior students have opportunities to expand their learning opportunities by participating in dual credits and in many cases, through community based projects. These projects may be completed both at the school and at a location in the community. Almost 50% of all secondary school students in KPR take at least one technology course. In addition, many students extend their learning through a technology related coop placement.

Update:

Technology teachers continue to focus on safety in their classrooms. A new process is being implemented that requires that all projects be reviewed related to safety. Teachers must review each project against standard criteria related to safety. Projects that are deemed higher risk must be reviewed with another teacher and the most high risk projects must be reviewed with the principal and board level staff. The goal of this approach is not to reduce the number and type of projects students engage in, but to ensure they are conducted safely.

6. **Specialist High Skills Major:**

The Specialist High Skills Major (SHSM) emphasis is well established in our Board and continues to give students opportunities to focus on specific areas of interest while also obtaining industry recognized certifications and participating in career exploration activities. SHSM programs were created as one of the strategies to increase Ontario's graduation rate. Recently, the Premier's Highly Skilled Workforce Expert Panel confirmed the success and importance of SHSMs

and recommended they remain a focus and priority for secondary school education.

Update:

- a. One of the measures of the success of a SHSM program is the Red Seal Rate. The Red Seal Rate reflects the number of students who have completed all of the components of an SHSM program prior to graduating. The Ministry recognizes that students participate in a SHSM program for a variety of reasons and not all students will be able to complete all components while still benefitting from participating. The SHSM Red Seal Rate for the KPRDSB has increased from 31% in 2013-2014 to 50% in 2016-2017, a 19% increase over 3 years. Provincially the Red Seal Rate has increased from 44% in 2013-2014 to 53% in 2016-2017, a 9% increase over 3 years.
- b. Of the 13 SHSM sectors, Arts & Culture and Health & Wellness are the only two sectors in our Board that have a higher university enrolment rate than the college pathway, 68% and 69% respectively, which are still lower than the provincial rate at 69% and 72%.
- c. The Provincial participation rate for grade 11 and 12 students is 15% in 2017-2018, a 4% increase from 2016-2017. As part of our focus on program quality and improved completion rates, KPRDSB has had a 2% decrease over 3 years, from 14% in 2013-2014 to 12% in 2016-2017. This also reflects more students participating who are intending to pursue the specific economic sector beyond secondary school.
- d. Students participating in an SHSM program have consistently experienced more success in school than students enrolled in traditional programming. KPRDSB data indicates that 94% of SHSM students taking 'workplace' courses in 2015-16 achieved all of their credits compared to 90% of non-SHSM students. SHSM students taking 'college' courses achieved their credits at a rate of 97% as compared to non-SHSM students that achieved their credits at a rate of 92%. KPRDSB students in 'workplace' and 'college' SHSM pathways are ahead of the province in credit attainment.
- e. School boards are now required to develop a three year SHSM Action Plan. Over the next three years our focus will be on strengthening school based SHSM teams and increasing the number of SHSM participants completing the cooperative education requirement in grade 11 as opposed to waiting until grade 12. The action plan will also focus on improving our program completion tracking system and will have an increased focus on partnership development to support the sector-partnered contextualized learning requirement, as well as support cooperative education placements and experiential learning opportunities. Our goal is to increase KPRDSB's red seal completion rate from 50% to 65% by 2019-2020.

7. School College Work Initiative (SCWI) Dual Credits:

The SCWI has been available to Ontario students since 1997. Dual credit programs are Ministry-approved programs that allow students, while they are still in secondary school, to take college or apprenticeship courses that count toward both the Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, degree or a Certificate of Apprenticeship. The primary focus is on students who have the potential to succeed at college but are at risk of not graduating from high school, and students who left high school before graduating and are now returning to school.

Update:

- a. Students in Specialist High Skills Major (SHSM) programs and students in the Ontario Youth Apprenticeship Program (OYAP) are also eligible to participate in dual credit programs.
- b. Programs are delivered in a variety of ways: college delivered at a college; college delivered at secondary schools; team taught by college faculty and a secondary teacher. The School Within a College (SWAC) model has been very successful with programs running at Durham and Fleming Colleges. Discussions are underway to also expand to Loyalist College in support of students in the eastern area of the Board.
- c. College courses are typically 45 hours in length.
- d. KPRDSB is part of the Eastern Lakeshore Regional Planning Team (ELRPT) that consists of four other school boards (PVNCDSB, TLDSB, DDSB, DCDSB) and three community colleges (Fleming, Durham and Loyalist). All Dual credits must be approved by this team prior to being reviewed by the Ministry.
- e. In 2018-2019, KPRDSB has 1246 available course seats and will receive close to \$400,000 in funding. KPR has the most seats and the highest amount of funding within the regional planning team.
- f. Summer school dual credit opportunities will continue in July 2018 to support Indigenous students and other students capable of college level work but who may also be in jeopardy of not graduating. This builds on a partnership started with Curve Lake First Nation.
- g. Students enrolled in Dual Credit programs have a 96% success rate compared to the provincial rate of 93%.

8. Community Connected Experiential Learning:

The Ministry of Education continues to work toward the development of a Community Connected Experiential Learning Policy. This policy is still in the consultation phase and focuses on the importance of changing the learning experience for all students to consistently connect learning to the world around them; local, national and/or global. Deep learning occurs when students are able to transfer and build their knowledge and skills within the context of the world around them. Fortunately, this provincial direction aligns with the focus we have had with the New Pedagogies for Deep Learning project over the past four years.

While the policy is still in draft and implementation has been delayed by the Ministry, each school board has been asked to identify an experiential lead. This requirement aligns with the longstanding focus of our Board on the importance of experiential learning and support for innovations in the classroom over the past few years. Over the coming months we will continue to define the role, identify the community partnerships already in place in schools, and discover other possibilities to further support experiential learning in the classroom.

RECOMMENDATION

1. That the Experiential Learning Report, dated March 20, 2018, be received for information.

Greg Ingram
Superintendent of Education: Student Achievement