

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

PROGRAM REVIEW COMMITTEE MEETING

Tuesday, November 10, 2020 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 AND LAND ACKNOWLEDGEMENT**
We would like to acknowledge that we are meeting on the traditional territory of the Mississauga First Nations.
- ITEM 2. **ADOPTION OF AGENDA**
- ITEM 3. **DECLARATIONS OF CONFLICTS OF INTEREST**
- ITEM 4. **ADOPTION OF MINUTES**
for the Meeting held on Tuesday, October 13, 2020
- ITEM 5. **BUSINESS ARISING FROM THE MINUTES**
- ITEM 6. **PRESENTATIONS/DELEGATIONS**
- ITEM 7. **DECISION ITEMS**
- 7.1 **Decision Reports**
nil
- 7.2 **Policy Reviews**
- 7.2.1 Review of Board Policy ES 3.7 Second Language Programs
- ITEM 8. **INFORMATION ITEMS**
- 8.1 **Student Achievement Reports**
Nil
- 8.2 **Student Achievement Initiatives**
- 8.2.1 Summer Learning Program (Elementary)
- 8.2.2 Summer School (Secondary)
- 8.3 **Discussion Items**
- 8.3.1 Teaching and Learning Elementary and Secondary Support Team
2020-2021 Update
- ITEM 9. **CORRESPONDENCE**
- ITEM 10. **BOARD MEMBER ADDITIONS**

ITEM 11. **FUTURE MEETING DATES**

January 12, 2021

February 9, 2021

March 9, 2021

April 13, 2021

May 11, 2021

June 15, 2021

(all Meetings will be held at 7:00 p.m. in the Boardroom unless otherwise noted)

ITEM 12. **ADJOURNMENT**

SUBJECT TO COMMITTEE APPROVAL

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

DRAFT PROGRAM REVIEW COMMITTEE MINUTES

Tuesday, October 13, 2020 at 7:00 p.m.

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

ATTENDANCE

Present: Trustees S. Russell (Committee Chairperson), D. Lloyd (Chairperson of the Board), S. Bobka (Vice-chairperson of the Board), C. Abraham, C. Dickson, K. Dupuis and J. Klassen Jeninga.

Also Present: Trustees T. Brown and A. Lloyd; and J. Tompkins, G. Ingram, P. Mangold, T. Chambers, V. Dunn, M. Fenn, A. Green, D. Holme, W. Jones, K. Norris and L. Haemel.

Due to the current health advisory and public health measures in place provincially, the meeting was available for committee members to attend in person or virtually using the WebEx Platform and livestreamed through the KPR YouTube channel.

Call to Order and Land Acknowledgment

Trustee S. Russell, Committee Chairperson, called the meeting to order (7:00 p.m.) and welcomed members and guests to the meeting. It was acknowledged that the Committee was meeting on the traditional territory of the Mississauga First Nations.

Adoption of Agenda

MOVED BY S. Bobka, SECONDED BY D. Lloyd
That the agenda be adopted as printed.

CARRIED

Adoption of Minutes

MOVED BY J. Klassen Jeninga, SECONDED BY C. Abraham
That the Minutes of the last meeting held on Tuesday, June 8, 2020, be adopted as recorded.

CARRIED

Business Arising from the Minutes

Trustee S. Russell clarified that Senior Administration will provide a report in the spring that includes information related to the various reasons for suspensions, in order to provide trustees with an indication of specific trends, for example increases in violence, drug possession, property damage, or other causes.

International Education Update

Superintendent P. Mangold presented the Federal and Provincial requirements for accepting and safely welcoming international students. It was reported that the Kawartha Pine Ridge District School Board (KPRDSB) has successfully welcomed international students from countries around the world for many years. The worldwide pandemic has significantly reduced the number of students in all schools throughout Canada at this time.

The Committee was advised that in Canada, borders closed to travel on March 18, 2020. Any international students in KPRDSB with study permits approved prior to March 18 have been provided an exemption and are able to attend our schools. Students with permits issued after this date are currently not eligible to enter the country.

It was reported that currently, we have three returning international students and one new student who was issued a study permit prior to March 18 and registered for studies in September. KPRDSB has continued to accept applications for a February 2021 start and September 2021, including 2 deferrals from September 2019. Typically, we have 20-30 international students per year.

It was reported that both the Ministry of Education and federal health authorities will be reviewing the readiness of all boards to once again accept international students.

A summary of the Federal and Provincial requirements was provided as follows:

- Districts have plans in place for robust case management and outbreak response consistent with local and provincial public health guidelines.
- Quarantine strategy for international students and co-arriving family members.
- Protocols for notification of local and provincial health authorities for 14-day quarantine.
- Communication protocols to inform the public of outbreaks.
- Pre-arrival requirements are communicated and outlined to international students and co-arriving family members in our Student Arrival Guide, including:
 - Documentation outlining a clear safe arrival and quarantine strategy and their essential presence for learning.
 - ArriveCAN App outlined in the Student Arrival Guide.
- Direct transportation from the point of entry to the quarantine location as outlined in the guide. Note, our partner Canada Homestay Network, facilitates the airport travel and quarantine arrangements for all incoming students registered with their program.
- Quarantine arrangements are in place for arriving international students and co-arriving family members.
- Daily monitoring of symptoms and compliance.
- Communication protocols in place in the event of symptomatic cases or compliance issue.
- Ensure quarantine location provides suitable isolation, does not put vulnerable individuals at risk.
- COVID-19 infection control information and training.

- COVID-19 Test during quarantine (Ontario Ministry of Education Requirement).
- Support international students and immediate family members with both mental and physical health, anti-racism and COVID-19 related stigma supports in schools and the community.
- Mitigation of social barriers to support student compliance with individual COVID-19 infection control practices.

Overall, the requirements encompass the readiness of the school system to manage and respond to an outbreak in addition to the management of the international student population.

In addition to these requirements, the Province requires:

- A board resolution approving an international student program that meets current federal and provincial requirements for the 2020-21 school year,
- A COVID-19 test administered during the quarantine for both domestic and international students who have entered Canada within two weeks prior to the start of their studies.

An overview of KPRDSB requirements was presented and the International Student Arrival Guide Staying Safe During COVID-19 document was provided.

It was indicated that Administration strongly supports the continuation of the International Student Program and that current health and safety practices designed to reopen school this year meet and surpass all requirements.

Following discussion and questions of clarification, a recommendation was adopted that the Board support the continuation of an international student program that meets current federal and provincial requirements.

MOVED BY C. Abraham, SECONDED BY S. Bobka

That the Board support the continuation of an international student program that meets current federal and provincial requirements.

CARRIED

Secondary Re-Opening Update

Superintendent G. Ingram presented that on June 19, 2020, Ontario's [Approach to Reopening Schools for the 2020-21 School Year](#) was released. School boards across Ontario were then required to develop three possible scenarios for re-opening, complete a Board Readiness Self-Assessment Checklist and then meet with a team from the Ministry of Education. KPR staff presented a model to support a school closure situation, an adapted model that included learning in a conventional manner combined with digital and a full, conventional delivery model.

It was reported that the Province of Ontario then issued a guidance document ([Guide to Re-Opening Schools](#)) to give school boards direction in reopening schools. The Guide provided direction related to programming, school day structure and health related protocols.

It was explained that KPRDSB was identified as a “Non-Designated Board”. Secondary schools in non-designated Boards were permitted to open using a conventional delivery model while adhering to enhanced health and safety protocols. Senior Administration considered various models that would support programming while also adhering to current safety standards.

It was highlighted that KPRDSB adopted a quadmester model where students would take two courses over a period of approximately nine weeks. During each quadmester, students focus on one course for 300 minutes a day, for a week and then do the same with the second course. This model reduces the number of contacts students would have each day than a model with more courses per day were used.

Crestwood Secondary School principal and staff in attendance provided trustees with an overview of this school year’s changes to preparation of the school, staff and classroom spaces. They also shared what they have learned in Quadmester 1 and what they will consider changing in Quadmester 2.

Discussion was held and additional questions of clarification were addressed.

MOVED BY J. Klassen Jeninga, SECONDED BY D. Lloyd
That the Secondary Re-Opening Update, dated October 13, 2020, be received for information.

CARRIED

Ontario Mathematics Curriculum 2020

Superintendent J. Tompkins explained that The Ontario Curriculum: Mathematics, was revised in 2020. The previous version was released in 2005. The revised curriculum was released in response to the Ministry of Education four-year math strategy. Goals of the strategy are to:

- Improve student performance in math,
- Help students solve everyday math problems,
- Increase students’ employability for the jobs of tomorrow.

It was reported that overall, changes to the revised math curriculum include:

- Same math curriculum for English-Language and French-Language students,
- Consistent overall expectations are provided from Grades 1 to 8,
- Foundational ideas are developed in the early grades,
- Fewer new topics are introduced in Grade 8 to allow time for consolidation,
- 151 fewer expectations are reflected in this revision,
- Educators will now report one mark for math overall instead of one per strand. The report card mark will reflect integrated learning across the strands, including the Social-Emotional Learning strand and the Mathematical Processes.

The Principal of Program and Teaching and Learning Consultants in attendance provided trustees with an overview of the content of the new math curriculum and brief demonstrations of lessons outlining various components of the new curriculum.

MOVED BY A. Lloyd, SECONDED BY J. Klassen Jeninga
That the meeting be extended (9:00 p.m.).

CARRIED

Discussion was held and additional questions of clarification were addressed.

MOVED BY C. Abraham, SECONDED BY D. Lloyd

That the Ontario Mathematics Curriculum 2020 Report, dated October 13, 2020, be received for information.

Assessment and Evaluation Update

Superintendents J. Tompkins and G. Ingram highlighted that the Ministry of Education made adjustments to the Growing Success document.

It was explained that the Ministry acknowledges that in these exceptional circumstances, school boards can best support the unique needs and situations of students and their families by responding with flexibility and understanding. It is important to recognize and support the various ways in which students have been, and will continue to, engage in learning in the current environment. Reintegration into the school environment may take some time, and the early part of the school year may focus on mental health, well-being and the development of a safe, inviting and inclusive learning community.

It was reported that adjustments have been made in the following areas for Elementary:

- Communication of Learning Report for Kindergarten/Progress Report for Grades 1-8 may also describe the child's transition to the new school year, including new health and safety measures.
- Elementary Progress Report Card will be distributed November 26, 2020.
- Teachers will now report one overall mark for the subject of mathematics.
- The provincial report card templates for Grades 1 to 6 and Grades 7 and 8 have been updated for the 2020-21 school year to align with the new mathematics curriculum.
- Grade 3 and 6 EQAO Assessments have been cancelled.
- The 4,300 reports (Communication of Learning and Progress Reports) will be sent home electronically through EDSBY.

It was further explained that the following adjustments have been made for Secondary:

- School boards continue to have the option of removing designated exam days from their school year calendar and using them for in-class instructional time.
- The Ministry will not require secondary courses to include a 30% final evaluation for the 2020-21 school year. School boards can determine whether they require a final evaluation and its value in the determination of a final grade of up to 30%.
- Each reporting period will include final marks, comments and learning skills/work habits ratings for courses that students have completed during that period.
- Recognizing that students and families should have accurate information about a student's progress, teachers should share a "mark-to-date" at the midpoint of the

- course. Special consideration should be given to ensuring continuous communication with students, and their parents/guardians, who are not yet meeting minimum course expectations and are at risk of not earning a credit.
- While no formal mid-term report would be issued for courses in an alternative timetable model, *“communication with parents/guardians and students about student achievement should be continuous throughout the course, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports.”* (Growing Success, p. 54)
 - For students graduating in the 2020-21 school year, the community involvement graduation requirement will be reduced to a minimum of 20 hours of community involvement activities.
 - For the 2020-21 school year, EQAO will be field testing a new online and adaptive assessment for Grade 9 Academic and Applied mathematics courses. This field test will provide an opportunity for students to try this new format and will support the continued development of the assessment platform. Given that the Grade 9 Assessment of Mathematics will be administered as a field test in the 2020-21 school year, the results shall not be used in the determination of a student's final mark, unless agreed to by the teacher and student, in support of the student's success.
 - For students graduating in June 2021, the Ministry currently plans to proceed with the Ontario Literacy Test (OSSLT) graduation requirement.

Discussion was held and additional questions of clarification were addressed.

Future Meeting Dates

Future meeting dates for the 2020-2021 school year were reviewed. The next 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, November 10, 2020.

Adjournment

MOVED BY C. Abraham, SECONDED BY D. Lloyd
That the meeting be adjourned (9:39 p.m.).

CARRIED

Steve Russell
Committee Chairperson

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee Meeting

TOPIC: **Review of Board Policy ES-3.7, Second Language Programs**

INITIATOR: Joe Tompkins, Superintendent of Student Achievement

BACKGROUND

1. In accordance with Board Policy B-1.1, Board Operation and Policy Development, the normal review period of policies shall be five years.

STATUS

2. Board Policy ES-3.7, Second Language Programs, was last revised in November 2010. A review was undertaken to ensure alignment with current Ministry expectations and practices, which resulted in major changes being made.
3. In response to Ministry of Education curriculum revisions and framework updates, the Policy was reviewed with the intent of rescinding and re-establishing separate policies for Second Language Programs as follows:
 - Second Language Programs – French as a Second Language
 - Second Language Programs – Indigenous Language
 - Second Language Programs – English Language Learners/English Language Development
4. Process to review the Policy included:
 - Ongoing consultation and collaboration with leadership and consultants within the Teaching and Learning Department as well as First Nation, Métis, and Inuit Education.
 - Review of relevant curriculum and companion documents.
 - Drafts of the proposed policies were shared in February 2020 with Administrative Council and the Indigenous Education Advisory Committee in May 2020.
5. A copy of the existing Policy is included in Appendix A. Copies of the proposed draft policies are appended to the report as Appendices B, C, and D.

RECOMMENDATION

1. That Board Policy ES-3.7, Second Language Programs, be rescinded and re-established as follows:
 - ES-##, Second Language Programs – French as a Second Language
 - ES-##, Second Language Programs – Indigenous Language
 - ES-##, Second Language Programs – English Language Learners/English Language Development

Joe Tompkins
Superintendent of Student Achievement



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

POLICY STATEMENT

Section: ~~School Programs~~

• ~~Courses and Curriculum~~

Policy Code: ~~ES-3.7~~

Policy: ~~SECOND LANGUAGE PROGRAMS~~

Page 1

The Board recognizes the benefits of Second Language programs consistent with the philosophies expressed in Ministry of Education curriculum guidelines. These include:

- strengthening the ability of students to learn additional languages;
- developing the capacity to understand and respect other cultures;
- enhancing the range of opportunities available in a global community and an international marketplace; and
- enhancing reasoning and problem-solving skills as well as creative thinking skills.

The Board offers both mandatory and optional programs.

1. ~~Mandatory Second Language Programs~~

Mandatory programs are the Second Language programs that the Ministry of Education requires that all students receive.

1.1 ~~These programs include:~~

1.1.1 ~~Core French (Grades 4-9).~~

2. ~~Optional Second Language Programs~~

The Board endeavours to provide optional programs for the benefit of its students meeting program expectations established by the Ministry of Education within and subject to funding provided by the Ministry of Education.

2.1 ~~These programs may include:~~

2.1.1 ~~French as a Second Language (FSL) Immersion;~~

2.1.2 ~~French as a Second Language (FSL) Extended;~~

2.1.3 ~~Core French (Grades 10-12);~~

2.1.4 ~~Native as a Second Language (NSL); and~~

2.1.5 ~~English as a Second Language (ESL)/English Literacy Development (ELD).~~

Section: ~~School Programs~~

• ~~Courses and Curriculum~~

Policy Code: ~~ES-3.7~~

Policy: ~~SECOND LANGUAGE PROGRAMS – continued~~

Page ~~2~~

~~3. Second Language Program Beliefs~~

~~3.1 Second Language programs within the Board are based on the following:~~

- ~~3.1.1 All staff together have responsibility for creating the conditions for learning;~~
- ~~3.1.2 Instructional practice is founded on evidence based research, tempered by experience;~~
- ~~3.1.3 All students can succeed;~~
- ~~3.1.4 Instruction must be differentiated in content, resources, teaching strategies and timelines in order to meet the needs of all learners;~~
- ~~3.1.5 Second Language instruction strengthens first language skills; and~~
- ~~3.1.6 Assessment occurs in a continuous cycle that is fully integrated into the learning teaching process and it is the analysis of that data that is critical to informing practice and improvement planning.~~

~~4. Second Language Program Establishment and Continuity~~

- ~~4.1 Any initial establishment or elimination of Second Language programs within a defined attendance boundary shall require the approval of the Board. Once a Second Language program is established for a defined attendance area for FSL or NSL, every effort shall be made for program continuity where feasible.~~
- ~~4.2 ESL/ELD services are established and retained based on the enrolment of English Language learners and students' needs.~~



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

POLICY STATEMENT

Section: School Programs

- Courses and Curriculum

Policy Code: ES-##

Policy: **SECOND LANGUAGE PROGRAMS**
– FRENCH AS A SECOND LANGUAGE

Page 1

The Kawartha Pine Ridge District School Board commits to offering effective French as a Second Language (FSL) learning. The Board offers Core French in all schools. Ministry of Education curriculum also includes two optional programs: French Immersion and Extended French. KPR believes that all students can be successful in learning an additional language.

In all three programs, students communicate and interact with growing confidence in French, one of Canada's official languages, while developing the knowledge, skills and perspectives they need to participate fully as citizens in Canada and in the world. Through exposure to a variety of francophone cultures, students are learning to approach cultures with interest and open-mindedness. Intercultural awareness is fundamental to becoming global citizens.

Informed by the Common European Framework of Reference (CEFR), the overarching goal of all three FSL programs is to place students in real-life situations where they must use their developing skills in French authentically. Through meaningful interactions, students learn to use the language by hearing, speaking, reading and then writing. Student confidence and proficiency develop over time and with increased exposure.

Second language learning enhances first language and overall literacy skills. Positive outcomes for students in FSL programs include increased mental flexibility, improved problem-solving skills, a better understanding of aspects of a variety of cultures, a greater awareness of global issues, including those related to the environment and sustainability, and expanded career opportunities.

Initial establishment or elimination of Second Language programs within a defined attendance boundary shall require the approval of the Board. Every effort shall be made for program continuity where feasible.

This policy is informed by the following documents:

- Revised FSL Curriculum, 2013
- A Framework for French as a Second Language in Ontario Schools, K-12, 2013
- Companion Documents:
 - o Including Students with Special Education Needs in French as a Second Language Programs: A Guide for Ontario Schools, 2015
 - o Welcoming English Language Learners into French as a Second Language Programs, 2016

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: School Programs

- **Courses and Curriculum**

Policy: SECOND LANGUAGE PROGRAMS – continued

Policy Code: ES-3.7

Page 2

Established: January 20, 2000

Revision Dates: May 25, 2006

November 25, 2010

DRAFT February 24, 2020

DRAFT November 10, 2020

DRAFT



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

POLICY STATEMENT

Section: School Programs

Policy: • Courses and Curriculum
SECOND LANGUAGE PROGRAMS
– INDIGENOUS LANGUAGE

Policy Code: ES-##
Page 1

The Kawartha Pine Ridge District School Board commits to offering Indigenous Language learning in elementary and secondary schools that have First Nation Education Service Agreements with Alderville First Nation, Curve Lake First Nation, and Hiawatha First Nation. KPR acknowledges that Indigenous languages are under threat, commits to supporting the revitalization of language, and recognizes that language is central to identity. Indigenous Language programs may be added to a school in accordance with the process noted in Administrative Regulations.

In all programs, students communicate and interact with growing confidence with Indigenous languages, while emphasizing oral communication skills and a strong tradition of oral histories. By integrating Indigenous culture and ways of knowing, students learn to understand and appreciate language as a part of a living culture.

Informed by the Truth and Reconciliation Commission Calls to Action 62 and 63, as well as the KPR Principles of Indigenous Education, the overarching goal of KPR's Indigenous Language programs is to build partnerships with Indigenous communities, placing students in real-life situations where they must use their developing language skills authentically. Through meaningful interactions, students learn to use the language by hearing, speaking, reading and then writing. With increased exposure to Indigenous language and culture, students learn about themselves as Indigenous people and learn the value of language as a cornerstone of identity. Non-Indigenous students gain an understanding of relationships with Indigenous people and a broader view of the history and legacy of colonization in Canada. Indigenous Language programs are Reconciliation in action.

Indigenous Language learning enhances overall literacy skills. Positive outcomes for students in Indigenous Language programs include increased understanding of relationships to community and culture, mental flexibility, improved problem-solving skills, a better understanding of aspects of culture, greater awareness of Indigenous issues, including those related to the Land and sustainability, and expanded career opportunities.

Initial establishment or elimination of Second Language programs within a defined attendance boundary shall require the approval of the Board. In programs not covered by Education Service Agreements, every effort shall be made for program continuity where feasible.

This policy is informed by the following documents:

- Native Languages Curriculum, 2001
- Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: School Programs

- Courses and Curriculum

Policy Code: ES-##

Policy: SECOND LANGUAGE PROGRAMS

Page 2

- INDIGENOUS LANGUAGE – continued
-

- Companion Documents:

- The Truth and Reconciliation Calls to Action, Ministry of Education Memorandum, 2017
 - 62. i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
 - 63. i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
 - ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
 - iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
 - iv. Identifying teacher-training needs relating to the above.
- KPR Principles of Indigenous Education, 2018

Established: January 20, 2000

Revision Dates: May 25, 2006
November 25, 2010
DRAFT February 24, 2020
DRAFT May 13, 2020
DRAFT November 10, 2020



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

POLICY STATEMENT

Section: School Programs

- Courses and Curriculum

Policy Code: ES-##

Policy: **SECOND LANGUAGE PROGRAMS**
– ENGLISH LANGUAGE LEARNERS/ENGLISH
LANGUAGE DEVELOPMENT

Page 1

The Kawartha Pine Ridge District School Board commits to offering supportive and welcoming environments for English language learners in partnership with the community and Ontario Ministries. English language learners experience a range of schooling and life experiences, including in the country of origin, little or interrupted schooling in their first language, and Canadian-born English learners. Students are learning the language of instruction and the curriculum content at the same time.

We acknowledge the positive impact of diversity increasing in our schools. English language learners will develop their talents, meet their goals, and acquire the knowledge and skills that will enable them to be active participants in Ontario. When students see the staff in the school embrace the opportunity to learn about a student's culture, students feel valued. Likewise, when previously developed language skills are acknowledged, a sense of stability and continuity are created. All students benefit from the opportunity to increase their understanding of other cultures and awareness of global issues.

Positive outcomes of learning a second language include increased understanding of relationships to community and culture, mental flexibility, improved problem-solving skills, a better understanding of aspects of culture and expanded career opportunities. Through meaningful interactions, students learn to use the language by hearing, speaking, reading then writing.

Services to support English language learners are established and retained based on enrolment and student needs.

This policy is informed by:

- English Language Learners, ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007
 - Supporting English Language Learners: A Practical Guide for Ontario Educators, 2008
 - Supporting English Language Learners With Limited Prior Schooling: A Practical Guide for Ontario Educators, 2008
 - English as a Second Language and English Literacy Development Curriculum, 9-12, 2007
-

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: School Programs

- **Courses and Curriculum**

Policy: SECOND LANGUAGE PROGRAMS – continued

Policy Code: ES-3.7

Page 2

Established: January 20, 2000

Revision Dates: May 25, 2006

November 25, 2010

DRAFT February 24, 2020

DRAFT (insert Program

Review Cmte Meeting Date)

DRAFT

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **2020 Summer Learning Program**

INITIATOR: Joe Tompkins, Superintendent of Education: Student Achievement

BACKGROUND

1. The Summer Learning Program has been running in different parts of the board for the past fourteen years. The program has provided instruction for primary students who are struggling in the areas of literacy and numeracy. The primary focus of the Summer Learning Program is to support our students in minimizing summer learning loss of these essential skills and preparing for September.
2. In the midst of distance learning last spring, the Ministry of Education invited interested boards to create Summer Learning Programs that would allow for students to participate through remote learning and in a synchronous forum.

STATUS

3. Funding in the amount of \$60,000 was received from the Council of Ontario Directors of Education (CODE) to support the 2020 Summer Learning Program.
4. The Summer Learning Program was held in July 2020, with approximately 80 students registered to attend online synchronous programs offered to Grades 1, 6 and ELL students from across KPRDSB.
5. Some of the positive outcomes from the Summer Learning Program were recognized in the following key areas:

Assessment of Student Learning

- Instructors were able to target the specific learning needs of the child based on their strengths and areas of need that were identified during the registration process and provided a written report at the end of the program. This information was also shared with the home school of each child.

Professional Learning for Teachers

- Numeracy and literacy instructors met and shared best practices prior to the start of the program. Math consultants reviewed with instructors the importance of basic numeration skills and making math learning fun and engaging. Teachers learned with and from other teachers to build capacity in numeracy skills and effective pedagogy and were able to continue to augment their teaching and apply it to their practice in the upcoming school year.

- Special Education Resource Teachers were attached to each online learning classroom to provide support and a variety of strategies to meet the needs of all learners both at school and in the home.

Connecting Summer Learning to School Year Programs

- Instructors provided parents with a report on the specific skills their child worked on during the program and a recommendation of activities to continue over the remainder of the summer to support their learning. A copy of this plan was also shared with the child's school.

Parent Engagement

- Having parents engaged in their child's learning increased opportunities for success in school. Summer learning programs offered unique occasions to connect with parents. Parents were able to participate in their child's experience which provided them with ideas and strategies that they could use to support learning at home.

RECOMMENDATION

1. That the 2020 Summer Learning Program Report, dated November 10, 2020, be received for information.

Joe Tompkins
Superintendent of Education: Student Achievement

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **2020 Summer School Programming**

INITIATOR: Greg Ingram, Superintendent of Student Achievement

BACKGROUND

1. Kawartha Pine Ridge District School Board (KPRDSB) has been running summer school programming for many years in all three regions of the Board.
2. In addition to KPRDSB students, the summer programming has also been accessed by students from Peterborough Victoria Northumberland Catholic and Trillium Lakelands District School Boards.
3. In 2019, students were able to complete credits through face to face instruction, cooperative education and eLearning. Grade 8 students could reach ahead and complete a Grade 9 credit with a focus on literacy, careers, and the skilled trades. Senior students were introduced to a 'travel for credit' option.
4. Students have traditionally enrolled in summer school to repeat a failed course, balance their schedule in their home school and/or accelerate the completion of their diploma. Summer school also allows students to meet the requirements of some Specialist High School Major programs that they cannot complete during the school year.
5. Typically, there are 800 students enrolled in KPRDSB Summer School for both face to face and eLearning courses.
6. The 2019-2020 school year presented new challenges for our education system with the onset of a global pandemic. Schools provided emergency distance learning from March until June.
7. As a result of the sudden move to distance learning, a plan was developed to support an increased demand for summer learning.
8. On May 19, 2020, the province unveiled an expanded summer learning plan for Ontario students to give them the opportunity to continue their learning through the summer months.

STATUS

9. KPRDSB's summer virtual learning program included both synchronous and asynchronous core courses for students in Grades 9 to 12.

10. Approximately 800 students registered in our new synchronous learning summer school course model and another 400 enrolled in courses offered by our staff and teachers from our partner boards through an asynchronous model.
11. The transition to secondary programming included 202 Grade 8 students who earned a credit focussed on literacy and numeracy skill development.
12. Overall, students were granted 832 credits, which is a 94% success rate.
13. Cooperative education opportunities were available to students. 40 students participated from across the district. We also supported a cooperative education program specific to students from Curve Lake First Nation. 66 credits were earned in total.
14. Students were provided additional support in their learning by nine Special Education and Resource Teachers.
15. The Focus on Youth summer program also continued this year with 26 students participating. Students earned a credit and developed skills to remove barriers to employment and career/job opportunities.

RECOMMENDATION(S)

1. That the Summer School Programming 2020 Report, dated November 10, 2020 be received for information.

Greg Ingram
Superintendent of Student Achievement