

# KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

## PROGRAM REVIEW COMMITTEE MEETING

Tuesday, March 9, 2021 at 7:00 p.m.

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

### \* REVISED AGENDA \*

- 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, February 9, 2021
- 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 Revisions to Board Policy No. ES-3.6, Program Safety
- ITEM 8. **INFORMATION ITEMS**
- 8.1 **Student Achievement Reports**  
Nil
  - 8.2 **Student Achievement Initiatives**
    - 8.2.1 Reading Recovery
    - \* 8.2.2 Experiential Learning Update
  - 8.3 **Discussion Items**  
Nil
- ITEM 9. **CORRESPONDENCE**
- ITEM 10. **BOARD MEMBER ADDITIONS**
- ITEM 11. **FUTURE MEETING DATES**  
April 6, 2021 (note new date)  
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, February 9, 2021 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), A. Lloyd (Vice-chairperson of the Board), T. Brown, C. Dickson, K. Dupuis and J. Klassen Jeninga.

Also Present: Trustees S. Bobka and E. Ojeda; and R. Russo, G. Tompkins, G. Ingram, C. Filip, T. McCarthy, K. Norris, C. Perentesis and L. Haemel.

Due to the current health advisory and public health measures in place provincially, the committee met virtually using the WebEx Platform and livestreamed through the KPR YouTube channel.

Trustee S. Russell, Committee Chairperson, called the meeting to order (7:01 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 D. Lloyd, SECONDED BY J. Klassen Jeninga**  
**That the agenda be adopted as printed.**

**CARRIED**

**Adoption of Minutes**

**MOVED BY K. Dupuis, SECONDED BY T. Brown**  
**That the Minutes of the last meeting held on Tuesday, January 12, 2021, be adopted as recorded.**

**CARRIED**

**Welcome and Introduction**

Trustee S. Russell, Committee Chairperson welcomed R. Russo, Director of Education, to the Program Review Committee meeting.

Revisions to Board Policy No. ES-3.6, Program Safety

G. Ingram, Superintendent, reported that in accordance with Board Policy B-1.1, Board Operation and Policy Development, the normal policy review period is five years.

Board Policy ES-3.6, Program Safety, was last revised in 2016. The policy was reviewed and revisions were recommended.

In depth discussion was held.

**MOVED BY D. Lloyd, SECONDED BY C. Dickson**  
**That Board Policy ES-3.6 back to Senior Administration for further analysis.**  
**CARRIED**

Transition to De-streamed Grade 9 Math

G. Ingram, Superintendent, stated that supporting student achievement in applied level courses was introduced as a province wide initiative in 2012 with a focus on teacher pedagogy and principal instructional leadership. As KPRDSB has 12-14% more students in the applied stream than the provincial average, this gap closing framework was adopted. As a result, achievement of students in applied courses improved in credit attainment, mark distribution, Grade 9 Education Quality Accountability Office (EQAO) Assessment of Mathematics and the Ontario Secondary Literacy Test.

It was reported that while learning outcomes continued to improve for students selecting this course type, they remained significantly below those of students in academic courses in all measures of student success. In 2018, KPRDSB staff initiated a more in-depth look at the course type choices made by our students and the subsequent impact on their career options.

It was reported that for the 2020-2021 school year, the Secondary Program department took the following steps to increase the ratio of Grade 9 students choosing the academic course type, to support students improve their success in mathematics and give them a wider range of career options:

- All secondary schools reviewed Grade 8 math course selection with an achievement lens. Students who were learning at grade level and met the provincial standard in Grade 8, were encouraged to choose academic mathematics.
- Four schools received additional staffing to conduct class pilots with a focus on moving all such students into the academic math course: Cobourg Collegiate Institute (CCI), Courtice Secondary School (CSS), Norwood District High School (NDHS) and Thomas A. Stewart Secondary School (TASSS).

It was indicated that in July 2020, the Ontario Minister of Education announced that beginning in September 2021, Grade 9 applied and academic math courses will be replaced with a de-streamed course.

It was reported that in the first quadmester of 2020-2021, Courtice Secondary School launched the first Grade 9 math pilot classroom. All students who met the new criteria

and agreed to be placed into an academic course successfully earned a Grade 9 academic math credit. Principal, T. McCarthy and Teacher, C. Perentesis presented an overview of the pilot at Courtice Secondary School highlighting planning, implementation and successes of this program for the students. It was also reported that this pilot will continue in quadmester four at CCI, NDHS and TASSS.

It was further reported that planning for the implementation of the 2021-2022 de-streamed course began in October. Key components of the plan included the establishment of a Grade 9 de-streamed mathematics steering committee consisting of teachers, consultants, vice-principals, principals and superintendents and the establishment of a teacher math leadership team.

It was also reported that a math leadership team consisting of five classroom teachers and a secondary instructional leadership consultant led by the Principal and Superintendent of Secondary Program was established on February 1, 2021. The teachers will each have dedicated time each quadmester to create a detailed board plan, develop resources to support teacher learning and begin collaborating with classroom teachers in preparation for September. Each school will establish math leadership teams to develop and implement a school readiness plan.

It was reported that the Ministry of Education has provided some initial documents and learning opportunities to support board teams. The course curriculum is expected to be released in spring 2021. The Ministry of Education has identified three goals to anchor the implementation of de-streamed programming:

- Cultural shifts in schools and boards to identify and dismantle systemic discrimination and structural inequities.
- Increased educator capacity for effective culturally responsive instruction, assessment, and evaluation in de-streamed, multi-level classrooms.
- Increased student engagement, achievement, and well-being.

Following discussion and questions of clarification the following recommendation was adopted.

**MOVED BY S. Russell, SECONDED BY A. Lloyd**  
**That the Transition to De-streamed Grade 9 Math report, dated February 9, 2021**  
**be received for information.**

**CARRIED**

Ensuring Continuity of Learning: Addressing and Closing Learning Gaps 2020-2021

G. Tompkins, Superintendent, indicated that from March to June 2020, students were required to learn at home due to the pandemic. Instruction consisted of five hours per week in language and math mainly through asynchronous learning. Some families and educators experienced challenges as a result of interrupted learning.

It was reported that the 2020-2021 school year included new challenges such as:

- Health and safety guidelines which impacted classroom face-to-face classroom organization and methods of instruction.

- Movement of students back and forth between the Virtual Elementary School and face-to-face settings.
- All classrooms pivoted to virtual online learning in January 2021, as part of the provincial lockdown. There were regional differences in terms of timelines for return to school.

It was reported that as early as June 2020, educators and principals noted that some students were not where they would expect them to be in terms of academic skills as well as some concern for mental health and well-being.

K. Norris, Principal of Program, reported that Teaching and Learning, Special Education, and Equity have recognized that responding to the needs of students and staff to address these gaps will require a coordinated plan. *Ensuring the Continuity of Learning: Addressing and Closing Learning Gaps* will frame elementary professional learning for 2020-2021.

It was reported that a focus group of principals has been organized to provide input into the professional learning for educators and a process for monitoring students' progress in their schools. System level staff in Special Education and Teaching and Learning have met to share research and resources to illustrate the connections between student academic performance and educator and student efficacy.

It was also reported that Teaching and Learning continues to email educators new resources with respect to the *Scope and Sequence: Making It Happen*. These emails align with each cluster of expectations. Each one includes:

- A comparison of the revised curriculum by grade to the 2005 curriculum.
- Learning goals and success criteria for each cluster, making connections directly to Growing Success, and highlighting the key math concepts.
- Diagnostic or pre-assessment tasks to determine what students know as they start the unit.
- Numerous tasks that are "student desk and/or screen ready", which can also act as ongoing assessments of student progress.

It was also reported that Teaching and Learning has created a similar package of resources to support teachers in addressing gaps in reading. It includes:

- *How Reading Happens Framework* naming the four components of reading.
- An email package called *Readers Now! Lecteurs Maintenant!*
- Models of effective assessment, planning and instructional strategies for each of the four components of the *How Reading Happens Framework*.
- Adaptations to instructional strategies to manage the restrictions presented by the current health and safety guidelines.

**MOVED BY D. Lloyd, SECONDED BY C. Dickson  
That the meeting be extended (9:00 p.m.).**

**CARRIED**

Discussion was held and additional questions of clarification were addressed.

**MOVED BY A. Lloyd, SECONDED BY C. Dickson**

**That the Ensuring Continuity of Learning: Addressing and Closing Learning Gaps 2020-2021 report, dated February 9, 2021, be received for information.**

**CARRIED**

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, March 9, 2021.

Adjournment

**MOVED BY T. Brown, SECONDED BY C. Dickson**  
**That the meeting be adjourned (9:18 p.m.).**

**CARRIED**

Steve Russell  
Committee Chairperson

DRAFT

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **Revisions to Board Policy No. ES-3.6, Program Safety**

INITIATOR: Greg Ingram, Superintendent of Student Achievement

**BACKGROUND**

1. In accordance with Board Policy No. B-1.1, Board Operation and Policy Development, the normal review period of policies shall be five years.

**STATUS**

2. The following Board Policy, last reviewed in 2016, has been reviewed and proposed revisions are included in Appendix A.
  - ES-3.6, Program Safety

**RECOMMENDATION**

1. That Board Policy No. ES-3.6, Program Safety, be approved as revised.

Greg Ingram  
Superintendent of Student Achievement



## KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

### POLICY STATEMENT

**Section: Educational Services**  
 • **Programs and Curriculum**  
**Policy: PROGRAM SAFETY**

**Policy Code: ES-3.6**  
**Page 1**

The Board recognizes its responsibility to provide for the safety of all students while they are engaged in the broad range of learning activities provided by its schools. Classroom and out-of-classroom activities involve an element of risk. The Board, with the assistance of its insurance provider, sets expectations with regard to risk management. The Board ensures safety in its school programs by providing qualified staff, and appropriate supervision and equipment.

#### 1. Program Safety Principles

The Board recognizes the following principles in the provision of safe curricular and co-curricular programs.

- 1.1 Safe practices are a part of all programs, including travel to and from venues.
- 1.2 All staff have a responsibility in recognizing risks during the planning phase and managing them.
- 1.3 Safety instruction requires students to demonstrate self-control, self-responsibility and good decision making, and thereby reduces risk to themselves and others.
- 1.4 ~~Partnerships with community associations support teachers in implementing the safety expectations.~~

Implementation and delivery of safety expectations for curricular and co-curricular programs will be informed by health and safety legislation. In addition guidelines and best practices provided by provincially legislated organizations (ie: health units, conservation authorities, etc) and subject based professional associations (ie: Science Teachers Association of Ontario (STAO; Ontario Council for Technology Educators (OCTE), Ontario Physical and Health Education Association (OPHEA), etc) will be used.

#### 2. Program Safety Policy Application

The Board requires a high level of safety for all students through the establishment of administrative regulations, a Program Safety Manual and any other complementary policies (e.g., [OPHEA Safety Guidelines](#), [PPM 158 School Board Policies on Concussions](#), [Health and Medical Needs Policy](#), [Occupational Health and Safety Act](#) and Operations Memorandums) which support this policy. Together they provide a comprehensive approach to program safety, both generally and for specific in-class, out-of-classroom, and co-instructional activities. The administrative regulations and manual include specific requirements and guidelines that must be followed with respect to

## KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

---

**Section: Educational Services**

- **Programs and Curriculum**

**Policy: PROGRAM SAFETY – continued**

**Policy Code: ES-3.6**

**Page 2**

---

staff/volunteer qualifications and/or training, student instruction, supervision, selection and use of program equipment, inspection and maintenance of program equipment, and identifying and controlling risks.

The Program Safety administrative regulations and other policies and procedures reflect the following:

- 2.1 Equity, Diversity and Inclusion – In keeping with Board Policy No. B-3.2, Equity, Diversity and Inclusion, all students are provided with equitable opportunities to be successful; that barriers to success are identified and removed; and that all learners are provided with supports and reinforcements to develop their abilities and achieve their aspirations.
- 2.2 The provision of professional development for teachers and teaching support staff. Eg. First Aid Training
- 2.3 The provision of programs so that all students will have the opportunity for achieving the program expectations; recognizing that there are many ~~and possible~~ diverse ways to this end based on students' learning needs, community needs and resources, and staff/school strengths.

~~Legislative References: Education Act  
Ministry of Education Curriculum Policies  
Occupational Health and Safety Act and Bill C-45~~

---

Established: April 27, 2000

Reviewed/Revised:

May 25, 2006

May 24, 2012

October 27, 2016

DRAFT February 1, 2021

DRAFT February 9, 2021

DRAFT March 1, 2021

DRAFT March 9, 2021

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **Reading Recovery**

INITIATOR: Gloria Tompkins, Superintendent of Teaching and Learning

**BACKGROUND**

1. In September 2010, KPR introduced Reading Recovery in response to having no formal early reading intervention program.
2. Reading Recovery is a short-term intervention program intended to prevent reading difficulties. It serves the lowest achieving students in Grade 1. By intervening early with individualized instruction, expert teachers can accelerate the learning of struggling readers and maximize the number of students, who are reading in the average range. No child is excluded from consideration for the program due to other factors, such as limited hearing, poor attendance or English Language Learners.
3. The foundation of Reading Recovery is the use of ongoing assessment data gathered about student reading behaviours. "Behind the Glass" lessons are a valuable professional learning experience for educators.
4. A Reading Recovery Teacher also teaches half time, usually in a primary class or SERT role, where this expertise in reading development can be applied to a wider audience of students. Penny Watt is the Reading Recovery Coordinator for KPR. Her role includes the rigorous training of the Reading Recovery Teachers.
5. Collaboration between the Reading Recovery Teacher and educators at the assigned schools allows for the sharing of effective use of running records to support students' improved reading skills.

**STATUS**

6. Longitudinal data shows that a significant proportion of students who participated in Reading Recovery in Grade 1 are able to meet the provincial standard on the Primary Educational Quality Accountability Office (EQAO) Reading Assessment administered at the end of Grade 3.
7. In the spring of 2020 when schools moved to distance learning, Reading Recovery teachers found creative and innovative solutions to continue to provide support to the Grade 1 students, especially for those families experiencing internet access challenges. In January 2021, when schools pivoted to remote learning, Reading Recovery teachers pivoted as well, demonstrating the ongoing commitment to ensure continuity of learning for these young readers.

8. Reading Recovery is offered in schools with the highest needs in primary reading. Currently, the following 13 schools have Reading Recovery:

Beatrice Strong Public School  
Central Public School  
Havelock Public School  
Highland Heights Public School  
Kent Public School  
Keith Wightman Public School  
Otonabee Valley Public School  
Prince of Wales Public School  
Queen Mary Public School  
Roger Neilson Public School  
Terry Fox Public School  
Vincent Massey Public School  
Waverley Public School

### **RECOMMENDATION**

1. That the Reading Recovery Report, dated March 9, 2021, be received for information.

Gloria Tompkins  
Superintendent of Teaching and Learning

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **Experiential Learning Update**

INITIATOR: Greg Ingram, Superintendent of Student Achievement

**BACKGROUND**

1. In 2015, the Premier's Highly Skilled Workforce Expert Panel made several recommendations related to building the workforce to meet the needs of our current and future economy. One of the recommendations of the expert panel is the following:

*Ontario should commit to strengthening and expanding experiential learning opportunities across secondary, post-secondary, and adult learning environments. As a first step, Ontario should commit to ensuring that every student has at least one experiential learning opportunity by the end of secondary school (in addition to the existing volunteer requirements) and at least one by the time they graduate from post-secondary education. (Recommendation 3-2)*

2. Over the past few years, the Ministry has supported the expansion of experiential learning by maintaining and increasing funding for specialized programming such as Specialist High Skills Major (SHSM) and the Ontario Youth Apprenticeship Program (OYAP). In addition, they have made available funding to support greater integration of experiential learning in core courses.
3. KPR is a provincial leader in the number of students participating in secondary school experiential learning opportunities in traditional classrooms and through specialized programming such as SHSM and the OYAP.

**STATUS**

4. **Specialist High Skills Major:**  
The Specialist High Skills Major (SHSM) emphasis is well established in our Board and continues to give students an opportunity to focus on specific areas of interest while also obtaining industry recognized certifications and participating in career exploration activities. The Premier's Highly Skilled Workforce Expert panel identified the SHSM programs as a priority and recommended they remain a focus to expand experiential learning opportunities.

**SPECIALIST HIGH SKILLS MAJOR (SHSM) PROGRAMS**

<b>Program</b>	<b>Northumberland</b>	<b>Clarington</b>	<b>Peterborough</b>
Arts & Culture	Cobourg Collegiate (CCI) East Northumberland S.S. (ENSS), Campbelford	Bowmanville, Courtice	Adam Scott, Crestwood, Thomas A. Stewart (TASS)
Business	Campbelford	Clarington Central	
Construction	Campbelford, CCI, ENSS, Port Hope, Norwood	Bowmanville	Clarke, Crestwood, Regional construction program hosted at TASS, includes Kenner and Adam Scott
Environment	ENSS, Port Hope	Courtice, Clarington Central	TASS
Health & Wellness	Campbelford, CCI, Norwood	Bowmanville, Crestwood	Adam Scott, Clarke, Kenner
Hospitality & Tourism	CCI, ENSS, Port Hope	Clarington Central	TASS, Kenner
Manufacturing	CCI, ENSS, Norwood, Port Hope	Bowmanville	
Transportation	ENSS	Bowmanville	Kenner
Sports			Adam Scott

Update:

- The SHSM Red Seal Rate for KPR has increased by 20% since 2015 to 63% in 2019-2020.
- Students participating in an SHSM program have consistently experienced more success in school than students enrolled in traditional programming. Credit accumulation for participants is typically 5-7% higher than students not participating in a SHSM.
- In December 2020, the Ministry of Education confirmed a priority announced earlier in their term to increase awareness of and exposure to technology, skilled trades, and apprenticeship pathways for students, families and educators across the province. Of the 19 SHSM sectors, 13 have been identified as having the strongest technological education and skilled trades focus. These sectors are agriculture, aviation and aerospace, construction, energy, environment, food processing, forestry, horticulture and landscaping, hospitality and tourism, information and communications technology, manufacturing, mining and transportation. This new funding focusses on increasing enrollment and expansion of student participation in the sectors that they have identified as being underrepresented by having lower enrollment numbers and with a focus on technological education and the skilled trades.
- Over the next three years, the province will provide additional funding to boards to increase enrolment and expand SHSM programs in these 13 sectors. This year will be the first of the three-year expansion. KPR has applied for this funding through an extensive process involving school SHSM teams.

**Experiential Learning Update**

School Applications:

- Schools can apply for funding to support a teaching section to support an increase in enrolment and/or seek funding to implement an innovation to impact participation.

Board Applications:

- Boards can apply for central innovation funding to increase SHSM student participation in at least one of the identified sectors (max of \$100,000 per board).

**5. Ontario Youth Apprenticeship Program (OYAP):**

KPR continues to have a strong commitment to the OYAP. The primary goals of OYAP are to increase awareness of the Skilled Trades and support students to begin an apprenticeship. KPR staff support these goals through enrichment opportunities and by delivering courses and programs that lead to a career in the trades. The following are examples of Board initiatives to promote the Skilled Trades:

- Build A Dream Women in Trades Virtual Event in December.
- Pathways Parent Night with a focus on OYAP, Dual Credits, experiential learning and SHSM. 1,100 families registered.
- Maker Kits are being offered to grade 7 and 8 students and classes starting March 1st to promote skilled trades opportunities and to encourage students to take Tech, SHSM, OYAP and Coop
- Indigenous Projects connecting OYAP/skilled trades to land based education models; working with KPR high schools (ASCVI and (maybe CCI) to Indigenize green spaces.
- Students who have settled on an apprenticeship pathway are invited to compete for a placement in a level one program at a community college. KPR students are enrolled in the following Accelerated Level One Apprenticeship Programs: Automotive Service Tech (2 students), Industrial Millwright Mechanic (2 students), Cook (3 students), Welder (2 students), Plumber (1 student), Carpenter (1 student); Hairstylist (1 student), Carpenter (4 students), Electrician (4 students).

**6. Experiential Learning Across the Curriculum:**

Experiential Learning has an important role to play in all grades, across all curriculum, and in both traditional and virtual settings. It is an inquiry-based, pedagogical approach that combines participation in rich experiences within communities, reflection on those experiences, and application of the learning in meaningful ways.

Experiential Learning opportunities are made available to students in grades 7 to 12 that support KPR's Essential Practices for today's learners, connect communities to the students in meaningful ways, and help foster the global competencies necessary for success in today's world.

**Experiential Learning Update**

In 2020-2021, teachers were invited to submit an application for funding to support experiential learning projects and/or an application to explore, promote or enhance awareness of skilled trades and technology specifically.

**RECOMMENDATION**

1. That the Experiential Learning Update Report, dated March 9, 2021, be received for information.

Greg Ingram  
Superintendent of Student Achievement