

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

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 C. Dickson, 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