

**KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD**

**PROGRAM REVIEW COMMITTEE MEETING**

Tuesday, April 6, 2021 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, March 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**  
Nil
- ITEM 8. **INFORMATION ITEMS**
- 8.1 **Student Achievement Reports**  
Nil
- 8.2 **Student Achievement Initiatives**  
8.2.1 Youth Leadership in Sustainability (YLS) Program  
8.2.2 Virtual Learning K-12
- 8.3 **Discussion Items**  
Nil
- ITEM 9. **CORRESPONDENCE**
- ITEM 10. **BOARD MEMBER ADDITIONS**
- ITEM 11. **FUTURE MEETING DATES**  
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, March 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: Trustee E. Ojeda; and G. Tompkins, G. Ingram, C. Filip, K. Norris, E. MacKenzie, D. Moher, J. Nobes, P. Watt, 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 (7:00 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**

Discussion was held regarding an amendment to the Program Review Committee agenda which resulted in the adoption of the following recommendation.

**MOVED BY D. Lloyd, SECONDED BY K. Dupuis**

**That Item 7.2.1, Revisions to Board Policy No. ES-3.6, Program Safety, be moved to immediately following Item 8.2.2, Experiential Learning Update.**

**CARRIED**

**Adoption of Minutes**

**MOVED BY C. Dickson, SECONDED BY J. Klassen Jeninga**

**That the Minutes of the last meeting held on Tuesday, January 12, 2021, be adopted as amended with minor changes to Transition to De-streamed Grade 9 Math, page 3.**

**CARRIED**

**Reading Recovery**

G. Tompkins, Superintendent, reported that in September 2010, KPR introduced Reading Recovery in response to the results of a needs assessment of reading levels

for students leaving Kindergarten and having no formal early reading intervention program.

P. Watt, Reading Recovery Coordinator, reported that Reading Recovery is a short-term intervention program intended to prevent reading difficulties. It serves the 20% lowest achieving students in Grade 1 reading. By intervening early with individualized instruction, expert educators can accelerate the learning of struggling readers and maximize the number of students, who are reading in the average range. Since 2010, 1,249 students have been tutored in Reading Recovery. No child is excluded from consideration for the program due to other factors, such as limited hearing, poor attendance or English Language Learners.

It was also reported that 54 instructors have been trained to provide Reading Recovery instruction since 2010. The instructor and student spend 30 minutes one on one daily reading and writing. The instructor records changes on a daily basis and shares strategies with the educators in the school. A Reading Recovery instructor acts as a literacy leader in their school. They also teach half time, usually in a primary class or Special Education Resource Teacher (SERT) role, where this expertise in reading development can be applied to a wider audience of students.

It was reported that the Reading Recovery instructors created an online assessment tool and online resources for classroom instructors which can be used during distance and virtual learning.

K Norris, Principal of Program, shared data from primary Educational Quality Accountability Office (EQAO) Reading and Writing Assessment results for the 2014-2015, 2015-2016, 2016-2017 school years that showed the success of the students that have participated in Reading Recovery.

It was also reported that assessments of students who were in the Reading Recovery program during 2019-2020 showed substantial or accelerated progress and 94% of the students that were able to continue during remote learning were able to meet the Running Record target level 16 despite any interruptions.

Reading Recovery is offered in schools with the highest needs in primary reading. Currently, Reading Recovery is provided at the following 13 designated school sites:

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

K. Norris, Principal of Program, introduced a Grade 6 student at Beatrice Strong Public School who was tutored by a Reading Recovery instructor in Grade 1 and his mother. The student reported that he enjoyed Reading Recovery as it was a fun way to get better at reading and writing. He is now a confident reader and even feels comfortable reading in front of a crowd. His mother reported that Reading Recovery was a game changer. Her son gained confidence, loves reading and can read anything.

Discussion was held and additional questions of clarification were addressed.

**MOVED BY J. Klassen Jeninga, SECONDED BY D. Lloyd**  
**That the Reading Recovery Report dated March 9, 2021, be received for information.**

**CARRIED**

#### Experiential Learning Update

G. Ingram, Superintendent, reported that 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.

It was further reported that the Specialist High Skills Major (SHSM) Red Seal rate for KPR has increased by 20% since 2015 to 63% in 2019-2020. Students participating in a 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.

It was reported that in December 2020, the Ministry of Education confirmed a priority 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. This new funding focusses on increasing enrolment and expansion of student participation in the sectors that they have identified as being underrepresented by having lower enrolment numbers and with a focus on technological education and the skilled trades.

It was further reported that 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. Schools can also 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.

C. Filip, Principal, Student Success, reported that over the past few years, the Ministry has supported the expansion of experiential learning by maintaining and increasing funding for specialized programming such as 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. 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. KPR wants to see all our students have at least one experiential learning opportunity.

D. Moher, Student Success and SHSM lead, reported with Ministry funding KPR is planning a "Take Tech" event for September 2021, with the intent to showcase SHSM to students and create enthusiasm for the programs that fall under the technology and skilled trades sectors.

It was further reported that utilizing SHSM funds and in partnership with a local entrepreneur, Arts and Culture SHSM has purchased animation and construction kits for Grade 11 and 12 students at Adam Scott Collegiate Vocational Institute (ASCVI). These kits are being built during evening seminars. A TikTok video of one event reached 1,500 viewers overnight. TikTok is a social media tool that Student Success is utilizing to showcase their programs to students.

J. Nobes, Pathways Consultant, reported that 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 which 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.

It was further reported that in 2020-2021, educators 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. Examples of project proposals are:

- Grade 7 and 8 introduction to trades, technology, family studies and arts programs,
- A biotechnology conference,
- A tower garden project, and
- A classroom technology makerspace.

E. MacKenzie reported that 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 1 to promote skilled trades opportunities and to encourage students to take Tech, SHSM, OYAP and Cooperative Education,
- Indigenous Projects connecting OYAP/skilled trades to land-based education models; working with KPR high schools (ASCVI and (maybe) Cobourg Collegiate Institute (CCI)) to Indigenize green spaces,
- Students who have chosen 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), Hairstylist (1 student), Carpenter (4 students), Electrician (4 students).

It was further reported that OYAP is in progress for 2020-2021 with partners such as Durham College, Fleming College and Durham District School Board.

Discussion was held and additional questions of clarification were addressed.

**MOVED BY T. Brown, SECONDED BY K. Dupuis**  
**That the Experiential Learning Update report dated March 9, 2021, be received for information.**

**CARRIED**

#### Revisions to Board Policy 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 returned to Administrative Council by the committee on February 9, 2021 and has now been reviewed and recommended revisions have been made.

It was noted that the second line of Point 2 should read "Program Safety Guidelines" instead of "Program Safety Manual".

Discussion was held and additional questions of clarification were addressed.

**MOVED BY T. Brown, SECONDED BY D. Lloyd**  
**That Board Policy ES-3.6, Program Safety (Appendix A), be approved reflecting changes, as revised.**

**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, April 6, 2021.

Adjournment

**MOVED BY A. Lloyd, SECONDED BY K. Dupuis**  
**That the meeting be adjourned (9:05 p.m.).**

**CARRIED**

Steve Russell  
Committee Chairperson

DRAFT

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

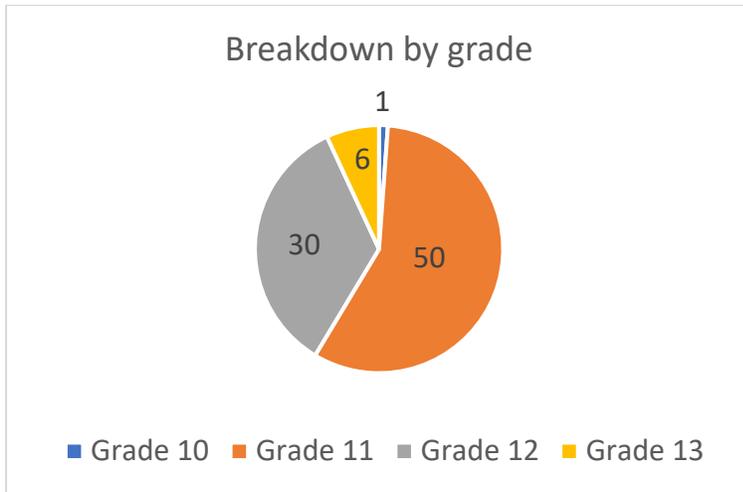
TOPIC: **Youth Leadership in Sustainability (YLS) Program**

INITIATOR: Greg Ingram, Superintendent of Student Achievement

**BACKGROUND**

1. The KPRDSB Strategic Plan, 2019-2022 Excellence in Learning, Life and Communities identified the following key priorities in support of student success and engagement:
  - Provide a diverse range of learning opportunities through academics, the arts, physical activities, social, cultural and community connections.
  - Offer relevant, meaningful curriculum that engages students in becoming well-rounded, critical thinkers.
  - Create conditions that meet our students' unique needs, support transitions and open doors to new directions and destinations.
  - Value and support all learners, and encourage experiential, life skills development.
  - Develop collaborative and strategic partnerships with parents and stakeholders focused on student success.
  - Cultivate leadership in our students, staff, schools and communities, particularly in the areas of environmental stewardship, instructional technology and innovation.
2. In 2017, teacher, Cameron Douglas, approached Senior Administration to discuss the concept of offering an environmental student leadership program at Trent University that would be open to any secondary school student to attend for one semester.
3. The Youth Leadership in Sustainability (YLS) program was initially offered through Kenner Collegiate Vocational Institute (KCVI) at Trent University beginning in September 2018 with an initial class of 22 students. Over the past 3 years student enrolment is as follows:

Youth Leadership in Sustainability



**Enrolment by Home School**

	2018	2019	2020
Adam Scott	7	11	5
TASSS	8	7	7
KCVI	1	3	1
PACE	2		
Crestwood	1		
Norwood			2
Clarke		1	
PVNC	3	3	5
Homeschool			
<b>TOTAL</b>	<b>22</b>	<b>25</b>	<b>20</b> (lower numbers due to COVID)

4. YLS is taught as an integrated, four credit package of senior level courses that provide students with an opportunity to intensely focus on environmental concepts and issues and leadership at the university setting.
5. Students engage in the course content through classroom instruction, university/college lectures and through project-based learning opportunities on the Trent campus and throughout the area.
6. The KPRDSB Essential Practices Framework for teachers defines the desired learning conditions for our students. One pillar of particular note is the emphasis on creating learning partnerships to:
  - Develop authentic relationships and partnerships in local, national and global communities
  - Enhance student voice and engagement through networking opportunities both in and outside the school community

**Youth Leadership in Sustainability**

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7. The Framework also identifies the following student competencies as critical skills to develop in our students: global citizenship, collaboration, communication, self-awareness, innovation and creativity.
8. Community partnerships are the backbone of the YLS program. The program seeks out leaders in the community to learn of innovation and best practices, to make career connections for students, to provide leadership mentors, and to ground the program in authentic learning. The following organizations, businesses and individuals have engaged directly with the YLS program (mostly offsite, sometimes in the YLS classroom).

**Education**

- Trent University
  - School of Education
  - School of Environment
  - School of Indigenous Environmental Studies and Sciences
  - International Development Studies
  - Multiple professors (lectures – in YLS class and guests in regular lectures)
- Fleming College (School of Environmental and Natural Resource Sciences)
  - Campus tour
  - Wildlife survey
  - Indigenous Food systems
- Exploring by the Sea of your Pants (internationally-focused environmental science education)
- KPR Public elementary schools (climate education)

**Government**

- City of Peterborough (Active Transportation and Waste Management)
- Otonabee Conservation (stream assessment, tree planting, advocacy)
- City of Ottawa (Active Transportation Department)
- Peterborough Utilities Group (renewable energy visits)
- Several local, provincial and federal political leaders

**First Nations**

- Curve Lake:
  - James Whetung, wild rice sowing and processing
  - Elder Freddy Taylor, residential school survivor
  - Gary Pritchard, two-eyed seeing and natural resource surveying
- Alderville First Nations (wild rice and Black Oak Savannah)
- First Peoples House of Learning (Trent)

**Non Government**

- Kawartha World Issues Center (YLS Founding Partner, multiple workshops)
- Camp Kawartha
- GreenUP
- Nourish and the Downtown Farmers Market (food security and sustainable food systems)
- Ancient Forests Exploration and Research (old growth forest education and surveying)
- Wilderness Committee (advocacy workshops)
- Peterborough Field Naturalists
- One Roof Community Center
- Trent Seasoned Spoon coop restaurant and Trent Vegetable gardens
- Haliburton Kawartha Muskoka Children's Water Festival
- Endeavour Center (sustainable building techniques)
- For Our Grandchildren (climate advocacy)
- ReFrame Film Festival (curricular connections and video short production)
- Planet in Focus Environmental Film Festival (Toronto)
- Royal Canadian Geographic Society (Ottawa – Indigenous, Exploration)
- Random Acts of Green
- Public Energy (Arts promotion)
- Hands-On Media (digital story telling)

**Individuals**

- David Suzuki (45-minute Zoom call)
- Rosemary Ganley (community leader, journalist, feminist, elder)
- Laurel Palluck (waste to art)
- Ben Wolfe (animateur training)
- Bob Henderson (Mac University Prof – sustainable tourism)

9. The program also has a focus on integrating Indigenous perspectives on the land into sustainability understanding.
10. Students are required to pay a fee each semester to offset the many off campus opportunities and are required to arrange their own transportation. The fee varies based on the number of off campus activities planned for the semester. Support for students who may struggle to participate due to the cost are supported on an individual basis through donations and/or the Trillium fund.

**STATUS**

11. After the first year, the program was moved to Peterborough Adult and Continuing Education (PACE) as the host school. This allows students to

**Youth Leadership in Sustainability**

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continue to participate in extra-curricular programming at their home school while also being enrolled in YLS.

12. While the course delivery model changed for the current school year in the traditional schools, the YLS program as a single cohort continued at the Trent campus. Off campus opportunities were reduced during this school year but the class was still able to participate in a number of outdoor experiences.
13. There have now been three cohorts of students who have participated in the YLS program. Student success and engagement has been very high. Ninety percent of the students in the program are pursuing a university pathway and ten percent a college post-secondary destination.
14. YLS students who achieve marks of 80% in the World Issues and Resource Management courses are granted credit for Trent University's first year Environmental Science course (ERSC101OH).
15. The program is currently recruiting students for the 2021 fall semester and have approximately 20 students already enrolled.

**RECOMMENDATION**

1. That the Youth Leadership in Sustainability Report, dated April 6, 2021, be received for information.

Greg Ingram  
Superintendent of Student Achievement

**KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD**

**TO:** Program Review Committee

**TOPIC:** **Virtual Learning K-12**

**INITIATOR:** John Ford, Superintendent of Student Achievement  
Greg Ingram, Superintendent of Student Achievement  
Gloria Tompkins, Superintendent of Student Achievement

**BACKGROUND**

1. The KPRDSB Strategic Plan prioritizes the need for a diverse range of learning opportunities through academics, the arts, physical activities, and social, cultural and community connections, and highlights the importance of closing opportunity and achievement gaps to support equitable outcomes.
2. As a result of the global pandemic and Ministry of Education directives, KPRDSB offered elementary and secondary students the opportunity to choose virtual learning as a method of program delivery for the 2020/2021 school year.
3. Since September 2021, Virtual Elementary School (VES) welcomed 4,200 students from Kindergarten to Grade eight, and 2,200 students in the Virtual High School (VHS).

**STATUS**

4. KPRDSB believes choice for students and families is important at this time. As such we would like to introduce an 'opt in' option to virtual learning for both elementary and secondary students for the 2021/2022 school year. The Elementary and Secondary Learning options are detailed below:
5. The Elementary Learning Options for 2021/22 will include:
  - All elementary families will be presented with the opportunity to opt out of face-to-face learning and to choose full-time virtual instruction for the 2021/2022 school year.
  - Families who choose full-time virtual instruction understand their child will be learning at home through synchronous and asynchronous instruction.
  - Entry/exit from full-time virtual learning will occur four times throughout the school year (Beginning of September, Fall Progress Report, Term 1 Final Report, Spring 2022).
6. The Secondary School Learning Options for 2021/22 will include:
  - All secondary students will be presented with the opportunity to opt out of face-to-face learning and to choose full-time virtual instruction for the 2021/2022 school year.
  - To inform this decision, students will be presented with a list of courses available virtually.

Virtual Learning K-12

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- Students who choose full-time virtual learning may edit/revise their course selection in consultation with their secondary school guidance staff.
- Entry/exit from full-time virtual learning will occur at the start of the semester/quadmaster (September 2021, February 2022).

**RECOMMENDATION**

1. That the Virtual Learning K-12 Report, dated April 6, 2021, be received for information.

John Ford  
Superintendent of Student Achievement

Greg Ingram  
Superintendent of Student Achievement

Gloria Tompkins  
Superintendent of Student Achievement