

# KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

## **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