

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

PROGRAM REVIEW COMMITTEE MEETING

Tuesday, September 14, 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, June 15, 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 **2021 Summer Learning Program**
- 8.2.2 **2021 Summer School Programming**
- 8.2.3 **De-Streaming: A Focus on Mathematics**
- 8.3 **Discussion Items**
Nil
- ITEM 9. **CORRESPONDENCE**
- ITEM 10. **BOARD MEMBER ADDITIONS**
- ITEM 11. **FUTURE MEETING DATES**
October 12, 2021
November 9, 2021
January 11, 2022
February 8, 2022

March 8, 2022

April 12, 2022

May 10, 2022

June 7, 2022

(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, June 15, 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), T. Brown, C. Dickson, K Dupuis, and J. Klassen Jeninga.

Also Present: Trustee C. Abraham; and G. Ingram. J. Maliha, G. Tompkins, L. Bates, D. Fitzgerald, A. Hipgrave, F. Indelicati, K. Norris, J. Standeven, D. Way, 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

**MOVED BY C. Dickson, SECONDED BY J. Klassen Jeninga
That the agenda be adopted as printed.**

CARRIED

Adoption of Minutes

**MOVED BY C. Dickson, SECONDED BY T. Brown
That the Minutes of the last meeting held on Tuesday, May 11, 2021, be adopted
as recorded.**

CARRIED

English as a Second Language (ESL) Program Report

Superintendent Tompkins reported that English Language Learners (ELL) are Canadian born or newcomer students in provincially funded English language schools whose first language is a language other than English, and who may require focussed educational supports to assist them in attaining proficiency in English as defined in the policy document, *English Language Learners: ESL and ELD Programs and Services, 2007*. These students come from diverse backgrounds and school experiences and have a wide variety of strengths and needs.

It was further reported that the needs of newcomer ELLs are diverse, therefore, the educational supports they receive will vary. A defining characteristic of their needs is determined by their access to regular schooling prior to coming to Canada. The Ministry defines those who have had little or interrupted schooling as English Language Development (ELD), indicating that they may need more intensive programming.

It was explained that the most significant increase of ELL students began in the spring of 2016 when Peterborough received its official designation as a reception centre for government-assisted refugees. An increase in the complexity of needs was observed with ELLs experiencing trauma and issues related to mental health. As a result, in September 2017, ELD classrooms were created at Highland Heights Public School and Queen Mary Public School for two years to meet the demands of the growing numbers of newcomers with significant needs. Thomas A. Stewart Secondary School (TASSS) became a designated hub for secondary ELLs in the Peterborough area and an English as a Second Language (ESL) section was added at Cobourg Collegiate Institute (CCI).

It was also reported that every school in KPR has or has had one or more students who are learning English while also learning the Ontario Curriculum. Programming for these students has continued to evolve in response to student needs, virtual learning, and student numbers.

It was reported that the purpose of the ESL Program is to support ELLs in developing their English language skills in order to reach their full potential. Currently, five ESL itinerant teachers support elementary and secondary ELLs and build educator capacity in the areas of programming and effective strategies for English language development. The itinerant caseloads are flexible and are structured mainly by region. The classroom educator, who are with the student throughout the school day, are in the best position to support ELLs. The ESL itinerant staff are available to conduct ESL specific assessments, provide direct support to students and further build the understanding of all staff about the needs of ELLs and the most effective instructional strategies. The ESL itinerant staff also help to connect ELLs and their family to community-based support, such as the New Canadians Centre and the Settlement Worker in Schools.

It was also reported that staffing sections are allocated to designated secondary schools to teach ESL credits. Currently, sections are offered at TASSS, CCI, Courtice Secondary School and Adam Scott Collegiate Vocational Institute. TASSS and CCI currently have staff allocated in the Monitor role to support students in other courses.

L. Bates, Itinerant ESL Teacher, explained in detail the ways the team of five itinerant teachers support the classroom educators and the students as they follow the framework, "Steps to English Proficiency".

Videos of students and educators were presented explaining many ways ELLs are supported by ESL itinerant teachers, classroom educators, guidance counsellors and

many school and Board staff in their journey to proficiency in English as they assimilate into their new Canadian culture.

Questions of clarification were addressed.

MOVED BY T. Brown, SECONDED BY C. Dickson
That the English as a Second Language Program Report, dated June 15, 2021, be received for information.

CARRIED

Safe, Caring and Restorative Schools Update

Superintendent Maliha provided an update on Safe, Caring and Restorative Schools, indicating that the 2020-2021 school year was challenged by the pandemic. Goals of creating a KPR Restorative Practice Committee, training system leaders in Recognizing and Preventing Substance Abuse, and continuing training in Violence Threat Risk Assessment (VTRA) are at various stages of completion.

Information was shared regarding Board Policy No. ES-1.1, Safe, Caring and Restorative Schools, which provides direction to schools regarding the consequences for unacceptable behaviour up to and including suspensions and expulsions. Suspension and expulsion data is tracked and submitted to the Ministry of Education each September for the previous school year.

It was reported that in the 2019-2020 school year, a cross section of Kawartha Pine Ridge District School Board staff received initial Restorative Practice Training as the first step in the creation of a KPR cross departmental committee designed to promote and train staff and students over the upcoming years. As the awareness and impact of Restorative Practices in schools is varied within KPR due to staff turnover and movement throughout the years, the KPR Restorative Practice Committee will encourage a better understanding of restorative practices by creating a training cohort of between 8-10 trainers that would allow for internal training, encourage local expertise, and entrench succession planning and training into the future. The development of this committee will continue into the 2021-2022 school year.

Superintendent Maliha spoke to the VTRA as a critical component to the KPRDSB Safe, Caring, and Restorative school's prevention and intervention plan. In 2020-2021, the VTRA trainers received re-certification through the North American Center for Threat Assessment and Trauma Response. In collaboration with Indigenous Education and Special Education, Safe, Caring and Restorative Schools has agreed to invest in VTRA training from an Indigenous perspective. Training sessions have started to take place and will be offered to all administrators in the system. An overview of the course was provided.

It was also reported that in order to better serve the social and emotional needs of some of our most marginalized and at-risk students, the Special Education Department and the Equity, Diversity, and Inclusion Department provided training to all Mental Health

Clinicians to build capacity in the areas of Equity, Diversity, and Inclusion, with a specific focus on anti-black racism and transphobia. These training sessions took place in January and June of this school year.

It was reported that in the 2019-2020 school year, system leaders identified the area of prevention and intervention of substance use as an area of concern and noted that they would like to receive further training for themselves and their staff. As a result, KPRDSB Safe, Caring, and Restorative Schools has partnered with The Canadian Centre on Substance Use and Addiction as well as the Durham District School Board and the Durham Catholic District School Board in developing three modules and a facilitator's guide for educators to increase knowledge and awareness on topics related to substance use. The estimated completion date for these modules and the 'train the trainer' session is August 2021. The modules and training session will be available to KPR administrators and teaching staff starting September 2021.

Suspension and expulsion details for the period between the 2017-2018 and 2020-2021 school years were provided. It was indicated that the reduction to days of face-to-face learning may have impacted the number of suspensions during the 2020-2021 school year. It was reported that, from the previous year, there was a 44% decrease in the total number of suspensions and a 39% decrease in the total number of students being suspended, while the total student population increased by approximately 4%. It was noted that the number of suspensions greater than five days increased from six in 2019-2020 to ten in 2020-2021, in the elementary panel. This is a result of alternatives other than expulsion utilized more frequently, longer suspensions with support in some cases. This includes voluntary admission to the Long-Term Suspension Expulsion Program (LTSEP) and social/emotional supports.

It was reported that in 2020-2021, a total of 12 cases were considered for expulsion and only 5 were recommended to proceed. In 7 of these cases other alternatives and supports were provided by the school and the LTSEP once mitigating factors were considered. The Safe Caring Restorative Schools Department has increased consultation with the Special Education Department, the Indigenous Education Department and the Equity, Diversity and Inclusion Department to find alternative intervention strategies this year. The collaborative efforts of these departments have better served the needs of our at-risk students.

Information was also shared regarding VTRAs, which are initiated by the school principal when a potential threat of violence occurs. A breakdown in the number of VTRAs by panel and level of severity was provided to committee members.

Providing safe and caring learning environments for our students continues to be a priority. School climate surveys, to be conducted in late November or early December, will provide data for schools to gauge the effectiveness of school climate efforts in the

areas previously identified and to adjust to our new realities heading into the 2021-2022 school year, in which the mental health of staff and students will be the primary focus.

Questions of clarification were addressed.

MOVED BY D. Lloyd, SECONDED BY J. Klassen Jeninga
That the Safe, Caring and Restorative Schools Update, dated June 15, 2021, be received for information.

CARRIED

Secondary One-to-One Chromebook Model

Superintendent Tompkins reported that as a result of the COVID-19 pandemic, the Information and Communications Technology (ICT) department made the decision to utilize 2020-2021 Classroom Technology Allocation and additional remote learning funding provided by the Ministry of Education for the central purchase of 6,350 Chromebooks.

It was indicated that during the 2020-2021 school year, KPR deployed over 8,000 Chromebooks and internet devices to support students enrolled in the Virtual Elementary School and Virtual High School as well as the ongoing pivoting transitions between remote and face to face learning.

It was also reported that throughout the 2020-2021 school year, the accelerated pace and delivery of content in the secondary quadmester model has made access to technology critical to support student success. Increased access to technology to support student learning has been an ongoing request of secondary schools, especially with the launch of the Instructional Technology Plan 2020-2023.

It was indicated that survey responses from secondary administrators and educators revealed strong support to adopt a one-to-one Chromebook model beginning in September 2021. The procurement of these 6,350 devices has created the opportunity to introduce a gradual one-to-one device model in our secondary schools. This measured approach would provide Grade 9 students with one-to-one technology for the 2021-2022 school year and potentially all Grade 10 students depending on the successful retrieval of loaned technology from the virtual schools and the recent pivot to remote learning.

It was reported that the gradual introduction of the one-to-one Chromebook model in secondary schools will support the vision and goals outlined in KPR's Instructional Technology Plan 2020-2023. This includes opportunities to further develop and refine the essential skills of communication, collaboration, critical thinking, and citizenship. In addition, this model would support opportunities for students to engage in STEAM (Science, Technology, Engineering, Arts and Mathematics) learning. Digital citizenship and equitable access to technology would also be benefits of this model. A one-to-one Chromebook deployment strategy will facilitate potential future transitions, where

students may be required to pivot to remote learning. This model will help to ensure continuity of learning in the event of such transitions.

It was indicated that budget implications have been considered as part of the annual ICT technology refresh cycle. On-going repairs and replacement of technology will be reviewed as part of budget considerations beginning in the 2022-2023 school year.

Questions of clarification were addressed.

MOVED BY C. Abraham, SECONDED BY D. Lloyd
That the Secondary One-to-One Chromebook Model report, dated June 15, 2021,
be received for information.

CARRIED

Future Meeting Dates

Future meeting dates for the 2021-2022 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, September 14, 2021.

Adjournment

MOVED BY T. Brown, SECONDED BY J. Klassen Jeninga
That the meeting be adjourned (8:58 p.m.).

CARRIED

Steve Russell
Committee Chairperson

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **2021 Summer Learning Program**

INITIATOR: Gloria Tompkins, Superintendent of Education: Student Achievement

BACKGROUND

1. The Summer Learning Program has been running in different parts of the Board for the past 15 years. Historically, the program has provided instruction for primary students who are experiencing challenges in the areas of literacy and numeracy.
2. The primary focus of the Summer Learning Program is to support students in minimizing summer learning loss of reading and math essential skills in preparation for their continued learning in September.
3. As a result of Ontario schools pivoting to distance learning in the spring of 2020, the Ministry of Education invited interested boards to create Summer Learning Programs that would allow for students to participate through remote learning using a synchronous platform.

STATUS

4. As a result of schools once again pivoting to virtual learning in April 2021, the Summer Learning Program 2021 was delivered virtually using a combination of synchronous and asynchronous learning.
5. Funding in the amount of \$45,000 was received from the Council of Ontario Directors of Education (CODE) to support the 2021 Summer Learning Program in KPR. Other unused funds were accessed to offer additional summer learning classes.
6. As part of the CODE funding agreement, boards were expected to offer a Grade 7/8 learning program in mathematics this year, to support students as they transition to Grade 9 de-streamed classrooms.
7. The 2021 Summer Learning Program was held July 5 to July 23 with approximately 150 students registered to attend online synchronous programs offered to Grades 1 to 8 including classes which specifically address the needs of English Language Learners from across KPR.
8. Some of the positive outcomes from the Summer Learning Program were recognized in the following key areas:
 - a. **Assessment of Student Learning in Literacy and Numeracy**
When planning, all educators leveraged resources designed and developed in KPR to support the intentional collection of assessment

information as students started the Summer Learning Program. This baseline information was utilized by staff in their intentional planning that was both responsive to specific student learning needs and provided a point of reflection throughout their time with learners in terms of their ongoing growth.

While varied assessment resources were utilized by educators, in the short period of time some students saw changes in reading levels and others demonstrated gains in their confidence in their approach which impacted reading behaviours and learning as mathematicians.

b. **Student Engagement**

Educators spent time building community in the initial days of classes. They were specific in targeting Social Emotional Learning in the context of the planning so as to support the growth of resilience and perseverance even when faced with learning that challenged them.

Utilizing KPR's Scope and Sequence resource, specifically in the area of Number, educators designed experiences to reflect the three-part lesson while also incorporating games and virtual experiences that were supportive of consolidation but also felt like fun. Our Grade 7/8 educators used the Intermediate math document shared by the Ministry to support transitions to Grade 9 to further inform their planning of learning experiences for students supporting the confidence and skills of students entering into de-streamed math classes.

c. **Supporting Student Confidence in Learning this Fall**

As educators wrapped up their time with students, they compiled data and summarized, in a written report, the skills and strategies students focused on, as well as possible next steps. This information was shared directly with families to share with educators in the fall.

Reports to schools and families were specific to the learning focus of these students and shared both the strategies used to support and sustain growth as well as the gains so that schools have a clear sense of the entry points for students this fall. Receiving schools will be able to utilize this information to better understand the precise degrees of progress made in student learning and confidence as they plan proactively to support students to enter into their learning this fall.

Feedback from students indicated that many could see how their experience had impacted an area of learning and they expressed feelings of confidence in approaching learning this fall.

d. **Family Partnerships**

Educators were consistent in communication with families and this supported confidence in the learning program as families became partners in their child's learning. Activities like introduction letters, availability for 1:1

calls twice a week and explicitly naming student progress during the learning were impactful as they were able to offer further support at home or address any challenges emerging in the online environment. As the Summer Learning Program concluded, families were provided with the opportunity to share feedback about their experience as a partner in this program. Feedback was positive and reflected their feeling of partnership between educators and families.

RECOMMENDATION

1. That the 2021 Summer Learning Program Report, dated September 14, 2021, be received for information.

Gloria Tompkins
Superintendent of Education: Student Achievement

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **2021 Summer School Programming**

INITIATOR: John Ford, Superintendent of Student Achievement

BACKGROUND

1. KPR has been running summer school programming for many years in all three regions of the Board.
2. In addition to KPR students, the summer programming has 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 1,000 students enrolled in KPR Summer School for both face to face and eLearning courses.
6. Summer school for the 2020 school year was entirely virtual.

STATUS

7. KPR's summer virtual learning program included both synchronous and asynchronous core courses for students in Grades 8 to 12.
8. Approximately 1,000 students registered in our synchronous learning summer school courses and another 380 enrolled in courses offered by our staff and teachers from our partner boards through an asynchronous model.
9. The transition to secondary programming included 215 Grade 8 students who earned a credit focussed on literacy and numeracy skill development.
10. Overall, students were granted 1,131 credits, which is a 94% success rate.

11. Cooperative education opportunities were available to students. 450 students participated from across the district. We also supported a cooperative education program specific to 19 students from Curve Lake First Nation.
12. Students were provided additional support in their learning by eight Special Education and Resource Teachers.
13. The Focus on Youth summer program also continued this year with 32 students participating. Students earned a credit and developed skills to remove barriers to employment and career/job opportunities.

RECOMMENDATION

1. That the 2021 Summer School Programming Report, dated September 14, 2021, be received for information.

John Ford
Superintendent of Student Achievement

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **De-streaming: A Focus on Mathematics**

INITIATOR: Jamila Maliha, Superintendent of Student Achievement

BACKGROUND

1. In July 2020, the Ontario Minister of Education announced plans for de-streaming the Grade 9 program, beginning with mathematics in September 2021. Grade 9 applied and academic mathematics courses were to be replaced with the de-streamed course, MTH 1W, which builds on prior knowledge and skills learned in the Grade 8 mathematics program.
2. The Ministry of Education 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**
3. KPR has 12% more students taking Grade 9 Applied Math than the average for districts in Eastern Ontario. During the 2020-2021 school year, the Secondary Program Department took the following steps to increase the number of students choosing the academic course in Grade 9, to improve student achievement in mathematics, and give students a wider range of career options.
 - All secondary schools were asked to review the academic pathway choice for incoming Grade 8 students. Students learning at grade level, and who met the provincial standard in Grade 8, were encouraged to choose academic mathematics in Grade 9.
 - Four schools received additional staffing to support one section of a math pilot with a focus on placing students into the academic math course. Cobourg Collegiate Institute, Courtice Secondary School, Norwood Secondary School, and Thomas A. Stewart Secondary School.
4. In *quadrimester* three and four of 2020-2021, the Secondary Program Department established a Math Leadership Team (MLT), consisting of five Math Lead Teachers from across KPR. Working with the Principal of Secondary Program every other week, the Math Leadership Team began to increase educator capacity across the system by refining pedagogical practices, while establishing the 'why' behind this cultural shift. The team:

- provided weekly collaborative professional learning for secondary math educators
 - established regional learning hubs with Lead Teachers
 - created curriculum, facilitated a book study using “Building Thinking Classrooms in Mathematics, Grades K-12”, by Peter Liljedahl
 - developed a math website and
 - presented our model of system support and resources to other boards at the Ontario Math Coordinators Association.
5. A team of five secondary principals and vice-principals was established to work with the Principal of Secondary Program to ensure professional learning and resources were accessible for administrators across the system to support de-streaming, in both the secondary and elementary panel. There were weekly collaborative learning sessions and a book study using “Building Thinking Classrooms in Mathematics, Grades K-12”, by Peter Liljedahl.
 6. Resources were created for KPR families and students to understand the shift to de-streaming across Ontario and the opportunities it would provide for students. These resources were provided to school administration to share with their school communities.
 7. The K-12 Teaching and Learning Department intentionally aligned with KPR’s Equity and Diversity plan to ensure culturally responsive and relevant pedagogy would support the shift to de-streamed Grade 9 math. The Math Leadership Team and Program Consultants engaged in intentional professional learning on culturally relevant and responsive pedagogy that was supported by the Equity department.

STATUS

8. The new Grade 9 de-streamed math curriculum (MTH 1W) was released in June 2021. The Math Leadership Team developed resources and lesson plans based on the new de-streamed-curriculum to support math educators.
9. All secondary schools were provided with Student Success funding in June to support the math resources needed to implement the new curriculum.
10. The Math Leadership team organized a summer symposium for math educators based on the de-streamed curriculum, including best practices and teaching strategies. There was a focus on equitable practice and pathways, culturally relevant and responsive pedagogy and an understanding of the importance of dismantling the systemic barriers of streaming. The symposium ran over two separate days in August and was attended by approximately 60 math educators across the system.

11. Five secondary schools (Crestwood Secondary School, East Northumberland Secondary School, Norwood District High School, Clarke High School and Courtice Secondary School) have received additional staffing to conduct Grade 9 English pilots. English educators in the five schools are collaborating with one another across the system and are supported centrally. Educators are implementing culturally responsive and relevant pedagogy in their teaching and resource selection.
12. Professional learning about de-streaming was provided for all K-12 educators on the September 2, 2021, PA day. An intentional connection to KPR's Essential Practices, Social and Emotional Learning and Culturally Relevant and Responsive Pedagogy was embedded in the learning.
13. Continued professional learning for Principals and Vice-principals to support their leadership in the shift to de-streaming Grade 9 math and other Grade 9 core subjects will continue throughout the 2021-2022 school year.

RECOMMENDATION

1. That the De-streaming: A Focus on Mathematics Report, dated September 14, 2021, be received for information.

Jamila Maliha
Superintendent of Student Achievement