

# KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

## **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

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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

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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