

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

PROGRAM REVIEW COMMITTEE MEETING

Tuesday, January 10, 2023, at 7:00 p.m.

Roy H. Wilfong Boardroom, 1994 Fisher Drive, Peterborough, Ontario

The public may view the meeting through the KPR YouTube Channel.

A G E N D A

- ITEM 1. **CALL TO ORDER AND LAND ACKNOWLEDGEMENT**
- ITEM 2. **ADOPTION OF AGENDA**
- ITEM 3. **DECLARATIONS OF CONFLICTS OF INTEREST**
- ITEM 4. **ADOPTION OF MINUTES**
for the Meeting held on Tuesday, November 29, 2022
- 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**
 - 8.2 **Student Achievement Initiatives**
 - 8.2.1 Alternative, International and Continuing Education
 - 8.2.2 November 25, 2022 Secondary Professional Activity Day
 - 8.2.3 New Teacher Induction Program
 - 8.3 **Discussion Items**
Nil
- ITEM 9. **CORRESPONDENCE**
- ITEM 10. **BOARD MEMBER ADDITIONS**

ITEM 11. **FUTURE MEETING DATES**

February 7, 2023

March 7, 2023

April 4, 2023

May 9, 2023

June 13, 2023

(all meetings will be held at 7:00 p.m. in the Boardroom unless otherwise noted)

ITEM 13. **ADJOURNMENT**

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

PROGRAM REVIEW COMMITTEE MINUTES

Tuesday, November 29, 2022 at 7:00 p.m.

SUBJECT TO COMMITTEE APPROVAL

ATTENDANCE

Present: Trustees Rose Kitney (Committee Chairperson), Paul Brown, Cyndi Dickson, Kathleen Flynn and Diane Lloyd.

Also Present: Trustees Steve Russell (Chairperson of the Board), Jaine Klassen Jeninga (Vice-chairperson of the Board) and Angela Lloyd; D. McNaughton, J. McIlmoyle Parsons, C. Anderson, C. Tozer and L. Haemel.

Associate Director D. McNaughton, called the meeting to order (7:03 p.m.), welcomed members and guests to the meeting and provided the land acknowledgement, stating that the committee was meeting on the traditional territory of the Mississauga First Nations.

Adoption of Agenda

MOVED BY C. Dickson, SECONDED BY P. Brown
That the agenda be adopted as printed.

CARRIED

Election of Chairperson

Associate Director McNaughton reviewed the process for elections and called for nominations from the floor three times for the position of Committee Chairperson.

MOVED BY C. Dickson, SECONDED BY P. Brown
That Trustee Rose Kitney be nominated.

MOVED BY D. Lloyd, SECONDED BY C. Dickson
That the nominations be closed.

CARRIED

Trustee R. Kitney accepted the nomination and indicated she wished her name to stand.

Trustee Kitney was acclaimed Chairperson of the Program Review Committee for the year 2022-2023 and assumed the Chair. She extended her thanks to committee members for their support.

Adoption of Minutes

MOVED BY C. Dickson, SECONDED BY S. Russell

That the Minutes of the last meeting held on Tuesday, October 11, 2022, be adopted as recorded.

CARRIED

Student Achievement and Results from the 2022 EQAO Primary and Junior Division Assessments, Grade 9 Assessment of Mathematics, and the Ontario Secondary School Literacy Test

Associate Director McNaughton reported that system and school improvement planning utilizes the following four types of data: demographic, student learning/achievement, school programs and processes, and perceptual. Education Quality and Accountability Office (EQAO) assessment, as well as report card grades, learning skills, graduation rates, credit attainment, common assessments, and Individual Education Plan (IEP) program pages are examples of student learning/achievement data sources. The connections to the Kawartha Pine Ridge District School Board (KPR) Strategic Plan and Board Action Plan (BAP) 2022-2023 were shared.

C. Tozer, Research Lead, shared a comprehensive report on the EQAO Grades 3 and 6 assessment results of reading, writing and mathematics, Grade 9 assessment results of mathematics, and the Ontario Secondary School Literacy Test (OSSLT) results, for testing that took place during the 2021-2022 school year.

Due to the disruptions caused by the COVID-19 pandemic, assessments through EQAO have not been completed since 2019. For the 2021-2022 year, students completed the EQAO assessments online and were required to be physically present at the school.

It was noted that as there were changes to both the elementary and secondary math curricula since the last EQAO assessment in 2019 and since EQAO had made a number of significant changes to the assessments in 2021-2022, the 2022 results are a new baseline and not directly comparable to the last assessments in 2019.

J. McIlmoyle Parsons, Principal of Teaching and Learning K-12 (elementary focus), outlined the student and educator focused supports that were offered to schools while navigating this new assessment experience.

MOVED BY C. Dickson, SECONDED BY P. Brown

That the Student Achievement and Results from the 2022 EQAO Primary and Junior Division Assessments, Grade 9 Assessment of Mathematics, and the Ontario Secondary School Literacy Test Report, dated November 29, 2022, be received for information.

CARRIED

2022-2023 Exams and Final Assessments

Associate Director McNaughton reported that for the past two years, due to the COVID-19 pandemic, KPR secondary schools implemented the quadmester system. This organizational structure brought about a change in assessment and evaluation practices, with the removal of traditional exam days.

With the return to the semester system in the 2022-2023 school year and scheduled final examination days within the 2022-2023 school year calendar, connecting to the KPR Strategic Plan and BAP 2022-2023, an emphasis on assessment and evaluation pedagogy and best practice is a focus within the Teaching and Learning K-12 department and secondary schools.

In early September, the Teaching and Learning K-12 department consulted with a principal focus group and an educator focus group (representing different subject specific areas) to determine guidelines for schools when creating final assessments, as well as some operational components.

As a result of this collaboration, and in alignment with Growing Success, it was determined that for the 2022-2023 school year:

- students in Grades 9 and 10 will have no formal examinations
- a minimum of two or more culminating activities will make up the final 30% of the final grade
- students in Grades 11 and 12 may participate in examinations
- the final exam/task on the scheduled exam day will only be up to 10% (out of the 30%) of the final grade
- the remaining 20% will consist of culminating activities such as an authentic task, a presentation, conferencing, a performance task, a lab, etc.

MOVED BY D. Lloyd, SECONDED BY S. Russell

That the 2022-2023 Exams and Final Assessments Report, dated November 29, 2022, be received for information.

CARRIED

MOVED BY A. Lloyd, SECONDED BY P. Brown

That the meeting be extended (9:00 p.m.).

CARRIED

October 24, 2022 Professional Activity Day

Associate Director McNaughton reported that the professional learning for the October 24, 2022 Professional Activity (PA) day was created centrally by the Teaching and Learning K-12, Equity, Diversity and Inclusion, Indigenous Education, and Safe, Caring and Restorative Schools departments. The learning for both elementary and

secondary educators included Ministry of Education mandated information, as well as school directed learning pathways. The KPR PA Days are planned with consideration of priorities in the KPR Strategic Plan and the BAP 2022-2023. The professional learning included:

Topic	BAP Connection	Details
Anti-Sex Trafficking	SA-SL2 SA-SL3 SA-EC2	The learning is based on Policy/Program Memorandum (PPM) 166: Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols and KPR's Administrative Regulation ES-1.1.13 Safe, Caring and Restorative Schools: Anti-Sex Trafficking and Anti-Sex Trafficking Guide. Topics included: <ul style="list-style-type: none"> • employee self-care and support • key statistics • setting the stage for a safe investigation • administrative regulation and guide
Guidelines on the Non-use of Racial and Other Epithets and Slurs	SA-SL1 SA-SL2	The learning focused on: <ul style="list-style-type: none"> • deepening the understanding of microaggressions • exploring KPR's Guidelines on the Non-Use of Racial and Other Epithets and Slurs • examining a case study to develop strategies on how to address and respond to situations that cause harm
School Directed Learning Pathways	SA-EL1 SA-EL2 SA-EL3 SA-SL2	Based on feedback from school administrators, the school directed learning pathway options provided schools with an opportunity to extend their August 31 and September 1, 2022 PA day learning. Elementary educators extended their learning regarding Science, Technology, Engineering and Math (STEM) education, reading development Kindergarten to Grade 8, and building understanding of number and operations. Secondary educators extended their learning regarding de-streaming, assessment and evaluation and the skilled trades.

MOVED BY P. Brown, SECONDED BY C. Dickson

That the October 24, 2022 Professional Activity Day Report, dated November 29, 2022, be received for information.

CARRIED

Math Instructional Coaching

Associate Director McNaughton reported that KPR has embraced the instructional coach model in various forms over the past decade as a strategy impacting capacity building with educators and supporting student learning and achievement

J. McIlmoyle Parsons highlighted that the embedded numeracy coach is a member of the school team that supports the implementation of the KPR Scope and Sequence: Mathematics. In September 2022, embedded numeracy coaches were identified in seven schools of various sizes, in three regions of the board, funded through four-year Ministry math strategy funding. As a part of KPR's BAP 2022-2023 the embedded coaches work alongside colleagues to provide effective instruction and assessment that is authentic, culturally relevant and responsive.

Embedded coaches have participated in professional learning regarding the act of coaching and intentional skill development required to take a *coach approach* in their work alongside colleagues. The embedded coaches work with consultants from the Teaching and Learning K-12 department to leverage system level resources to improve the mathematics learning of all students.

C. Anderson, Instructional Leadership Consultant, reported that embedded coaches work alongside colleagues in classrooms to support the learning of students, as well as to model, co-plan, co-teach and co-debrief student learning and intentional decisions about instruction. The embedded coach also works with the principal to co-facilitate professional learning in divisions and staff meetings using resources and materials prepared by the Teaching and Learning K-12 department.

MOVED BY P. Brown, SECONDED BY D. Lloyd
That the Math Instructional Coaching Report, dated November 29, 2022, be received for information.

CARRIED

Adjournment

MOVED BY P. Brown, SECONDED BY D. Lloyd
That the meeting be adjourned (9:30 p.m.).

CARRIED

Rose Kitney
Committee Chairperson

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **Alternative, International and Continuing Education**

INITIATOR: Sonal Gohil, Superintendent, Student Achievement

BACKGROUND

1. The Kawartha Pine Ridge District School Board Adult, Alternative and Continuing Education consists of programs in secondary school credit courses and non-credit programs.
2. Courses are offered at three alternative sites: two Centres for Individual Studies (CIS) campuses (Clarington and Northumberland regions), and at Peterborough Alternative and Continuing Education at Peterborough Collegiate and Vocational School (PACE@PCVS).
3. There have been a variety of different programs offered at each alternative site, all tailored to meet the diverse needs of all learners.
4. To effectively support student programming, the Alternative, International and Continuing Education (AICE) department was created in April 2022.

STATUS

5. The three day school programs, located at both CIS campuses and PACE@PCVS serve students aged 16 and over, with the majority between the ages of 18-21 years. Enrolment is continuous entry and is increasing at each site for the 2022-2023 school year. There are approximately 650 students registered in day school.
6. Currently, the programs that are offered at the alternative sites include:
 - The School for Young Moms
 - Co-operative Education
 - Dual Credits
 - Prior Learning and Assessment Recognition
 - Literacy and Basic Skills
 - International Languages
 - Personal Support Worker Program (PSW)
 - Adult Non-Credit English as a Second Language
 - The Long Term Suspension and Expulsion Program (LTSEP) in Clarington, Northumberland and Peterborough
 - International Student Program
 - Driver Education Program

7. Programs offered off-site include:
- School Within a College located at Fleming College
 - Correspondence
 - The PSW placement program where 330 hours are completed in long term care and community care agencies
 - Dual credits located at Fleming College and Durham College.

RECOMMENDATION

1. That the Alternative, International and Continuing Education Report, dated January 10, 2023, be received for information.

Sonal Gohil
Superintendent, Student Achievement

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **November 25, 2022 Secondary Professional Activity Day**

INITIATOR: Drew McNaughton, Associate Director of Education

BACKGROUND

1. Reflections and reports about the learning Kawartha Pine Ridge District School Board (KPR) staff engage in during Professional Activity (PA) days will be shared with the Program Review Committee throughout the 2022-2023 school year.
2. The PA days are aligned with Ministry of Education's (MOE) plan for learning recovery, with a focus on literacy and numeracy, equity and inclusion, preparing for future jobs (emphasis on skilled trades), and ensuring student safety, mental health and well-being.
3. The PA day on October 24, 2022 included MOE mandated learning for elementary and secondary educators, as well as providing an opportunity for continued learning on equity and inclusive practice in the classroom. The learning included:

Elementary and Secondary Schools
<p>Morning Session</p> <p>Both elementary and secondary educators engaged in learning focused on:</p> <ul style="list-style-type: none">• Policy/Program Memorandum (PPM) 166: Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols and KPR's Administrative Regulation ES-1.1.13 Safe, Caring and Restorative Schools: Anti-Sex Trafficking and Anti-Sex Trafficking Guide• deepening the understanding of microaggressions• exploring KPR's Guidelines on the Non-Use of Racial and Other Epithets and Slurs <p>Afternoon Session</p> <p>Elementary educators:</p> <ul style="list-style-type: none">• elementary educators extended their learning regarding science technology, engineering and math (STEM) education, reading development for Kindergarten to Grade 8 and building understanding of number and operations. <p>Secondary educators:</p> <ul style="list-style-type: none">• secondary educators extended their learning regarding de-streaming, assessment and evaluation and the skilled trades.

STATUS

4. The PA day on November 25, 2022 was designated for secondary schools in KPR. The learning was created centrally by the Teaching and Learning department. Secondary administrators had the opportunity to review the material with the Principal of Teaching and Learning K-12 (Secondary focus), prior to the PA day.
5. The learning included MOE mandated information, as well as school directed learning pathways. The professional learning included:

Topic	Timing	BAP Connection	Details
Pathways Opportunities and Curriculum Connections	Morning	SA-EL 1 SA-SL 2 SA-EC 1	<p>As per MOE guidelines for the November 25 secondary PA day, a focus for the learning included exploring pathways opportunities and curriculum connections.</p> <p>All secondary schools engaged in a live-streamed presentation that allowed for departments to collaborate and:</p> <ul style="list-style-type: none"> • develop an understanding of pathway terms and opportunities for students • connect subject specific curriculum expectations with pathway opportunities • learn about community partners who can support curriculum pathways • initiate the creation of a four-year department curricular pathway plan for students
School Directed Learning Pathways (Assessment and Evaluation, De-streaming, Skilled Trades)	Afternoon	SA-EL1 SA- EL 2	Based on feedback from school administrators, the school directed learning pathway options provided schools with an opportunity to extend and continue their October 24, 2022 PA day learning.

RECOMMENDATION

1. That the November 25, 2022 Secondary PA Day Report, dated January 10, 2023, be received for information.

Drew McNaughton
Associate Director of Education

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **New Teacher Induction Program**

INITIATOR: Drew McNaughton, Associate Director of Education

BACKGROUND

1. The New Teacher Induction Program (NTIP) was introduced by the Ministry of Education in 2006, as a mandated program for teachers in their first permanent position in Ontario to support teacher's entrance into the profession.
2. Kawartha Pine Ridge District School Board (KPR) welcomes all educators in long-term occasional positions over approximately 97 days, to join the learning available, as well as those who are in their first permanent teaching positions.
3. There are three mandatory elements of NTIP each board of education is expected to provide:
 - orientation for new teachers to the school and school board
 - mentoring for new teachers by experienced teachers
 - professional learning relevant to the individual needs of new teachers
4. In October 2019, the NTIP manual was updated to support new educators in their development of confidence, efficacy, instructional practice, and commitment to continuous learning, all in support of student learning and well-being.
5. Upon completion of orientation, the NTIP Strategy Form, used to reflect upon the professional learning pursued, and two successful NTIP Teacher Performance Appraisals (TPA) within the first 12 months of becoming a permanent educator with KPR, educators receive a notation on their Ontario College of Teachers (OCT) profile.
6. In the past, NTIP educators attended one half day of orientation once they were eligible to participate in NTIP based on the length of a Long-term Occasional (LTO) placement or once they were in a permanent position. In August 2022, KPR shifted to embed the NTIP Orientation into the Occasional Teacher New Employee Orientation (OT NEO) to minimize the stress on the occasional teacher supply list with half day absence.

STATUS

7. KPR's goals for all NTIP stakeholders include:
 - building a sense of belonging and connection through mentoring and coaching
 - developing a learning culture by offering responsive learning opportunities that reflect voice and choice interests and need
 - supporting the process and awareness of NTIP TPAs and NTIP Strategy form
 - attainment of the NTIP notation on OCT
8. This year KPR is serving over 280 elementary permanent and LTO educators, over 160 secondary permanent and LTO educators, as well as over 100 daily occasional educators.
9. An NTIP teams coaching structure was established last year as part of a multi-pronged approach to build community and offer responsive learning. Based on feedback from NTIP educators some dimensions of this structure have been updated for the 2022-2023 school year as outlined below.
 - NTIP teams are facilitated by consultants across all departments in KPR.
 - In the fall of 2022, Teaching and Learning sought to get to know these adult learners and their contexts and developed the NTIP teams so that educators would be coming together with those in similar roles.
 - NTIP teams had the opportunity to meet in person this fall with their team coach/mentor and made connections with the Indigenous Education Department consultants and Dr. Deanna Swift, Executive Officer Mental Health and Wellness, in support of ongoing and embedded learning.
 - In addition to making these connections, these introductory days of learning together allowed for time to build relationships, and learn more about the Board Action Plan, KPR's Culturally Relevant and Responsive Pedagogy (CRRP) toolkit, Special Education and resources and supports offered through Teaching and Learning K-12.
 - NTIP team coach/mentors have already started their monthly check in time, which provides space to reconnect after this initial day together.
10. With the NTIP orientation now embedded in their initial onboarding experience, the NTIP team coach/mentors play an important role in communicating with these educators and supporting them to act upon the elements of the induction program.
11. Learning opportunities are offered both after school and during school (with release time) to provide equitable access for all educators. If the learning is in demand, it is offered multiple times. In an effort to be proactive, strategic offerings of professional learning is based around key periods of time when new educators may benefit from specific support (e.g., reporting periods).
12. For educators who continue to wish to pursue professional learning after they attain the NTIP notation on their OCT profile, they are welcome to continue to take part in any NTIP learning for their first five years.

RECOMMENDATION

1. That the New Teacher Induction Program Report, dated January 10, 2023, be received for information.

Drew McNaughton
Associate Director of Education