

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

PROGRAM REVIEW COMMITTEE MEETING

Tuesday, April 4, 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, March 7, 2023
- 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 Science, Technology, Engineering and Mathematics (STEM)
Update
- 8.3 **Discussion Items**
Nil
- ITEM 9. **CORRESPONDENCE**
- ITEM 10. **BOARD MEMBER ADDITIONS**
- ITEM 11. **FUTURE MEETING DATES**
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

SUBJECT TO COMMITTEE APPROVAL

DRAFT PROGRAM REVIEW COMMITTEE MINUTES

Tuesday, March 7, 2023 at 7:00 p.m.

ATTENDANCE

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

Also Present: Trustees Jaine Klassen Jeninga (Vice-chairperson of the Board) and Angela Lloyd; D. McNaughton, C. Filip, McIlmoyle Parsons, T. Kingston, J. Paige, M. Sherwin and L. Haemel.

Trustee R. Kitney, Committee Chairperson, called the meeting to order (7:00 p.m.) and welcomed members and guests to the meeting. Trustee R. Kitney provided the land acknowledgement and stated that the Committee was meeting on the traditional territory of the Mississauga First Nations.

Adoption of Agenda

MOVED BY K. Flynn, SECONDED BY P. Brown
That the agenda be adopted as printed.

CARRIED

Adoption of Minutes

MOVED BY K. Flynn, SECONDED BY D. Lloyd
That the Minutes of the last meeting held on Tuesday, February 7, 2023, be adopted as recorded.

CARRIED

eLearning Update 2022-2023

Associate Director McNaughton reported that the Kawartha Pine Ridge District School Board (KPR) has been involved with asynchronous eLearning programming since 2008 and is a member of the Ontario eLearning Consortium (OELC). The OELC is comprised of numerous Ontario school boards who share students to offer a wider selection of course and schedule options and provides important collaboration across the province.

C. Filip, Principal of Teaching and Learning K-12 (secondary focus), reported that she supports the eLearning program along with two district eLearning coordinators (consultants), one eLearning registrar (clerical) and eLearning course specific educators. This team is responsible for managing all aspects of eLearning student

learning. The connections between the KPR eLearning program and the KPR Strategic Plan and Board Action Plan (BAP) 2022-2023 were shared with the committee.

J. Paige, eLearning Coordinator, expressed that KPR educators are encouraged to ensure the asynchronous online learning experience is engaging and meaningful for their students. This year, educator learning focused on creating an inviting and engaging virtual environment that is culturally relevant and responsive. This professional learning was created in collaboration with the Equity, Diversity and Inclusion department.

M. Sherwin, eLearning Coordinator, reported that three smaller high schools host eLearning hubs (Norwood District High School, Port Hope High School and Clarke High School) where in-person educators are available for students to talk to about assignments, activities and technical issues. This has led to better retention and success in eLearning courses overall.

In semester two, a Student Success eLearning section was introduced to support students across KPR who have been approved for the Supervised Alternative Learning program (SAL) or who need to enroll in a course to support them for a variety of reasons.

eLearning consultants have provided a day of learning to New Teacher Induction Program (NTIP) participants about how to facilitate the use of technology (Chromebooks, web-based applications, etc.) to enhance student learning and active engagement.

KPR's eLearning course offerings and student enrolment have continued to grow in 2022-2023 based on student need, both within KPR and in other districts. Charts and graphs were presented showing the eLearning growth from 2008 to present.

Discussion was held and questions of clarification were addressed.

MOVED BY P. Brown, SECONDED BY K. Flynn

That the eLearning Update 2022-2023 Report, dated March 7, 2023, be received for information.

CARRIED

KPR Literacy

Associate Director McNaughton reported that the KPR Strategic Plan 2019-2022 inspires our students to excel in learning by creating a strong foundation for student achievement in literacy and numeracy. In support of this system priority, the KPR Board Action Plan (BAP) 2022-2023 includes system action SA-EL2: "provide differentiated intensive support in reading and math to ensure student success".

During the spring of 2021, the Teaching and Learning K-12 department developed the *Readers Now/Lecteurs Maintenant (RN/LM)* framework to support and bring added precision to reading instruction across KPR elementary schools. In February 2022, the Ontario Human Rights Commission's (OHRC) Right to Read inquiry was released concluding that many students, in particular students who have been historically and currently marginalized, are encountering systemic barriers that limit their opportunities to learn to read. In April 2022, the Ministry of Education (MOE) published the Effective Early Reading Instruction: A Guide for Teachers. The guide is intended to support educators' ongoing efforts to build students' reading skills.

J. McIlmoyle Parsons, Principal of Teaching and Learning K-12 (elementary focus), reported that during the spring of 2022, KPR purchased new student and staff resources for all schools. These resources were directly aligned with the types of resources shared in both the Right to Read report and the MOE's Effective Early Reading Instruction Guide. The Teaching and Learning K-12 department continues to update elements of *RN/LM* to reflect areas highlighted in the OHRC Right to Read report and the MOE's Effective Early Reading Instruction Guide. Teaching and Learning consultants and literacy coaches continue to support educators and schools across KPR.

Currently, the MOE is undertaking a language curriculum review and has requested feedback about literacy instruction from school boards across the province as well as other stakeholders.

T. Kingston, Consultant, explained the tiered approach KPR uses to address reading instruction for students in Kindergarten to Grade 8. Tier 1 instruction (support for all students) is informed by assessment and instructional tools offered in *RN/LM* and implemented by classroom educators and other in-school personnel. Tier 2 interventions (support for some students) are activated through special education resource teachers and/or by early intervention teachers (EIT's) in early primary grades. Tier 3 intensive support (support for few students) involves individual or small group targeted specific teaching. Tier 3 interventions may require student withdrawal from the classroom to engage in specialized programs with trained professionals (e.g., Empower educators). Professional Services staff (e.g., psychologists and speech and language pathologists) also provide Tier 3 support through the multi-focus team approach.

Moving forward, the importance of continuing to build and support educators' efficacy in providing explicit, systematic, evidence-based instruction is guiding KPR's efforts to impact reading instruction in classrooms at the Tier 1 level. The Teaching and Learning K-12 department will continue to develop and review new resources that will be impactful for educators and students and support stakeholders in learning how to maximize these resources.

The MOE will soon release revised elementary language and Grade 9 English curriculum. KPR is preparing for this release in order to support administrators and educators in implementing the new curriculum.

It was explained that based on the OHRC's Right to Read report, scholarly articles, an Ontario school district scan, and local KPR data, the Reading Recovery program will be phased out at the end of the 2022-2023 school year. KPR will look to build on current practices such as literacy coaches and EITs to continue to build educator capacity at the classroom level and support student learning.

KPR is currently in the process of reviewing universal screeners of reading for Kindergarten to Grade 2 students which are intended as an early detection strategy for the benefit of students and educators. Utilizing a universal screener can give educators a better understanding of how to support their students and target instruction.

MOVED BY K. Flynn, SECONDED BY P. Brown
That the meeting be extended (9:00 p.m.).

CARRIED

Extension discussion was held and questions of clarification were addressed.

MOVED BY K. Flynn, SECONDED BY P. Brown
That the KPR Literacy Report, dated March 7, 2023, be received for information.

CARRIED

Adjournment

MOVED BY K. Flynn, SECONDED BY C. Dickson
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: **Science, Technology, Engineering and Mathematics (STEM) Update**

INITIATOR: Drew McNaughton, Associate Director of Education

BACKGROUND

1. The study of K–12 Science, Technology, Engineering and Mathematics (STEM) education includes cross-curricular and/or integrative study, as well as the application of STEM subjects in real-world contexts. As students engage in STEM education, they develop transferable skills (i.e., problem solving, critical thinking, collaboration) that they need to meet the demands of today's global economy and society.
2. Some STEM subjects in Kawartha Pine Ridge District School Board (KPR) may be taught separately across K-12, but with intentional cross-curricular connections as part of student learning. Alternatively, content from all four STEM subjects may be fully integrated to reinforce student understanding of each subject and the interrelationships among them, to provide an opportunity to apply a wide range of knowledge and skills in unique ways with real-world applications.
3. The 2022 elementary science curriculum has introduced the engineering design process and scientific experimentation process which mirror the creative process and the critical analysis process found in the Ontario arts curriculum. Transferable skills and social-emotional learning skills are highlighted in the STEM curriculum which support learning in all subject areas including cross-curricular life skills such as innovation, creativity, entrepreneurship, collaboration, communication and digital literacy.
4. As new curriculum is released in science and math, and with the emphasis on promoting skilled trades in Ontario, Teaching and Learning K-12 is working collaboratively with other central departments (i.e., Special Education, Indigenous Education, Equity Diversity and Inclusion) to ensure that educators across the system are supported to implement STEM education in their classrooms and that there are opportunities for both educators and students to engage in STEM activities.

STATUS

5. To support STEM education across KPR, classroom educators are incorporating a variety of opportunities for students to develop real world connections and competencies based on the curriculum expectations. In Teaching and Learning K-12 we are supporting the system in a variety of ways, with professional learning opportunities and resources. For example, Teaching and Learning K-12 has provided schools with tool kits, coding resources, water ranger testing kits, robotics technology and the professional learning necessary to use the resources effectively in the classroom.

6. A focus on STEM is incorporated into the New Teacher Induction Program (NTIP), with NTIP educators having the opportunity to engage in full day professional development sessions on the integration of coding and technology within both the mathematics and science curriculum.
7. Embedded math coaches have received training on the new coding technology and have taken on a leadership role in their schools around the meaningful implementation of these devices. From intermediate student technology teams, to running their own school-based workshops, coaches have been instrumental in building capacity with coding in their schools.
8. With a strong focus on skilled trades, there are STEM connections through activities and resources that introduce both educators and students to the various aspects of skilled trades (such as critical thinking, problem solving and collaboration). Through initiatives such as TakeTech, Make Stuff Move, Not-A-Box, and different STEAM (Science Technology, Engineering, Art and Mathematics) and STEM student symposiums, students are engaging in relevant concrete activities that allow them to experience and learn about skilled trades.

RECOMMENDATION

1. That the Science, Technology, Engineering and Mathematics (STEM) Update Report, dated April 4, 2023, be received for information.

Drew McNaughton
Associate Director of Education