

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

PROGRAM REVIEW COMMITTEE MEETING

Tuesday, May 9, 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, April 4, 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 MH LIT: Student Mental Health In Action
- 8.2.2 Experiential Learning and Pathways Update 2022-2023
- 8.3 **Discussion Items**
Nil
- ITEM 9. **CORRESPONDENCE**
- ITEM 10. **BOARD MEMBER ADDITIONS**
- ITEM 11. **FUTURE MEETING DATES**
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, April 4, 2023 at 7:00 p.m.

ATTENDANCE

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

Regrets: Trustee Rose Kitney (Committee Chairperson).

Also Present: Trustees Steve Russell (Chairperson of the Board), T. Brown and Angela Lloyd; D. McNaughton, C. Filip, J. McIlmoyle Parsons, C. Anderson, J. Nobes, C. Perentesis and L. Haemel.

Trustee D. Lloyd, Acting Committee Chairperson, called the meeting to order (7:00 p.m.) and welcomed members and guests to the meeting. Trustee D. Lloyd 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 P. Brown, SECONDED BY K. Flynn.
That the agenda be adopted as printed.

CARRIED

Adoption of Minutes

MOVED BY P. Brown, SECONDED BY K. Flynn.
That the Minutes of the last meeting held on Tuesday, March 7, 2023, be adopted as recorded.

CARRIED

Science, Technology, Engineering and Mathematics (STEM) Update

Associate Director McNaughton reported that 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. 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. Content from all four STEM subjects may be fully integrated to reinforce student understanding of each subject and the interrelationships among them, to

provide opportunities to apply a wide range of knowledge and skills in unique ways with real-world applications.

The 2022 elementary science curriculum has introduced the engineering design and scientific experimentation processes which mirror the creative and critical analysis processes 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.

C. Filip, Principal of Teaching and Learning K-12 (secondary focus), shared the connections between KPR's STEM education and the KPR Strategic Plan and Board Action Plan (BAP) 2022-2023. It was reported that 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 learning.

J. McIlmoyle Parsons, Principal of Teaching and Learning K-12 (elementary focus), indicated that to support STEM education across KPR, classroom educators are incorporating a variety of opportunities for students to explore real-world connections and competencies based on the curriculum expectations, not only in science but across all subject areas including the arts. The Teaching and Learning K-12 department is supporting the system in a variety of ways, with resources and professional learning opportunities offered both during and after the school day that provide educators the opportunity to make connections among science, technology, the arts and mathematics and the application of student learning across these areas in a way that achieves curriculum outcomes.

A focus on STEM is incorporated into the New Teacher Induction Program (NTIP), with NTIP educators engaging in professional development sessions specific to the integration of coding and technology within both the mathematics and science curriculum. Intentional examples and modelling of strategies to engage student creativity through role play and the creative design process is woven into these learning opportunities.

Consultants C. Anderson, J. Nobes and C. Perentesis shared STEM connections through activities and resources that introduce both educators and students to the various aspects of twenty-first century competencies (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 twenty-first century competencies. Demonstrations of various coding tools were provided to the committee.

Questions of clarification were addressed. Specifically, it was asked about STEAM and the role of the arts in supporting STEM. These questions were answered with specific examples of arts integration provided.

MOVED BY K. Flynn, SECONDED BY P. Brown
That the Science, Technology, Engineering and Mathematics (STEM) Update
Report, dated April 4, 2023, be received for information.

CARRIED

Adjournment

MOVED BY A. Lloyd, SECONDED BY K. Flynn
That the meeting be adjourned (8:59 p.m.).

CARRIED

Diane Lloyd
Committee Chairperson

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **MH LIT: Student Mental Health In Action**

INITIATOR: Drew McNaughton, Associate Director of Education
 Dr. Deanna Swift, Executive Officer of Mental Health and Wellness

BACKGROUND

1. MH LIT: Student Mental Health in Action (MH LIT) is a series of six lessons to support the development of basic mental health knowledge and help-seeking skills. The lessons are designed for secondary students, focusing on building their understanding of mental health and mental illness, signs of mental health problems, and how and where to seek help when needed.
2. MH LIT has been developed by School Mental Health Ontario in collaboration with educators, students, school leaders, mental health professionals, and equity experts across the Province of Ontario.
3. These lessons are applicable to all secondary students from Grades 9 to 12.
4. There are four 45-minute lessons covering the following topics:
 - *Know the Facts* about mental health and mental illness
 - *Know Yourself* and what you need to take care of your own mental health
 - *Help Yourself* and know how to ask for help and where to go for help if you need it
 - *Help a Friend* by being supportive and connecting them with professional help

There are two supplementary lessons:

- *Test and Exam Stress: Strategies to Perform at Your Best*
 - *The Challenge of Change: Navigating the Transition from Secondary School* and taking care of your mental health as you transition to post-secondary or employment.
5. MH Lit materials include resources to help school leaders and educators implement the lessons.

STATUS

6. An overview of, and the materials from, the MH LIT lessons were shared with the Senior Administrative Team, secondary principals and vice-principals, student success, guidance, and special education teachers, and secondary New Teacher Induction Program participants during voluntary learning sessions.
7. Feedback was gathered from stakeholders with respect to where they believe the MH LIT lessons would best be positioned so that every secondary student would receive this learning. Stakeholders suggested it would be ideal to deliver MH LIT

core lessons at the beginning of a school year, embedded in a compulsory course such as Grade 9 English or Physical Education, so all students could participate.

8. Secondary Teaching and Learning K-12 consultants reviewed the lessons and documented the curriculum connections with Grade 9 English and Physical Education.
9. Secondary schools will be asked to prepare a plan for implementation to deliver the MH LIT for the 2023-2024 school year.

RECOMMENDATION

1. That the MH LIT: Student Mental Health In Action, dated, May 9, 2023, be received for information.

Drew McNaughton
Associate Director of Education

Dr. Deanna Swift
Executive Officer of Mental Health and Wellness

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **Experiential Learning and Pathways Update 2022-2023**

INITIATOR: Drew McNaughton, Associate Director of Education

BACKGROUND

1. In 2015, the Premier's Highly Skilled Workforce Expert Panel made recommendations for building the workforce to meet the needs of our current and future economy. One of the recommendations asked Ontario schools to commit to strengthening and expanding experiential learning opportunities across secondary, post-secondary, and adult learning environments. A first step was to ensure that every student has at least one experiential learning opportunity by the end of secondary school and at least one experiential learning opportunity by the time they graduate from post-secondary education.
2. Due to an increasing number of retirements and future job growth in the area of the skilled trades, the Ministry of Education (MOE) announced their support of experiential learning in 2020 by increasing funding for specialized programming such as Specialist High Skills Major (SHSM) and the Ontario Youth Apprenticeship Program (OYAP). In addition, it has made available funding to support greater integration of experiential learning in core courses. This has also allowed greater means for school boards to provide opportunities for students at a younger age to learn more about possible pathways in the skilled trades industry.
3. Kawartha Pine Ridge District School Board (KPR) has historically been a leader in the number of students participating in secondary school experiential learning opportunities in the classroom and through specialized programs such as SHSM and OYAP.

STATUS

4. Experiential Learning Across the Curriculum:
 - Experiential learning is a mode of learning delivered under the MOE guidelines that occurs in person or virtually, across all curriculum areas K-12 and provides developmentally appropriate opportunities that integrate the theoretical concepts of classroom activities with a community or hands-on learning experience.
 - Educators from Grades 7-12 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.
 - In 2022-2023, the MOE provided funding for school boards to coordinate and provide experiential professional learning opportunities for all guidance

educator-counselors. The goal was to develop an enhanced understanding of the skilled trades and apprenticeship pathway and the benefits of the skilled trades as a career. This experience was developed in partnership with local skilled trades employers and organizations. The objective was for all guidance educators to become knowledgeable about the skilled trades and the apprenticeship pathway so that they could be better positioned to promote this pathway as viable and valuable to all students.

- An entrepreneurial mindset is essential to supporting all students to be successful in today's changing economy. In 2022-2023, KPR is participating in a MOE funded entrepreneurship pilot. The objective of the pilot is to encourage school boards to develop innovative initiatives for secondary students that promote entrepreneurship and foster collaboration with industry/community partners. In particular, projects that promote student engagement in entrepreneurship, including science, technology, engineering, arts and mathematics (STEM/STEAM) and/or the skilled trades.
- Additionally, a variety of experiential learning opportunities have been introduced or continued in KPR in 2022-2023 (such as, Hackergal, Ontario Skills days, the Environmental Symposium, World of Choices events with Junior Achievement, and more).

5. Specialist High Skills Major (SHSM):

- The SHSM program is well established in KPR and allows students to focus on specific areas of interest, participate in career exploration activities while also obtaining industry recognized certifications. Students participating in a SHSM program have consistently experienced more success in school than students enrolled in traditional programming. Credit accumulation for SHSM participants is typically 5-7% higher than students not participating in SHSM.
- As part of increased funding to address future labour shortages, in 2021, the MOE invited expansion and innovation funding requests over a three-year period from school boards to increase enrolment and expand SHSM programs. This funding has created additional opportunities within KPR in the areas of construction, environment, hospitality and tourism, information and communications technology (ICT), manufacturing and transportation including teaching sections of co-operative education and technological education, as well as funding for several school based innovation initiatives. Over the first three years of this program KPR has received funding for over 40 additional teaching sections of co-operative and technological education.
- KPR also applied for and received central innovation funding to increase experiential learning opportunities to support future SHSM participation. The past two years, KPR has used this funding to provide a TAKE TECH design challenge initiative with Grade 7 and 8 students. This year, approximately 60 classes from across KPR will be participating in the challenge. The goal for

this year is to design an innovation that solves a problem and connects to one of the 17 United Nations Sustainable Development Goals.

- To support technological education in KPR schools, The Teaching and Learning K-12 department has re-established a “tech advisory” group which includes members from the Facilities, Purchasing, Information and Communications Technology, Health and Safety and Teaching and Learning departments, as well as technological education classroom educators. This group meets three to four times per year and supports the needs of secondary schools with items such as professional learning, developing protocols for equipment management and supporting capital purchases for SHSM programs.
- Each of the past two years KPR applied for funding to upgrade manufacturing programs which have a focus on precision machining through the “Career Ready Expanding Opportunities” fund by the Canadian Tooling and Machining Association (CTMA). This project is designed to help close the skilled trades gap that exists in the machine, tool, die & mould sector; a sector that serves many industries including, but not limited to, automotive, aerospace, packaging, medical, energy military defense and others. Through a very competitive process, in 2022-2023, KPR received funding for Bowmanville High School and Adam Scott Collegiate and Vocational Institute with funding amounts of approximately \$170,000.

6. Ontario Youth Apprenticeship Program (OYAP):

- KPR continues to have a strong commitment to OYAP. The primary goals of OYAP are to increase awareness of 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. This year we expect 35 OYAP graduates.
- There have been significant changes to OYAP across the province. Skilled Trades Ontario was formed on January 1, 2022. The new industry-informed agency is the single point of access for all apprenticeship and skilled trades clients. It is responsible for developing industry-informed training standards and examinations, registering, and monitoring apprenticeships, and issuing industry-recognized certificates. OYAP Coordinators are now designated as OYAP Recruiters.
- All co-operative education students in a skilled trades placement are now considered OYAP students and are required to complete an OYAP participant form prior to attending their work placement. They are then registered in the Employment Ontario Database as an apprentice and are assigned a client identification number. This requirement is new as of February 2022. The Ministry of Labour, Training and Skills Development tracks the number of students registered and uses this information to determine funding. We

continue to work towards increasing our number of OYAP participants overall and to increase the number of OYAP employers.

- For the second year, the ministry funded Skilled Trades Bursary program will provide a \$1,000 bursary to co-operative education Grade 11 or 12 students. Eligible students have financial and other barriers to completing their Ontario Secondary School Diploma and have plans to pursue the skilled trades. To be eligible to receive a bursary, students will have earned or are earning two credits in a co-operative education program working in a skilled trades placement, and demonstrate leadership in the skilled trades. KPR is eligible to grant 14 bursaries in 2022-2023.

7. Dual Credits:

- KPR continues to offer a variety of dual credits for primary target group students in subject areas that include a variety of skilled trades areas, such as the arts, aesthetics, business, recreation and environmental science. This continues to provide opportunities for our students to experience college curriculum and exposure to the opportunities this post-secondary pathway provides.
- KPR is again able to offer a dual credit course connected to culinary skills through each of our summer school sites.

RECOMMENDATION

1. That the Experiential Learning and Pathways Update 2022-2023 report, dated May 9, 2023, be received for information.

Drew McNaughton
Associate Director of Education