



Kawartha Pine Ridge District School Board

PROGRAM REVIEW COMMITTEE MEETING

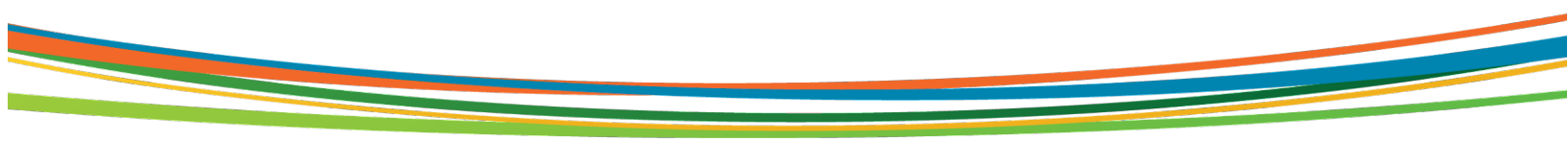
Tuesday, November 5, 2024, at 7:00 p.m.

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

The public may view the meeting in-person or 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, October 8, 2024
- ITEM 5. **BUSINESS ARISING FROM THE MINUTES**
- ITEM 6. **PRESENTATIONS/DELEGATIONS**
- ITEM 7. **DECISION ITEMS**
 - 7.1 **Decision Reports**
Nil
 - 7.2 **Policy Reviews**
 - 7.2.1 Draft Board Policy ES-6.1, Home Education: Home Schooling and Home Instruction
- ITEM 8. **INFORMATION ITEMS**
 - 8.1 **Student Achievement Reports**
 - 8.1.1 Student Achievement Report
 - 8.2 **Student Achievement Initiatives**
 - 8.2.1 October 25, 2024 Professional Activity Day Report – Verbal
 - 8.3 **Discussion Items**
Nil
- ITEM 9. **CORRESPONDENCE**



ITEM 10. **BOARD MEMBER ADDITIONS**

ITEM 11. **FUTURE MEETING DATES**

January 14, 2025

February 11, 2025

March 4, 2025

April 8, 2025

May 6, 2025

June 3, 2025

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

ITEM 12. **ADJOURNMENT**

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

SUBJECT TO COMMITTEE APPROVAL

PROGRAM REVIEW COMMITTEE MINUTES

Tuesday, October 8, 2024 at 7:00 p.m.

ATTENDANCE

Present: Paul Brown (Committee Chairperson), Terry Brown, Cyndi Dickson, and Steve Russell.

Trustee Kathleen Flynn attended virtually via Microsoft Teams.

Also Present: Trustees Jaine Klassen Jeninga (Chairperson of the Board) and Angela Lloyd (Vice-chairperson of the Board); D. McNaughton, S. Gohil S. Johnson, J. McIlmoyle Parsons and M. Nowee.

Trustee Diane Lloyd attended virtually via Microsoft Teams.

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

CARRIED

Adoption of Minutes

**MOVED BY A. Lloyd, SECONDED BY J. Klassen Jeninga
That the Minutes of the last meeting held on Tuesday, September 10, 2024, be adopted as recorded.**

CARRIED

Math Achievement Action Plan Report 1

Drew McNaughton, Associate Director of Education, noted that this will be the first of three Math Achievement Action Plan updates for the 2024-2025 school year. In support of the Kawartha Pine Ridge District School Board (KPR) Math Achievement Action Plan, staff will be engaging in math professional learning at various professional activity days throughout the school year. Additionally, priority school teams will be meeting up to five

times throughout the year to engage in ongoing learning as KPR seeks to grow in evidence-informed practices so students' learning and efficacy is reflected in achievement.

J. McIlmoyle Parsons, Principal of Teaching and Learning K-12 (elementary focus), reported that as part of the Ministry of Education's 2024-2025 Responsive Education Programs (REP) allocation, school boards were provided with funding to support math achievement (e.g., math digital tools, math facilitators). The 2024-2025 KPR priority schools, as outlined by the Ministry of Education, were also shared. It was reported that baseline data gathered in September 2024 will be used to support the development of KPR's Math Achievement Action Plan.

J. McIlmoyle Parsons shared that the Special Education Department and Teaching and Learning K-12 Department were approved for the Removing Barriers for Students with Special Education Needs grant. The two departments will partner to analyse evidence of learning from students with special education needs to explicitly monitor the impact of evidence-informed instruction for these learners.

MOVED BY A. Lloyd, SECONDED BY T. Brown
That the Math Achievement Action Plan Report 1, dated October 8, 2024, be received for information.

CARRIED

Safe and Caring Schools Update

Superintendent Gohil reported that KPR is committed to creating and sustaining safe and caring schools for the purpose of promoting learning, achievement and well-being. The Safe and Caring Schools Team works in collaboration with multiple KPR departments to support a wide range of system and school level actions.

S. Johnson, System Principal of Alternative, International and Continuing Education and Safe and Caring Schools, shared the following information:

- Board Policy ES-1.1, Safe and Caring Schools: Provides direction on leading safe and inclusive environments within KPR schools.
- Safe and Caring Schools Advisory Committee: Established in October 2023 to support a pilot project in 12 schools, implementing Positive School Climate Teams.
- Ministry of Education Update: Updated Policy Program Memoranda (PPM) 128 on April 28, 2024, highlighting the use of tobacco, e-cigarettes, student mobile devices, and social media.
- Violence Threat Risk Assessment (VTRA) Protocol: Helps principals take immediate steps to protect student and staff well-being with the support of local agencies and police services.
- Positive School Climate Teams: Actively implemented in 2023-2024, leading to the creation of the Positive School Climate Team Handbook released in August 2024.

- School Climate Surveys: Data collected in June 2024 will guide efforts to support safe and inclusive spaces for all staff and students.
- Bullying Prevention and Intervention Plan: Revised template to be released in November 2024, documenting work related to positive school climates and bullying prevention.
- Administrative Regulation ES-1.1.1A, Appendix A: Discipline/Promoting Positive Student Behaviour/Code of Conduct: Revised to include information on the use of tobacco, e-cigarettes, and student mobile devices.
- Suspension and Expulsion Data: Total suspensions increased relative to board enrolment, but that the number of students being suspended has decreased from the 2022-2023 to the 2023-2024 school year with the length of suspensions increasing. Expulsions have increased, efforts are ongoing to support students with a trauma-informed and culturally responsive approach.
- Critical Analysis of Suspension Data: Continued engagement in 2024-2025 to review progressive discipline approaches, proactive intervention strategies, and alternatives to expulsion.

MOVED BY J. Klassen Jeninga, SECONDED BY A. Lloyd
That the Safe and Caring Schools Update, dated October 8, 2024, be received for information.

CARRIED

August 29 Professional Activity Day Report

Associate Director McNaughton reported that the September 27, 2024 Professional Activity Day addressed topics mandated by the Ministry of Education, including literacy and mathematics for elementary schools, and literacy and code of conduct for secondary schools. The remainder of the day allowed for schools to engage in school improvement planning.

MOVED BY S. Russell, SECONDED BY T. Brown
That the meeting be extended (9:00 p.m.)

CARRIED

Questions of clarification were addressed.

Adjournment

MOVED BY A. Lloyd, SECONDED BY T. Brown
That the meeting be adjourned (9:03 p.m.)

CARRIED

Paul Brown
Committee Chairperson

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **Draft Board Policy ES-6.1, Home Education: Home Schooling and Home Instruction**

INITIATOR: Drew McNaughton, Associate Director of Education

BACKGROUND

1. Board Policy B-1.1, Board Operation and Policy Development and Management, states that policies are to be reviewed on a five-year cycle. On June 20, 2023, board policy ES-1.1, Safe and Caring Schools was reviewed and approved with revisions.
2. In the course of that review, senior administration removed Administrative Regulation ES-1.1.7, Safe, Caring, and Restorative Schools: Home Education, from Board Policy ES-1.1, Safe and Caring Schools, with the aim of developing a new policy.

STATUS

3. Updated format, language, current practice and legislation were used in the development of Draft Board Policy ES-6.1, Home Education: Home Schooling and Home Instruction (Appendix A), and its companion Administrative Regulation ES-6.1.1, Home Education: Home Schooling and Home Instruction, which is attached as Appendix B for information.
4. Former Administrative Regulation ES-1.1.7, Safe and Caring and Restorative Schools: Home Education (Appendix C), is to be rescinded.

BUDGET IMPLICATIONS

5. There are no budget implications associated with the approval of this policy or the revision to the administrative regulation.

RECOMMENDATION

1. That Draft Board Policy ES-6.1, Home Education: Home Schooling and Home Instruction, be approved.

Drew McNaughton
Associate Director of Education



Kawartha Pine Ridge District School Board

Policy Statement

Policy Name: Home Education: **DRAFT Policy Code:** ES-6.1
Home Schooling and Home Instruction

Section: Educational Services

Established: DRAFT October 1, 2024; DRAFT November 5, 2024

Revised or

Reviewed:

1. Policy Statement

The Kawartha Pine Ridge District School Board (KPR) recognizes the right of parents/guardians to provide home schooling for their children. A student may be excused from attendance at school if the student is receiving satisfactory instruction at home or elsewhere, as outlined in Ministry of Education Policy and Program Memorandum 131: Home Schooling.

In support of student achievement and well-being, KPR also supports the provision of home instruction. Home instruction may be provided to students for medical reasons or exceptional circumstances.

2. Objective

The policy authorizes the creation of administrative regulations with respect to home schooling and home instruction. These administrative regulations provide guidance to KPR staff with the administration of home schooling and home instruction.

The Board is required to adhere to all applicable legislation including, but not limited to, the Education Act.

3. Definitions

Administrative Regulation

A document issued through the Director of Education, governing the implementation of a Board policy, or required to coordinate and control certain aspects of system operations.

Board

The corporate Board which maintains the daily operation of the system; Kawartha Pine Ridge District School Board; a reference specifically pertaining to Kawartha Pine Ridge District School Board as a legal entity; also referred to as KPR or KPRDSB.

Board of Trustees

The elected governance branch of the Board.

Designate

A person authorized to carry out certain and specific tasks on behalf of the Chairpersons, Vice-chairpersons, Director, or other employee, as appropriate.

Family of Schools

A group of schools consisting of one secondary school and the elementary schools that send graduated students to that secondary school. The family of schools is overseen by a superintendent of education who is responsible for providing advice and guidance to principals in carrying out their responsibilities.

Home Instruction

Home instruction is a short-term intervention for students who are unable to attend school for medical reasons or exceptional circumstances.

Home Schooling

Home schooling is the educating of a child at home or elsewhere apart from any registration of that child in a school as defined by the Ministry of Education. Section 21(2)a of the Education Act states that a child is excused from attendance at school if they are receiving satisfactory instruction at home or elsewhere.

Policy

A statement of intent, governing principle or end result, adopted by the Board of Trustees in open public session; it is intended to articulate what must be done, the rationale for it and a framework for the system.

4. Application

This policy applies to students, staff, trustees, and parents/guardians.

5. Responsibility

- 5.1 The Board of Trustees is responsible for establishing and approving Board policies.
- 5.2 The Director of Education has oversight and jurisdiction in determining the parameters of this policy and the associated administrative regulation.
- 5.3 The Superintendent of Education overseeing home schooling and home instruction, or designate, is responsible for setting directives within this policy and related administrative regulation.

- 5.4 The family of schools superintendent, or designate, is responsible for providing advice and guidance to principals, or designates, in carrying out their responsibilities under this policy.
- 5.5 The principal, or designate, is responsible for:
 - 5.5.1 implementing this policy and associated administrative regulation, and taking the initiative to seek appropriate guidance from their family of schools superintendent, whenever necessary; and
 - 5.5.2 ensuring that school staff are carrying out their responsibilities under this policy and associated administrative regulation.

6. Policy

6.1 Home Schooling

Home schooling is the delivery of program instruction to a student by the child's parent(s)/guardian(s). This instruction is given outside the formal school setting and is in accordance with the Education Act.

6.2 Home Instruction

6.2.1 Medical Reasons

The Board will assume responsibility for instruction of a student who is registered in school to a maximum of five hours per week for students who are hospitalized or homebound for medical reasons as documented by a physician. This instruction should be planned for a student who will be absent for a minimum of three weeks. Home instruction is a time-specific intervention intended for short-term use while alternative planning is completed by school staff (initial review to occur within four weeks of home instruction commencing).

6.2.2 Exceptional Circumstances

On rare occasions, when the student is unable to attend school, the Board may provide instruction for a pupil to a maximum of five hours per week at a determined location. This instruction should be planned for a student who will be absent for a minimum of three weeks. Home instruction is a time-specific intervention intended for short-term use while alternative planning is completed by school staff (initial review to occur within four weeks of home instruction commencing).

7. Related Policies, Administrative Regulations or Procedural Documents

Administrative Regulation:

ES-6.1.1, Home Education: Home Schooling and Home Instruction (to be linked)

Procedural Document:

Parent/Guardian Guide to Home Schooling

8. Reference Documents

Legislation:

[Education Act](#) (sections 21(1), 21(2), 21(5), 24(1), 24(2), 25, 26, and 30)

Other Documents:

[Ministry of Education Policy/Program Memorandum 131: Home Schooling](#)

DRAFT



Kawartha Pine Ridge District School Board Administrative Regulation

Regulation Name: Home Education: Home Schooling and Home Instruction
Regulation Code: ES-6.1.1
Section: Educational Services
Policy Code Reference: ES-6.1

Established: October 1, 2024
Revised or Reviewed:

1. Objective

This administrative regulation is written in accordance with the guiding principles in Board Policy ES-6.1, Home Education: Home Schooling and Home Instruction.

The Kawartha Pine Ridge District School Board (KPR) recognizes the right of parent(s)/guardian(s) to provide home schooling for their children. A student may be excused from attendance at school if the student is receiving satisfactory instruction at home or elsewhere, as outlined in the Ministry of Education Policy/Program Memorandum 131: Home Schooling.

In support of student achievement and well-being, KPR also supports the provision of home instruction. Home instruction may be provided to students for medical reasons or exceptional circumstances.

2. Definitions

Administrative Regulation

A document issued through the Director of Education, governing the implementation of a Board policy, or required to coordinate and control certain aspects of system operations.

Board

The corporate Board which maintains the daily operation of the system; Kawartha Pine Ridge District School Board; a reference specifically pertaining to Kawartha Pine Ridge District School Board as a legal entity; also referred to as KPR or KPRDSB.

Designate

A person authorized to carry out certain and specific tasks on behalf of the Chairpersons, Vice-chairpersons, Director, or other employee, as appropriate.

Family of Schools

A group of schools consisting of one secondary school and the elementary schools that send graduated students to that secondary school. The family of schools is overseen by a superintendent of education who is responsible for providing advice and guidance to principals in carrying out their responsibilities.

Home Instruction

A short-term intervention for students who are unable to attend school for medical reasons or exceptional circumstances.

Home Schooling

Home schooling is the educating of a child at home or elsewhere apart from any registration of that child in a school as defined by the Ministry of Education. Section 21(2)a of the Education Act states that a child is excused from attendance at school if they are receiving satisfactory instruction at home or elsewhere.

Policy

A statement of intent, governing principle or end result, adopted by the Board of Trustees in open public session; it is intended to articulate what must be done, the rationale for it and a framework for the system.

3. Application

This administrative regulation applies to students, staff, and parents/guardians.

4. Responsibility

- 4.1 The Director of Education has oversight and jurisdiction in determining the parameters of this administrative regulation and the associated policy.
- 4.2 The Superintendent of Education overseeing home schooling and home instruction, or designate, is responsible for setting directives within this administrative regulation and the associated policy.
- 4.3 The family of schools superintendent, or designate, is responsible for providing advice and guidance to principals, or designates, in carrying out their responsibilities under this administrative regulation.
- 4.4 The principal, or designate, is responsible for carrying out their duties under this administrative regulation.

5. Procedure

5.1 Home Schooling – Parent(s)/Guardian(s) Provided

Home schooling is the delivery of program instruction to a student by the child's parent(s)/guardian(s). This instruction is given outside the formal school setting and is in accordance with the Education Act.

5.1.1 Procedure to Access Home Schooling

5.1.1.1 The principal of the school area in which a student under the age of eighteen resides, upon receiving notice that the parent(s)/guardian(s) wishes to conduct home schooling on a full-time basis, shall provide the parent(s)/guardian(s) with a blank Notice of Intent to Home School form and the Parent/Guardian's Guide to Home Schooling.

5.1.1.2 The principal shall indicate to the parent(s)/guardian(s) that the Notice of Intent to Home School form should be completed and returned to the principal.

5.1.1.3 The parent(s)/guardian(s) returns to the principal, the completed Notice of Intent to Home School form.

5.1.3 The principal forwards the completed Notice of Intent to Home School form to their family of schools superintendent. The Notice of Intent to Home School form will be accepted as evidence that the parent(s)/guardian(s) intend to provide satisfactory instruction at home, subject to the section below related to Board investigations.

5.1.4 The family of schools superintendent completes the designated section of the Notice of Intent to Home School form.

5.1.4.1 The family of schools superintendent will review, upon receiving a signed renewal Notice of Intent to Home School form.

5.1.4.2 The family of schools superintendent indicates on the Notice of Intent to Home School form, whether or not the parent(s)/guardian(s) signed the Notice of Intent to Home School form or if they submitted, in lieu of that, a written letter of intent to Home School.

5.1.4.3 The family of schools superintendent notifies their executive assistant to maintain a current list of students

being home schooled in the superintendent's respective family of schools/superintendency.

- 5.1.5 The family of schools superintendent forwards the Notice of Intent to Home School form, to the school principal.
- 5.1.6 The family of schools superintendent will send a letter to the parent(s)/guardian(s) acknowledging and confirming the Notice of Intent to Home School.
- 5.1.7 The principal shall ensure that the Ontario Student Records (OSR) of home-schooled students remain in the Home School and that a copy of the Notice of Intent to Home School form is placed in the student's OSR.
 - 5.1.7.1 The principal should maintain a record of students in the school area who are being home schooled, but who have never been registered in a school and therefore have no OSR on file.
- 5.1.8 The principal shall provide the parent(s)/guardian(s) with information to enable the parent(s)/guardian(s) to access the Ministry of Education curriculum documents, should the school not have these resources available.
- 5.1.9 The principal shall indicate to the parent(s)/guardian(s) that home schooling encompasses parameters whereby:
 - 5.1.9.1 it is the parent(s)/guardian(s) responsibility to provide any supplemental programs (i.e., extracurricular activities) and resources/materials (i.e., computers) that the child may have accessed in the school setting;
 - 5.1.9.2 the parent(s)/guardian(s) is/are responsible for the assessment and/or evaluation of their child(ren)'s achievement during the period when the student is being home schooled with the exception of assessments administered by EQAO; and
 - 5.1.9.3 parent(s)/guardian(s) who wish to have their children participate in the assessments for students in Grade 3, 6 or 9 and/or the Ontario Secondary School Literacy Test must contact the Board by September 30, of the year in which the assessment is to take place, for information about the dates, times, and locations.

5.1.10 The family of schools superintendent will review, upon receiving the signed Renewal Notice of Intent to Home School form and then contact the parent(s)/guardian(s).

5.1.10.1 The family of schools superintendent will forward a copy of the Renewal Notice of Intent to Home School form to the school principal for placement of the notice into the student's OSR.

5.1.10.2 The principal should maintain a record of students in the school area who are being home schooled, but who have never been registered in a school and, therefore, have no OSR on file.

5.1.11 Return or Entry to School Program

The principal shall determine the appropriate placement (credits, courses, age) based on the student's portfolio, work samples, informal assessment, etc. for a student who returns or enters the school from a home-schooling program.

5.1.12 Education Quality and Accountability Office (EQAO) Assessments and Testing

5.1.12.1 Parent(s)/guardian(s) who wish to have their child participate in EQAO testing must notify the Board by no later than September 30 of the year in which the child is to be tested.

5.1.12.2 The Board will provide the parent(s)/guardian(s) with information about the dates, times and locations of the assessment/test.

5.1.12.3 The Board will provide space for the child to take the assessment/test at a local school at the same time that the assessment/test is being administered to regular day school students and will provide notice of the date/time and location of the assessment/test. The Board will ensure that the local school includes the student in the EQAO assessment system for that school.

5.1.12.4 The parent(s)/guardian(s) is/are responsible for providing transportation for the child to and from the location at which the EQAO is being administered.

5.1.12.5 The EQAO will return the results to the school at which the child took the assessment/test and the school will send the test results directly to the parent(s)/guardian(s). The test results will not be included in school and Board reports generated by the Board or by EQAO

5.2 Board Investigation of Home Schooling

If the Board has reasonable grounds to believe that the instruction being provided in the home may not be satisfactory, the Board is required to investigate the matter.

5.2.1. The following is a non-exhaustive list of reasons that may give rise to an investigation:

5.2.1.1 The parent(s)/guardian(s) refuses to notify the Board in writing of the intent to provide home schooling;

5.2.1.2 There is a credible report of concern by a third party with respect to the instruction being provided in the home;

5.2.1.3 There is evidence that the child was removed from attendance at the school due to an ongoing conflict with the school and not for the purpose of home schooling; or

5.2.1.4 There is a history of absenteeism by the child prior to the parent(s)/guardian(s) providing notification to the school of the intention to provide home schooling.

5.2.2 In the event that there are reasonable grounds to believe that the child is not receiving satisfactory instruction, the principal will notify the family of schools superintendent of the concern. The family of schools superintendent will begin an investigation, which shall notify the school board mental health clinician of the same.

5.2.3 The school board mental health clinician shall contact the family to arrange a meeting to review information about the home schooling being provided. In the alternative, the school board mental health clinician may request information about the home schooling being provided in writing.

5.2.4 The Board will assess whether the home schooling being provided to the child is satisfactory. The Board recognizes that the methodologies, materials, schedules and assessments used in home schooling may differ from those used in the school system, and parent(s)/guardian(s) may not follow the Ontario curriculum,

the school day or school year. The Board will consider the following:

5.2.4.1 whether the family has a plan for educating the child;

5.2.4.2 whether the family has plans for assessing literacy and numeracy at developmentally appropriate levels; and

5.2.4.3 whether the family has plans for assessing the child's achievement.

5.2.5 If a meeting is convened, the school board mental health clinician may ask the following questions:

- Do you have an instructional plan, regularly planned instructional time, and a daily work schedule? Please provide details.
- What subjects are you teaching?
- What do you expect to accomplish with your child in Language/English, mathematics, and other subjects this year?
- Is your instructional program based on the Ontario curriculum or on a different curriculum?
- If you follow the Ontario curriculum, which documents do you use?
- If you do not use Ontario curriculum documents, please describe the curriculum documents you do use.
- Please describe the typical kinds of activities that you provide for your child in the subjects you are teaching. Please provide samples of your child's work in each subject area.
- What types of materials do you use to assist you in accomplishing your plans (e.g., textbooks, online programs)?
- Please describe the techniques you use to assess your child's learning.
- Do you use community resources to support your instruction? If so, which ones?
- Do you network with other parents who provide home schooling? How?
- Please feel free to provide any other information that would help the Board determine whether instruction is satisfactory.

- 5.2.6 The school board mental health clinician shall retain copies and create a documentation file containing:
- 5.2.6.1 Copies of all communications with the parent(s)/guardian(s), including written communication, notes on telephone calls, meetings and other verbal exchanges, a record of types of communication and a record of the number of attempts to communicate; and
 - 5.2.6.2 Documentation on the nature of the information and material provided to the Board in response to the investigation.
- 5.2.7 At the conclusion of the investigation, if the school board mental health clinician is unable to determine whether the home instruction is satisfactory, the school board mental health clinician may take further action in accordance with subsection 24(2) and/or section 30 of the Education Act, which may include referring the matter to the Provincial School Attendance Counsellor.
- 5.2.8 Before referring the matter to the Provincial School Attendance Counsellor, the school board mental health clinician will ensure the following have been completed:
- 5.2.8.1 A full investigation has been undertaken to determine whether the child is receiving satisfactory instruction;
 - 5.2.8.2 The documentation file is complete; and
 - 5.2.8.3 The school board mental health clinician has completed a factual summary of the investigation including a conclusion.
- 5.2.9 The Provincial School Attendance Counsellor will appoint an inquiry officer to conduct an inquiry. If the inquiry results in a determination that the child is not receiving satisfactory instruction and the child is ordered to attend school, the Board shall undertake the appropriate steps to register the child. If the family fails to register the child, the Board may consider undertaking a prosecution of the parent(s)/guardian(s) and/or child under the Education Act.

5.3 Home Instruction – Board Provided

5.3.1 Medical Reasons

The Board will assume responsibility for instruction of a student who is registered in school to a maximum of five hours per week for students who are hospitalized or homebound for medical reasons as documented by a physician. This instruction should be planned for a student who will be absent for a minimum of three weeks. Home instruction is a time-specific intervention intended for short-term use while alternative planning is completed by school staff (initial review to occur within four weeks of home instruction commencing).

5.3.2 Exceptional Circumstances

On rare occasions, when the student is unable to attend school, the Board may provide instruction for a pupil to a maximum of five hours per week at a determined location. This instruction should be planned for a student who will be absent for a minimum of three weeks. Home instruction is a time-specific intervention intended for short-term use while alternative planning is completed by school staff (initial review to occur within four weeks of home instruction commencing).

5.3.3 Home Instruction will include instruction provided by the Board in the home, a hospital setting and/or a neutral setting.

Note: A parent/guardian or responsible adult will be present/available when home instruction is provided.

5.3.4 Procedures to Access Home Instruction

5.3.4.1 Medical Reasons

5.3.4.1.1 The principal obtains a medical certificate provided by a medical practitioner external to the Board from parent(s)/guardian(s) which clearly indicates the medical reason(s) and duration for which home instruction is required.

5.3.4.1.2 The principal obtains approval from the family schools superintendent.

5.3.4.1.3 The principal organizes a home instruction teacher(s) from current staff or the occasional

teacher list. The principal provides the program materials for the home instruction teacher(s).

5.3.4.1.4 The principal submits weekly timesheets from the teacher(s) providing home instruction to the Payroll Services Department.

5.3.4.1.5 A request for an extension will be reviewed with the family of schools superintendent and will be based on an updated medical certificate from a medical practitioner external to the Board stating duration and the reason(s) for the need to extend. The request for extension will be reviewed within four weeks of home instruction commencing.

5.3.4.2 Exceptional Circumstances

5.3.4.2.1 The principal consults with the family of schools superintendent on issues, needs and strategies used to date to meet the student's needs as the first phase of the request for home instruction.

5.3.4.2.2 The principal shall consult with the Principal of Special Education, or designate, to review other alternatives and determine that all Board resources have been exhausted.

5.3.4.2.3 The family of schools superintendent authorizes the request based on:

5.3.4.2.3.1 parental/guardian agreement,

5.3.4.2.3.2 the plan being time specific and of short duration (a request for extension to be reviewed within four weeks of home instruction commencing), and

5.3.4.2.3.3 continued efforts of school staff to plan for re-entry.

5.3.4.2.4 The principal organizes a home instruction teacher(s) from current staff or the occasional teacher list. The principal provides the program materials for the home instruction teacher(s).

5.3.4.2.5 The principal submits weekly timesheets from the teacher(s) providing home instruction to the Payroll Services department.

5.3.4.2.6 The principal continues to plan with staff for the student's re-entry into the school. The family of schools superintendent will be kept informed of the student's progress. Any requests for extension of timelines must be reviewed with and re-submitted to the family of schools superintendent and should clearly include what school staff have done to date and are planning for in the near future to support re-entry.

5.3.5 Home Instruction – Expectations for the Teacher

In consultation with the school principal, the home instruction teacher shall comply with the following expectations:

5.3.4.1 The home instruction teacher will arrange for a suitable time to meet with the student and parent(s)/guardian(s) for the home instructional period.

5.3.4.2 The home instruction teacher will review the student's program needs, instructional level(s) and current programming with school staff to ensure continuity of program, whenever possible.

5.3.4.3 The home instruction teacher will report hours of instruction to the school principal weekly.

5.3.4.4 The home instruction teacher will submit mileage on Board mileage forms, at the Board mileage rate for the return trip from the student's school to the student's location (e.g., home, hospital, neutral location) for each session.

5.3.4.5 The home instruction teacher will report back to the principal at the conclusion of the home instruction period with information on student program, progress and assessed/evaluated work.

6. Related Policies, Administrative Regulations or Procedural Documents

Board Policy:

ES-6.1, Home Education: Home Schooling and Home Instruction (to be linked)

Procedural Document:

Parent/Guardian Guide to Home Schooling (internal)

7. Reference Documents

Legislation:

[Education Act](#) sections 21(1), 21(2), 21(5), 24(1), 24(2), 25, 26, and 30

Other Documents:

[Ministry of Education Policy/Program Memorandum 131: Home Schooling](#)



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

ADMINISTRATIVE REGULATIONS

Section: Educational Services

- Student Welfare

Regulation Code: ES-1.1.7

Regulation: SAFE, CARING AND RESTORATIVE
SCHOOLS: HOME EDUCATION

Policy Code Reference: ES-1.1
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This administrative regulation is written in accordance with the guiding principles in Board Policy No. ES-1.1, Safe, Caring and Restorative Schools, and establishes procedures for Home Schooling which is provided by parent(s)/guardian(s) and the provision of Home Instruction by the Board for medical or exceptional circumstances. Principals will use the Home Education Handbook provided, for appropriate forms and procedures.

1. Home Schooling – Parent(s)/Guardian(s) Provided

Home schooling is the delivery of program instruction to a student(s) by the child's parent(s)/guardian(s). This instruction is given outside the formal school setting and is in accordance with the Education Act.

1.1 Procedure to Access Home Schooling

1.1.1 The principal of the school area in which a student under the age of eighteen resides, upon receiving notice that the parent(s)/guardian(s) wishes to conduct home schooling on a full time basis, shall provide the parent(s)/guardian(s) with a blank Notice of Intent to Home School, the Parent/Guardian's Guide to Home Schooling (as provided in the Home Education Handbook) and a copy of Policy Program Memorandum 131; Home Schooling.

1.1.2 The principal shall indicate to the parent(s)/guardian(s) that the Notice of Intent to Home School should be completed and returned to the principal. The parent(s)/guardian(s) must indicate the name, gender and date of birth of each child receiving home instruction, and the telephone number and address of the home.

1.2 The parent(s)/guardian(s) returns to the principal, the completed Notice of Intent to Home School.

1.3 The principal forwards the completed Notice of Intent to Home School to the appropriate superintendent of student achievement. The Notice of Intent to Home School will be accepted as evidence that the parent(s)/guardian(s) are providing satisfactory instruction at home, subject to the section below related to Board investigations.

1.4 The superintendent of student achievement completes the designated section of the Notice of Intent to Home School.

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- 1.4.1 The superintendent of student achievement indicates on the Notice of Intent to Home School, whether or not the parent(s)/guardian(s) signed the Notice of Intent to Home School or if they submitted, in lieu of that, a written letter of intent to Home School.
- 1.4.2 The superintendent of student achievement notifies their executive assistant to maintain a current list of students being home schooled in the superintendent's respective family of schools/superintendency.
- 1.4.3 The superintendent of student achievement will review, upon receiving a signed renewal Notice of Intent to Home School.
- 1.5 The superintendent of student achievement forwards the Notice of Intent to Home School, to the school principal.
- 1.6 The superintendent of student achievement will send a letter to the parent(s)/guardian(s) acknowledging and confirming the Notice of Intent to Home School.
- 1.7 The principal shall ensure that the Ontario Student Records (OSR) of Home Schooled students remain in the Home School and that a copy of the Notice of Intent to Home School is placed in the student's OSR.
- 1.7.1 The principal should maintain a record of students in the school area who are being home schooled, but who have never been registered in a school and therefore have no OSR on file.
- 1.8 The principal shall provide the parent(s)/guardian(s) with information to enable the parent(s)/guardian(s) to access the Ministry of Education curriculum documents, should the school not have these resources available.
- 1.8.1 It is the parent(s)/guardian(s) responsibility to provide all other learning materials, texts, etc.
- 1.9 The principal shall indicate to the parent(s)/guardian(s) that home schooling encompasses parameters whereby:
- 1.9.1 it is the parent(s)/guardian(s) responsibility to provide any supplemental programs (i.e. extra-curricular activities, resources/materials, computers and library) that the child may have accessed in the school setting; and
- 1.9.2 the parent(s)/guardian(s) is/are responsible for the assessment and/or evaluation of their child(ren)'s achievement during the period when the

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student is being Home Schooled with the exception of assessments administered by EQAO.

1.9.3 parent(s)/guardian(s) who wish to have their children participate in the assessments for students in Grade 3, 6 or 9 and/or the Ontario Secondary School Literacy Test must contact the Board by September 30, of the year in which the assessment is to take place, for information about the dates, times, and locations.

1.10 The superintendent of student achievement will review, upon receiving the signed Renewal Notice of Intent to Home School and then contact the parent(s)/guardian(s).

1.10.1 The superintendent of student achievement will forward a copy of the Renewal Notice of Intent to Home School to the school principal for placement of the notice into the student's OSR.

1.10.2 The principal should maintain a record of students in the school area who are being home schooled, but who have never been registered in a school and, therefore, have no OSR on file.

1.11 Return or Entry to School Program

The principal shall determine the appropriate placement (grade, level, program and/or credits) based on the student's portfolio, work samples, informal assessment, etc. for a student who returns or enters the school from a home schooling program.

1.12 Education Quality and Accountability Office (EQAO) Assessments and Testing

1.12.1 Parent(s)/guardian(s) who wish to have their child participate in EQAO testing must notify the Board by no later than September 30 of the year in which the child is to be tested.

1.12.2 The Board will provide the parent(s)/guardian(s) with information about the dates, times and locations of the assessment/test.

1.12.3 The Board will not charge the parent(s)/guardian(s) a fee or charge.

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- 1.12.4 The Board will provide space for the child to take the assessment/test at a local school at the same time that the assessment/test is being administered to regular day school students and will provide notice of the date/time and location of the assessment/test. The Board will request sufficient copies of test materials to enable the child to participate.
- 1.12.5 The parent(s)/guardian(s) is/are responsible for providing transportation for the child to and from the location at which the EQAO is being administered.
- 1.12.6 The EQAO will return the results to the school at which the child took the assessment/test and the school will send the tests directly to the parent(s)/guardian(s). The test results will not be included in school and Board reports generated by the Board or by EQAO

2. Board Investigation of Home Schooling

If the Board has reasonable grounds to believe that the instruction being provided in the home may not be satisfactory, the Board is required to investigate the matter.

2.1. The following is a non-exhaustive list of reasons that may give rise to an investigation:

2.1.1 The parent(s)/guardian(s) refuses to notify the Board in writing of the intent to provide home schooling;

2.1.2 There is a credible report of concern by a third party with respect to the instruction being provided in the home;

2.1.3 There is evidence that the child was removed from attendance at the school due to an ongoing conflict with the school and not for the purpose of home schooling; or

2.1.4 There is a history of absenteeism by the child prior to the parent(s)/guardian(s) providing notification to the school of the intention to provide home schooling.

2.2 In the event that there are reasonable grounds to believe that the child is not receiving satisfactory instruction, the principal will notify the superintendent of student achievement of the concern. The superintendent of student achievement will begin an investigation, which shall notify the school board counsellor of same.

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- 2.3 The school board counsellor shall contact the family to arrange a meeting to review information about the home schooling being provided. In the alternative, the school board counsellor may request information about the home schooling being provided in writing.
- 2.4 The Board will assess whether the home schooling being provided to the child is satisfactory. The Board recognizes that the methodologies, materials, schedules and assessments used in home schooling may differ from those used in the school system, and parent(s)/guardian(s) may not follow the Ontario curriculum, the school day or school year. The Board will consider the following:
- 2.4.1 Whether the family has a plan for educating the child;
- 2.4.2 Whether the family has plans for assessing literacy and numeracy at developmentally appropriate levels; and
- 2.4.3 Whether the family has plans for assessing the child's achievement.
- 2.5 If a meeting is convened, the school board counsellor shall ask the following questions:
- Do you have an instructional plan, regularly planned instructional time, and a daily work schedule? Please provide details.
 - What subjects are you teaching?
 - What do you expect to accomplish with your child in English, mathematics, and other subjects this year?
 - Is your instructional program based on the Ontario curriculum or on a different curriculum?
 - If you follow the Ontario curriculum, which documents do you use?
 - If you do not use Ontario curriculum documents, please describe the curriculum documents you do use.
 - Please describe the typical kinds of activities that you provide for your child in the subjects you are teaching. Please provide samples of your child's work in each subject area.
 - What types of materials do you use to assist you in accomplishing your plans (e.g., encyclopaedias, textbooks, magazines, newspapers, television programs, materials on the internet, computer programs)?
 - Please describe the techniques you use to assess your child's learning.
 - Do you use community resources to support your instruction? If so, which ones?

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- Do you network with other parents who provide home schooling? How?
- Please feel free to provide any other information that would help the Board determine whether instruction is satisfactory.

2.6 The school board counsellor shall retain copies and create a documentation file containing:

2.6.1 Copies of all communications with the parent(s)/guardian(s), including written communication, notes on telephone calls, meetings and other verbal exchanges, a record of types of communication and a record of the number of attempts to communicate; and

2.6.2 Documentation on the nature of the information and material provided to the Board in response to the investigation.

2.7 At the conclusion of the investigation, if the school board counsellor is unable to determine whether the home instruction is satisfactory, the school board counsellor may refer the matter to the Provincial School Attendance Counsellor and/or undertake a prosecution of the parent(s)/guardian(s) and /or child pursuant to the Education Act.

2.8 Before referring the matter to the Provincial School Attendance Counsellor, the school board counsellor will ensure the following have been completed:

2.8.1 A full investigation has been undertaken to determine whether the child is receiving satisfactory instruction;

2.8.2 The documentation file is complete; and

2.8.3 The School Board Counsellor has completed a factual summary of the investigation including a conclusion.

2.9 The Provincial School Attendance Counsellor will appoint an inquiry officer to conduct an inquiry. If the inquiry results in a determination that the child is not receiving satisfactory instruction and the child is ordered to attend school, the Board shall undertake the appropriate steps to register the child. If the family fails to register the child, the Board may consider undertaking a prosecution of the parent(s)/guardian(s) and/or child under the Education Act.

3. Home Instruction – Board Provided

3.1 Definition of Home Instruction – Board Provided

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3.1.1 Medical Reasons

The Board will assume responsibility for instruction of a student who is registered in school to a maximum of five hours/week for students who are hospitalized or homebound for medical reasons documented by a physician. This instruction should be planned for a student who will be absent for a minimum of three weeks.

3.1.2 Exceptional Circumstances

On rare occasions, when the Board is unable to temporarily meet a student's needs, the Board will provide instruction for a pupil to a maximum of five hours/week at a determined location. This is a time specific intervention intended for short-term use while alternative planning is completed by school staff.

3.1.3 Home Instruction will include instruction provided by the Board in the home, a hospital setting and/or a neutral setting.

Note: It is anticipated that a parent/guardian or responsible adult will be present/available when home instruction is provided.

3.2 Procedures to Access Home Instruction – Board Provided

3.2.1 Medical Reasons

3.2.1.1 The principal obtains a medical certificate provided by a medical practitioner external to the Board from parent(s)/guardian(s) which clearly indicates the medical reason(s) and duration for which home instruction is required.

3.2.1.2 The principal organizes a home instruction teacher(s) from current staff, the occasional teacher list, or the listing of teachers available for home instruction provided by Human Resource Services. The principal provides the program materials for the home instruction teacher(s).

3.2.1.3 The principal completes the appropriate form for home instruction as provided in the Home Education Handbook, and indicates the medical certificate is on file at the school and forwards the form to the appropriate superintendent of student achievement.

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3.2.1.4 The superintendent of student achievement authorizes the home instruction for medical leave and forwards the information to the Payroll section of Human Resource Services.

3.2.1.5 The principal submits weekly timesheets from the teacher(s) providing home instruction to the Payroll section of Human Resource Services.

3.2.1.6 A request for an extension will be reviewed with the superintendent of student achievement and will be based on an updated medical certificate from a medical practitioner external to the Board stating duration and the reason(s) for the need to extend.

3.3 Exceptional Circumstances

3.3.1 The principal consults with the appropriate superintendent of student achievement on issues, needs and strategies used to date to meet the student's needs as the first phase of the request for home instruction.

3.3.2 The superintendent of student achievement may consult with the Principal of Special Services, or designate, to review other alternatives and determine that all Board resources have been exhausted.

3.3.3 The superintendent of student achievement authorizes the request based on:

3.3.3.1 parental/guardian agreement,

3.3.3.2 the plan being time specific and of short duration, and

3.3.3.3 continued efforts of school staff to plan for re-entry.

3.3.4 The principal organizes a home instruction teacher(s) from current staff, the occasional teacher list, or the listing of teachers available for home instruction provided by Human Resource Services. The principal provides the program materials for the home instruction teacher(s).

3.3.5 The principal completes the appropriate form provided in the Home Education Handbook and forwards it to the superintendent of student achievement.

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- 3.3.6 The superintendent of student achievement authorizes the request and forwards the information to the Payroll section of Human Resource Services.
- 3.3.7 The principal submits weekly timesheets from the teacher(s) providing home instruction to the Payroll section of Human Resource Services.
- 3.3.8 The principal continues to plan with staff for the student's re-entry into the school. The superintendent of student achievement will be kept informed of the student's progress. Any requests for extension of timelines must be reviewed with and re-submitted to the superintendent of student achievement and should clearly include what school staff have done to date and are planning for in the near future to accomplish re-entry.

3.4 Home Instruction – Expectations for the Teacher

In consultation with the school principal, the home instruction teacher shall comply with the following expectations:

- 3.4.1 The home instruction teacher will arrange for a suitable time to meet with the student and parent(s)/guardian(s) for the home instructional period.
- 3.4.2 The home instruction teacher will review the student's program needs, instructional level(s) and current programming with school staff to ensure continuity of program, whenever possible.
- 3.4.3 The home instruction teacher will report hours of instruction to the school principal weekly.
- 3.4.4 The home instruction teacher will submit mileage on Board mileage forms, at the Board mileage rate for the return trip from the student's school to the student's location (e.g. home, hospital, neutral location) for each session.
- 3.4.5 There will be two rates of pay for home instructors – a certified hourly rate and an uncertified hourly rate.
- 3.4.6 The home instruction teacher will report back to the principal at the conclusion of the home instruction period with information on student program, progress and corrected/evaluated work.

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Established: December 7, 1998 Revised/Reviewed: January 31, 2008
June 21, 2018

RESCINDED

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **Student Achievement Report**

INITIATOR: Drew McNaughton, Associate Director of Education

BACKGROUND

1. The Better Schools and Student Outcomes Act (2023) establishes authority for the Ontario Government to set education priorities on student achievement. In response to the Better Schools and Student Outcomes Act (2023), the Ministry of Education developed the Student Achievement Plan (2023). The Student Achievement Plan (Appendix A) identifies the following provincial education priorities and goals:
 - Achievement of learning outcomes in core academic skills;
 - Improve students' literacy learning and achievement,
 - Improve students' math learning and achievement,
 - Preparation of students for future success;
 - Improve students' graduation rates and preparedness for future success,
 - Student engagement and well-being;
 - Improve students' participation in class time and learning,
 - Improve student well-being.

2. Additionally, the Student Achievement Plan also outlines the performance indicators that must be used to measure each goal. These performance indicators include:
 - Gr. 3 & 6 Education Quality and Assessment Office (EQAO) reading, writing, math;
 - Gr. 9 EQAO math;
 - Ontario Secondary School Literacy Test (OSSLT) success rate;
 - % of students earning 16 or more credits by the end of Grade 10;
 - % of students participating in a job skills program (e.g., SHSM);
 - % of students graduating with an Ontario Secondary School Diploma (OSSD);
 - % of students in Grade 12 math or Grade 11 or 12 science courses;
 - % of students who believe learning has prepared them for their next step;
 - % of students (Grades 1-8) whose attendance rate is 90% or higher;
 - % of students (Grades 4-12) who were suspended at least once; and
 - % of Grade 6, 9 and 10 students who are aware of mental health supports.

3. As per Ministry of Education requirements, school boards must embed provincial priorities into their trustee-approved multi-year plans. As a result, the Student Achievement Plan helped inform the development of the 2023-2026 Kawartha Pine Ridge School Board (KPR) Strategic Plan. The table below illustrates the alignment between the Ministry of Education Student Achievement Plan and the KPR Strategic Plan.

Ministry of Education Student Achievement Plan Goals	Kawartha Pine Ridge DSB Strategic Plan Priorities
Improve students' literacy learning and achievement. Improve students' math learning and achievement.	Establishing a strong foundation for student achievement in literacy and math.
Improve students' graduation rates and preparedness for future success.	Supporting student success in differentiated and diverse learning pathways responsive to the unique strengths, skills and needs of all students.
Improve students' participation in class time and learning.	Creating safe, inclusive spaces where belonging, well-being, and mental health support student engagement, and the diversity and lived experiences of students and staff are valued and reflected in learning and working environments.

The KPR Board Action Plan (BAP) provides a clear path for school and department leaders to work toward the priorities identified within the KPR Strategic Plan. The BAP provides the framework for individual School Improvement Plans.

STATUS

4. At the March 26, 2024 Board Meeting, Director Russo presented the Student Achievement Plan: Kawartha Pine Ridge District School Board and noted that it would be posted on the Kawartha Pine Ride District School Board (KPR) website as per Ministry of Education requirements (Appendix B).
5. The Ministry of Education provides each school district with a pre-populated template to complete their respective Student Achievement Plan. The pre-populated template includes provincial priorities, goals, and indicators, as well as KPR student achievement data (taken from Ontario School Information System (ONSIS), 2021-22 and EQAO, 2022-23). It is the school district's responsibility to review and analyze the data, consider additional data sources, and establish actions. See Appendix B, Student Achievement Plan: Kawartha Pine Ridge District School Board for further information.

6. System and school improvement planning utilizes the following four types of data: demographic, student learning and achievement, school programs and processes, and perceptual. Education Quality and Accountability Office (EQAO) assessments, as well as report card grades, learning skills, graduation rates and credit attainment are examples of student learning and achievement data.

As the Student Achievement Plan: Kawartha Pine Ridge District School Board captures 2022-23 EQAO data, updated 2023-24 EQAO results can be found in Appendix C. This data, along with other data sources that are not captured in the Student Achievement Plan: Kawartha Pine Ridge District School Board have been used during the 2024-25 school year to support ongoing system improvement planning.

7. In addition to the actions listed in the Student Achievement Plan: Kawartha Pine Ridge District School Board (Appendix B), some of the system-level moves that have been made in support of student achievement include:
- All school improvements plans must include BAP system action SA-EL1 as one of the school's areas of foci (SA-EL1: provide evidence-based instruction in literacy and math, informed by ongoing assessment, to tailor differentiated and intensive supports for student success). This provides schools with an opportunity to focus on an evidence-informed learning cycle (plan, act, assess and reflect) to support educator capacity and student learning in literacy and math.
 - With BAP system action SA-EL1 included in all school improvement plans, literacy and math are key areas of foci for all superintendent of education school visits.
 - Prioritizing Student Achievement Plan: Kawartha Pine Ridge District School Board priorities and goals with professional activity day learning (e.g., math, literacy, assessment and evaluation, mental health).
 - Emphasizing Student Achievement Plan: Kawartha Pine Ridge District School Board priorities and goals with principal and vice-principal professional learning.
8. A second Student Achievement report will be brought forward to the Program Review Committee this spring when the Student Achievement Plan: Kawartha Pine Ridge District School Board is updated. This will signal a departure of past practice in KPR of reviewing student achievement (at Program Review Committee meetings) from fall to spring. This new timeline aligns with the Ministry of Education's Student Achievement Plan reporting requirements.

BUDGET IMPLICATIONS

9. There are no budget implications for the 2024-25 school year budget.

RECOMMENDATION

1. That the Student Achievement Report, dated November 5, 2024, be received for information.

Drew McNaughton
Associate Director of Education

Student Achievement Plan

PURPOSE:

Levelling up achievement outcomes and experiences for every student.

For each priority and indicator, school boards will use board-level data on their student populations to further refine actions.



PRIORITY:

Achievement of Learning Outcomes in Core Academic Skills



PRIORITY:

Preparation of Students for Future Success



PRIORITY:

Student Engagement & Well-being

Goal: Improve students' literacy learning and achievement.

Indicators:

1. % of students who meet or exceed the provincial standard on:
 - Grade 3 EQAO Reading
 - Grade 3 EQAO Writing
 - Grade 6 EQAO Reading
 - Grade 6 EQAO Writing
2. % of fully participating, first-time eligible students who are successful on the OSSLT/TPCL

Goal: Improve students' math learning and achievement.

Indicators:

3. % of students who meet or exceed the provincial standard on:
 - Grade 3 EQAO Math
 - Grade 6 EQAO Math
 - Grade 9 EQAO Math

Goal: Improve students' graduation rates and preparedness for future success.

Indicators:

4. % of students who earn 16 or more credits by the end of Grade 10
5. % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)
6. % of students graduating with an OSSD within five years of starting Grade 9
7. % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses
8. % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

Goal: Improve students' participation in class time and learning.

Indicators:

9. % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent
10. % of students in Grades 4-12 who were suspended at least once

Goal: Improve student well-being.

Indicators:

11. % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health

Plan pour la réussite des élèves

Objectif :

Améliorer les résultats en matière de rendement et les expériences de chaque élève.

Pour chaque priorité et indicateur, les conseils scolaires utiliseront les données de leur conseil sur leurs populations d'élèves afin de mieux guider les démarches.



PRIORITÉ :

Atteinte des résultats d'apprentissage dans les compétences académiques de base



PRIORITÉ :

Préparation des élèves pour les succès de l'avenir



PRIORITÉ :

Engagement et bien-être des élèves

Objectif : Améliorer l'apprentissage et le succès des élèves en littérature

Indicateurs :

1. Pourcentage d'élèves qui atteignent ou dépassent la norme provinciale en :
 - lecture aux évaluations de l'OQRE de la 3^e année
 - écriture aux évaluations de l'OQRE de la 3^e année
 - lecture aux évaluations de l'OQRE de la 6^e année
 - écriture aux évaluations de l'OQRE de la 6^e année
2. Pourcentage d'élèves admissibles pour la première fois qui participent pleinement et qui réussissent le Test provincial de compétences linguistiques (TPCL/OSSLT)

Objectif : Améliorer l'apprentissage et le succès des élèves en mathématiques.

Indicateurs :

3. Pourcentage d'élèves qui atteignent ou dépassent la norme provinciale en :
 - mathématiques aux évaluations de l'OQRE de la 3^e année
 - mathématiques aux évaluations de l'OQRE de la 6^e année
 - mathématiques aux évaluations de l'OQRE de la 9^e année

Objectif : Améliorer les taux d'obtention de diplôme des élèves et les préparer pour les succès de l'avenir

Indicateurs :

4. Pourcentage d'élèves ayant obtenu 16 crédits ou plus à la fin de la 10^e année
5. Pourcentage d'élèves qui participent à au moins un programme lié aux métiers spécialisés (Majeure Haute Spécialisation, double reconnaissance de crédit ou Programme d'apprentissage pour les jeunes de l'Ontario)
6. Pourcentage d'élèves qui obtiennent un Diplôme d'études secondaires de l'Ontario (DESO) dans les cinq années qui suivent le début de la 9^e année
7. Pourcentage d'élèves inscrits à au moins un cours de mathématiques de 12^e année ou de sciences de la 11^e ou de la 12^e année
8. Pourcentage d'élèves qui croient que leur apprentissage les a préparés pour la prochaine étape de leur expérience d'apprentissage (par exemple, la prochaine année d'études, les études postsecondaires, etc.)

Objectif : Améliorer l'engagement des élèves aux activités en classe et à l'apprentissage

Indicateurs :

9. Pourcentage d'élèves de la 1^e à la 8^e année dont le taux d'assiduité individuel est égal ou supérieur à 90 %
10. Pourcentage d'élèves de la 4^e à la 12^e année ayant été suspendus au moins une fois

Objectif : Améliorer le bien-être des élèves.

Indicateurs :

11. Pourcentage d'élèves de la 6^e, de la 9^e et de la 10^e année qui déclarent connaître les soutiens et les services en santé mentale offerts

Student Achievement Plan: Kawartha Pine Ridge DSB

2022-2023 Academic Year

2021-2022 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

Preparation of Students for Future Success

Student Engagement & Well-Being

Goal: Improve students' literacy learning and achievement

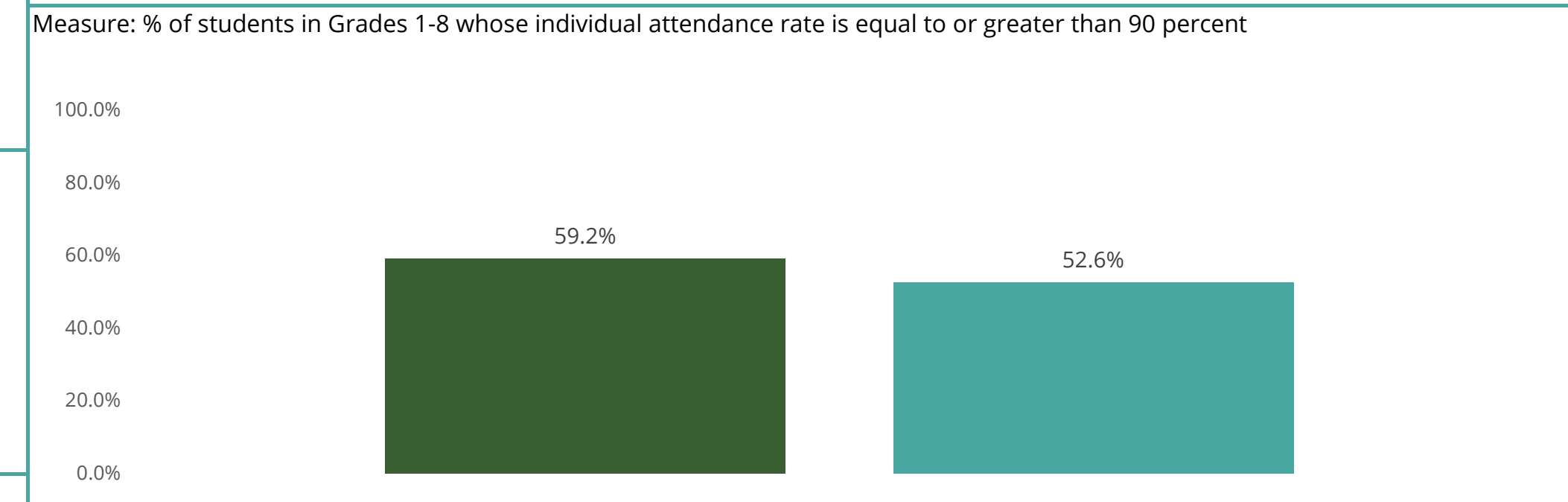
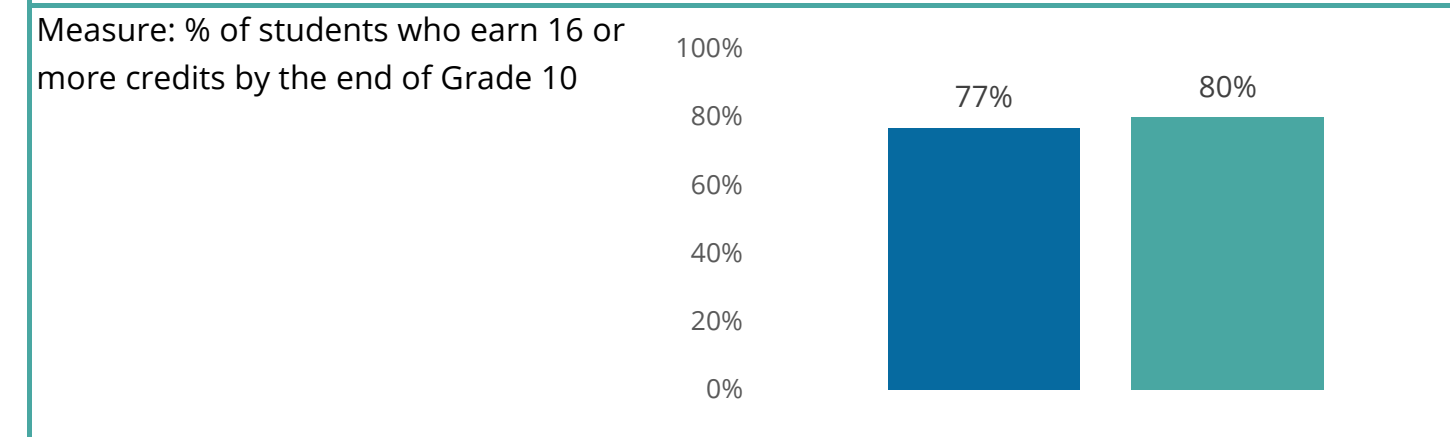
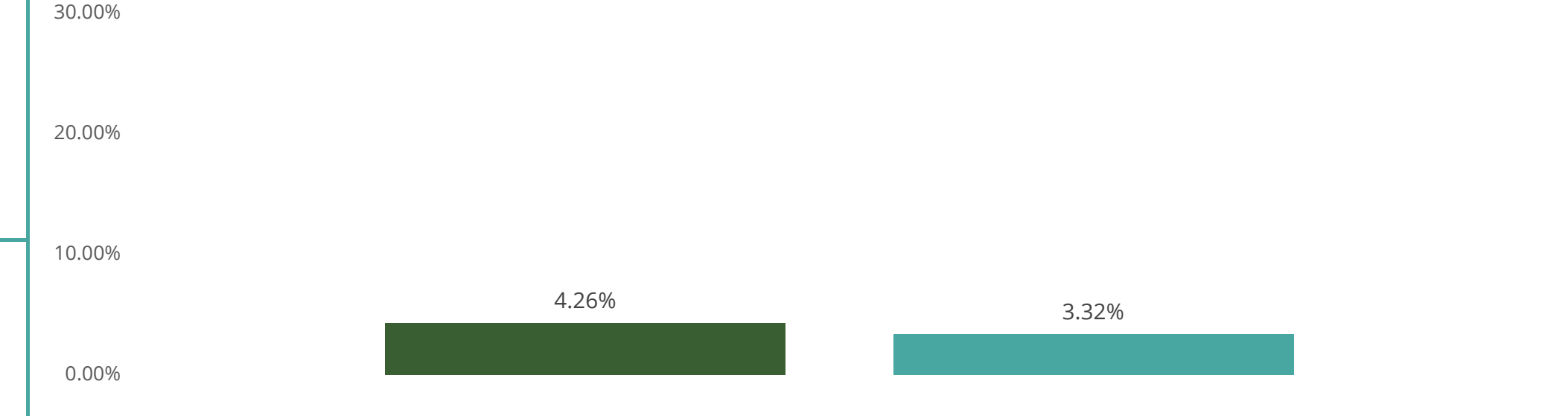
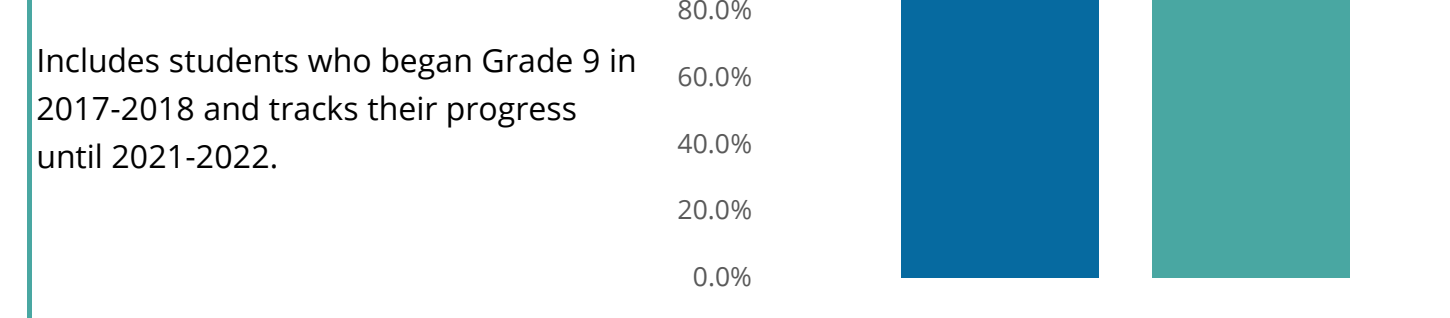
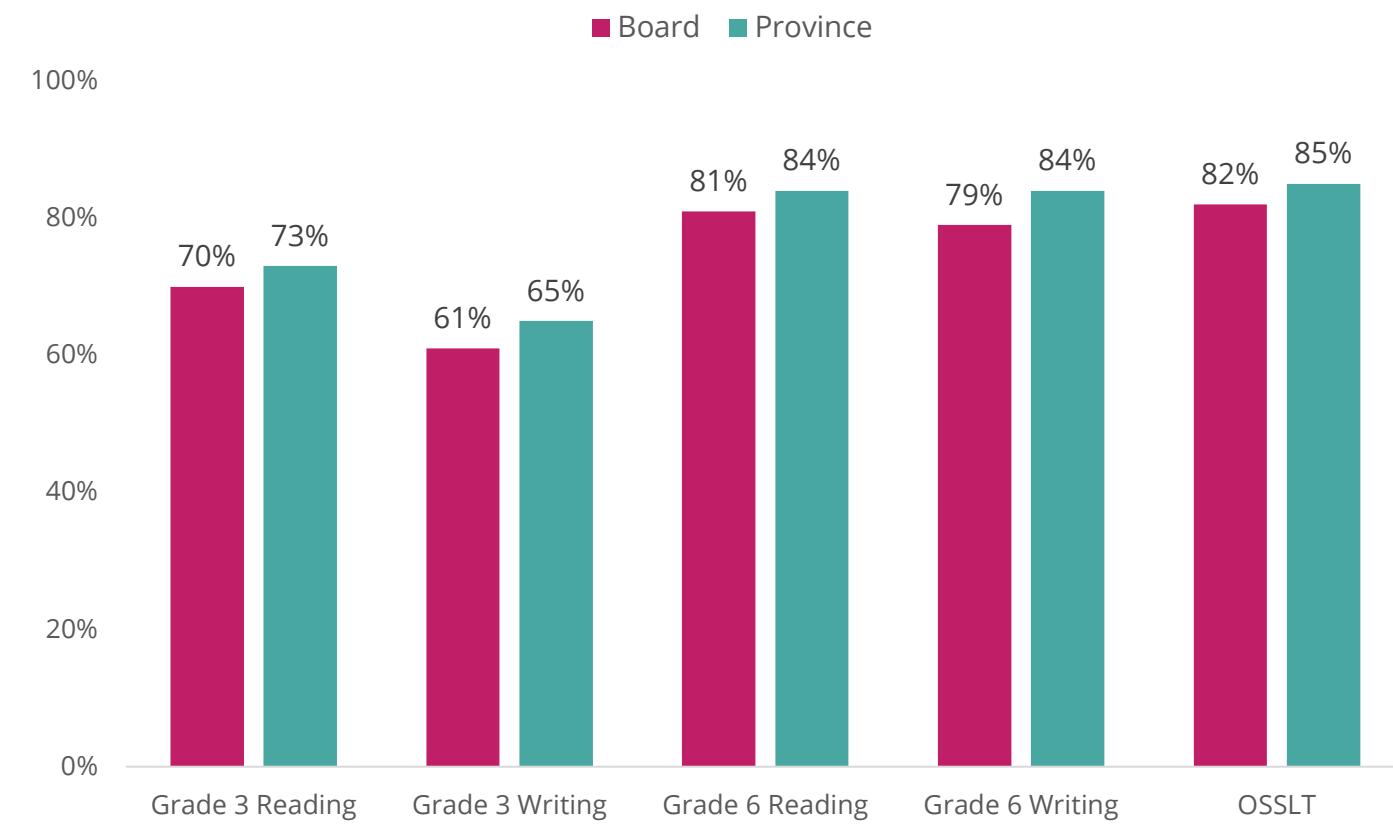
Goal: Improve students' graduation rates and preparedness for future success

Goal: Improve students' participation in class time and learning

Measure: % of student who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6 Reading and Writing and % of first time eligible students who were successful on the OSSLT/TPCL.

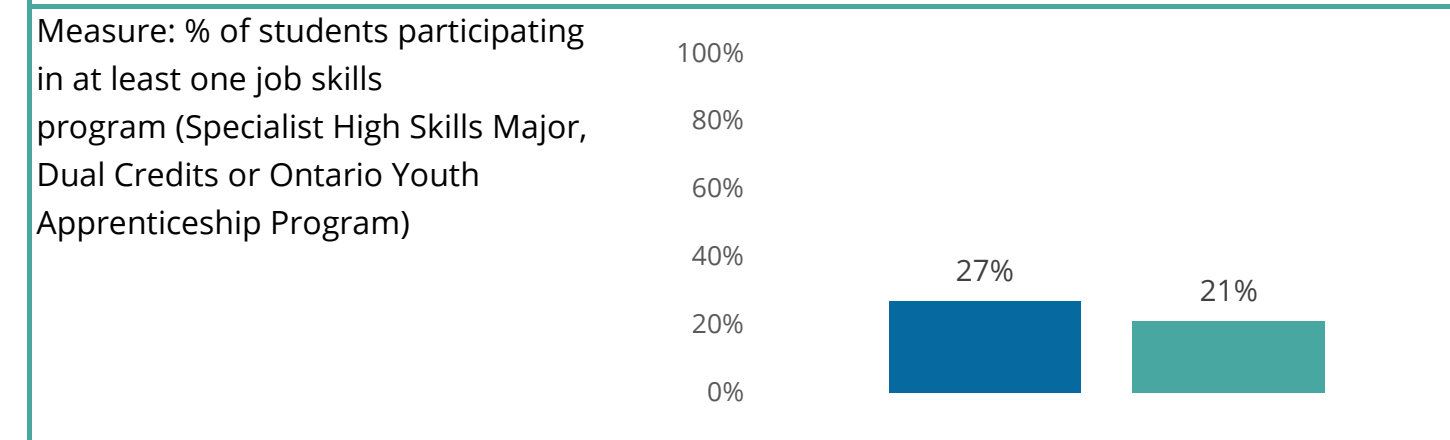
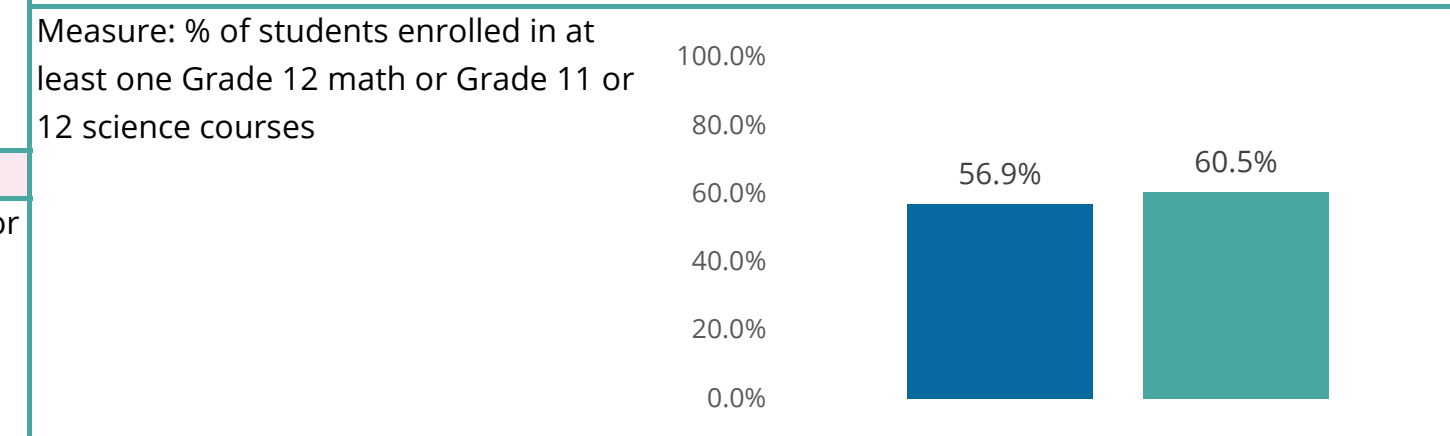
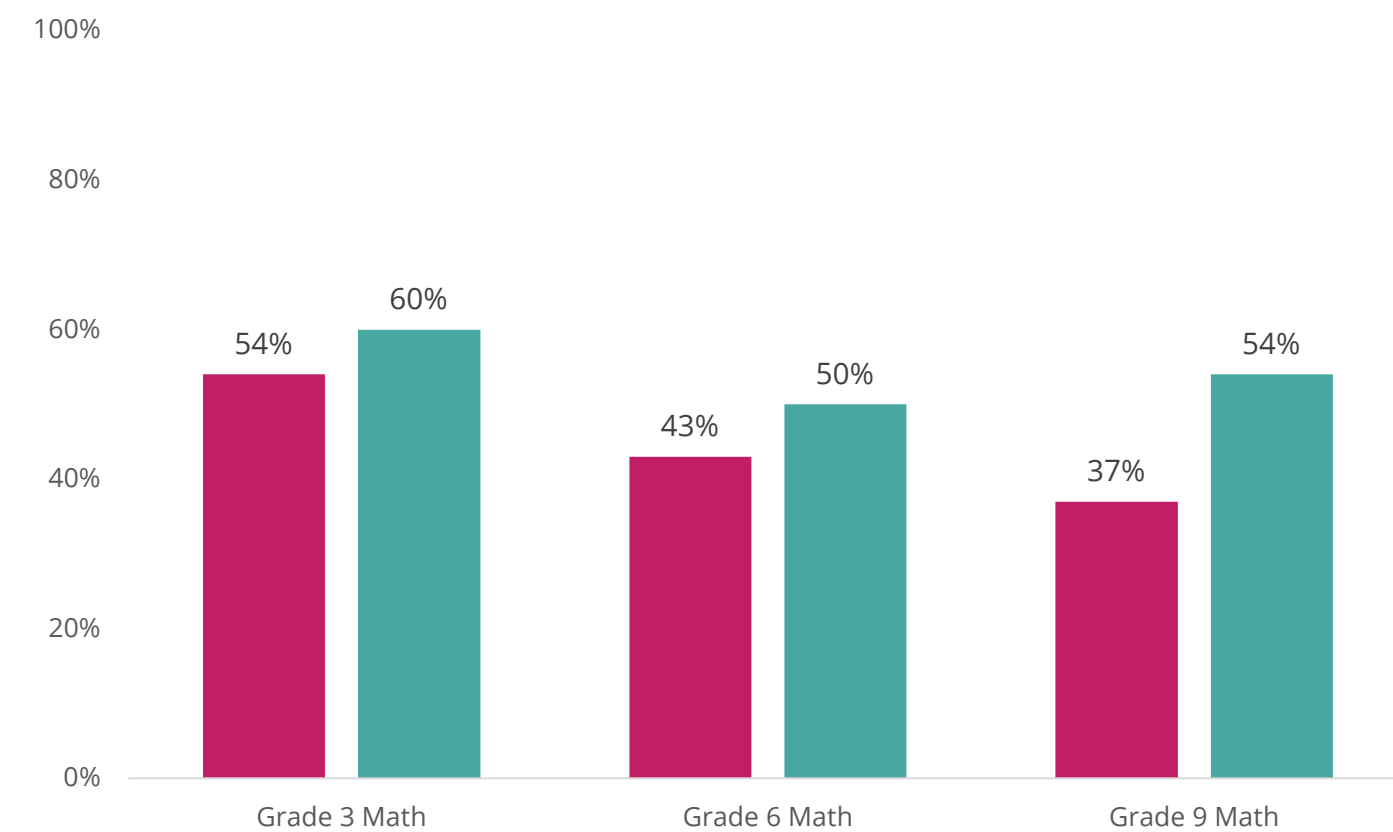
Measure: % of students graduating with an OSSD within five years of starting Grade 9
Includes students who began Grade 9 in 2017-2018 and tracks their progress until 2021-2022.

Measure: % of students in Grades 4-12 who were suspended at least once



Goal: Improve students' math learning and achievement

Measure: % of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math



Measure: % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)
Data Forthcoming

Goal: Improve student well-being

Measure: % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health

Data Forthcoming

Source: As reported by schools through the Ontario School Information System (OnSIS), 2021-2022, and the Education Quality and Accountability Office (EQAO), 2022-2023.

Student Achievement Plan: Kawartha Pine Ridge DSB

Provincial Priorities		Measures & Results				Actions our School Board will take to Improve
Goal(s)	How this is Measured	School Board Performance	Provincial Performance	Additional School Board Measures	How Our School Board Performs	
Achievement of Learning Outcomes in Core Academic Skills, 2022-2023						
Goal: Improve students' literacy learning and achievement	% of students who meet or exceed the provincial standard on:					1.1 - Implement the Math Achievement Action Plan for board, school and classroom strategies across the district. 1.2 - Implement the Early Reading Screening tool in Year 2 Kindergarten through Grade 2. 1.3 - Continue to support the implementation of the Language (2023) Grades 1-8 and Grade 9 English curriculum. 1.4 - Prioritize staffing (math facilitators, early intervention teachers) to support literacy and math instruction. 1.5 - Implement evidence-based instruction in literacy and math, informed by ongoing assessment to tailor differentiated and intensive supports for student success. 1.6 - Implement the KPR Special Education Plan (e.g., IEP development, early identification procedures and intervention strategies, educational and other assessments). 1.7 - Implement the KPR Principles of Indigenous Education through learning that explores and values Indigenous knowledge, culture and perspectives. 1.8 - Implement the K-12 Culturally Relevant and Responsive Pedagogy Framework to achieve quality and effective instruction that demonstrates high expectations for all learners.
	Grade 3 EQAO Reading	70%	73%		n/a	
	Grade 3 EQAO Writing	61%	65%		n/a	
	Grade 6 EQAO Reading	81%	84%			
	Grade 6 EQAO Writing	79%	84%			
% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	82%	85%		n/a	n/a	
Goal: Improve students' math learning and achievement	% of students who meet or exceed the provincial standard on:					
	Grade 3 EQAO Math	54%	60%			
	Grade 6 EQAO Math	43%	50%		n/a	
	Grade 9 EQAO Math	37%	54%			
Preparation of Students for Future Success, 2021-2022						
Goal: Improve students' graduation rates and preparedness for future success	% of students who earn 16 or more credits by the end of Grade 10	77%	80%		n/a	2.1 - Support student success in differentiated and diverse learning pathways responsive to the unique strengths, skills and needs of all students. 2.2 - Strengthen outreach and engagement with students, staff, families and communities and partners, to enrich relationships, amplify diverse voices and develop innovative partnerships. 2.2 - Implement the KPR Grade 10 Pathway Planning resources. 2.3 - Prioritize staffing (student success teachers, de-streaming coaches) to support student pathways. 2.4 - Actively promote the Focus on Youth program and job skills programming. 2.5 - Implement the KPR Special Education Plan (e.g., IEP development, transition planning, coordination of services). 2.6 - Implement the KPR Principles of Indigenous Education to create respectful relationships among stakeholders, including local Indigenous communities. 2.7 - Implement K-12 Culturally Relevant and Responsive Pedagogy and practice to create conditions that meet our students' unique needs, support transitions and open doors to new directions and destinations.
	% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	27%	21%		n/a	
	% of students graduating with an OSSD within five years of starting Grade 9	85.5%	89.1%		n/a	
	% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	56.9%	60.5%		n/a	
	% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)	Forthcoming	Forthcoming		n/a	
Student Engagement & Well-Being, 2021-2022						
Goal: Improve students' participation in class time and learning	% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	59.2%	52.6%		n/a	3.1 - Focus on creating safe, inclusive spaces where belonging, well-being, and mental health support student engagement, and the diversity and lived experiences of students and staff are valued and reflected in learning and work environments. 3.2 - Develop and implement the KPR Mental Health Strategic Plan and Action Plan. 3.3 - Establish and implement Positive School Climate teams. 3.4 - Build capacity and understanding of trauma-informed practices.
	% of students in Grades 4-12 who were suspended at least once	4.26%	3.32%		n/a	
Goal: Improve student well-being	% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health	Forthcoming	Forthcoming		n/a	3.5 - Prioritize staffing (Indigenous student workers, Indigenous graduation coaches, Indigenous mental health clinicians) to support student well-being, including regular attendance at school. 3.6 - Implement the KPR Special Education Plan (e.g., IEP development, early intervention procedures and intervention strategies, educational and other assessments, coordination of services with other ministries or agencies). 3.7 - Continue to strengthen knowledge of the KPR Holistic Approach to Indigenous Education to honour Indigenous knowledge and ways of knowing to support student well-being. 3.8 - Implement K-12 Culturally Relevant and Responsive Pedagogy and practices to reflect and affirm individual cultural and social identities.

Source: As reported by schools through the Ontario School Information System (OnSIS), 2021-2022, and the Education Quality and Accountability Office (EQAO), 2022-2023.

Appendix C PROG Item 8.1.1 November 5, 2024

2023-24 – 2021-22 EQAO Data for KPRDSB

% Gr.3 @ L3/4

	2023-24 KPR	2023-24 Province	2022-23 KPR	2022-23 Province	2021-22 KPR	2021-22 Province
Reading	69.7	71.3	69.8	72.6	72.1	73.1
Writing	62.1	63.7	60.9	65.4	62.4	64.9
Math	59	61.3	53.9	59.7	56.4	59

% Gr.6 @ L3/4

	2023-24 KPR	2023-24 Province	2022-23 KPR	2022-23 Province	2021-22 KPR	2021-22 Province
Reading	78.3	82	81.1	83.7	85	84.9
Writing	75.1	80.4	78.8	83.6	81.1	84.1
Math	41.8	50.3	43.0	49.5	43.1	47.2

% OSSLT – Successful – First Time Eligible

	2023-24 KPR	2023-24 Province	2022-23 KPR	2022-23 Province	2021-22 KPR	2021-22 Province
OSSLT	82.5	84.5	81.9	84.7	77.5	82.1

% Grade 9 EQAO Math Assessment @ Level 3/4

	2023-24 KPR	2023-24 Province	2022-23 KPR	2022-23 Province	2021-22 KPR	2021-22 Province
Math	34.4	53.9	37	53.7	43.5	52.3