

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

PROGRAM REVIEW COMMITTEE MINUTES

Tuesday, June 8, 2020 at 7:00 p.m.

Roy H. Wilfong Boardroom, Education Centre, Peterborough, ON

ATTENDANCE

Present: Trustees S. Russell (Committee Chairperson), D. Lloyd (Chairperson of the Board), S. Bobka (Vice-chairperson of the Board), C. Abraham, C. Dickson and K. Dupuis.

Regrets: Trustee J. Klassen Jeninga.

Also Present: Trustees R. Kitney, A. Lloyd and E. Ojeda; and J. Tompkins, G. Ingram, P. Mangold, J. Nigro, M. Crowe, J. Dugan, M. LaPointe, H. Newton, S. Read, M. Robitaille, D. Smith and P. Jones.

In light of the current health advisory and public health measures in place provincially, the committee met virtually using the WebEx platform and livestreamed through the KPR YouTube channel.

Call to Order and Land Acknowledgment

Trustee S. Russell, Committee Chairperson, called the meeting to order (7:04 p.m.) and welcomed members and guests to the meeting. It was acknowledged that the Committee was meeting on the traditional territory of the Mississauga First Nations.

Adoption of Agenda

**MOVED BY C. Abraham, SECONDED BY C. Dickson
That the agenda be adopted as printed.**

CARRIED

Adoption of Minutes

**MOVED BY C. Abraham, SECONDED BY D. Lloyd
That the Minutes of the last meeting held on Tuesday, May 12, 2020, be adopted
as recorded.**

CARRIED

Safe, Caring and Restorative Schools Update

Superintendent P. Mangold provided an update on Safe, Caring and Restorative Schools, indicating that the challenges faced during the 2019-2020 school year related to job action and a world-wide pandemic, have impacted the goals of creating a KPR Restorative Practice Committee, training system leaders in recognizing and preventing substance abuse, and continuing training in Violence Threat Risk Assessment (VTRA). Each are at various stages of implementation.

It was reported that a cross section of staff received initial Restorative Practice Training in August 2019, as the first step in the creation of a KPR cross departmental committee designed to promote and train staff and students over the upcoming years. Additional training was scheduled for December 2019 and May 2020, however was put on hold due to job action and the inability to have staff participate in professional development sessions. The importance of ensuring the sustainability of the program was emphasized, and plans to resume training in the 2020-2021 school year are currently being pursued.

Superintendent Mangold spoke to the training of KPR system leaders in the recognition and prevention of substance abuse that was scheduled for the April Principals' meeting and was subsequently postponed by the health units. This training was a topic identified by administrators as an area of concern that warranted further learning. Contingent upon scheduling and availability, it is anticipated that training may be initiated by the health units in the upcoming school year.

Discussion was held regarding opioid training and the issue of procuring naloxone kits for KPR schools, as the kits have a 2 year expiry date and are due for replacement during the next school year. Superintendent Mangold indicated that discussions with his colleagues in other Boards are ongoing, as all are facing similar challenges in that cost is somewhat prohibitive. It was indicated that additional dialogue with Safe Schools colleagues in other boards will continue into the fall, to ensure that a potential solution is pursued. It was also suggested that the Ontario Public School Boards' Association (OPSBA) may consider pursuing the matter, as it is an issue that impacts all school boards in the province.

Information was shared regarding Board Policy No. ES-1.1, Safe, Caring and Restorative Schools, which provides direction to schools regarding the consequences for unacceptable behaviour up to and including suspensions and expulsions. Suspension and expulsion data is tracked and submitted to the Ministry of Education each September for the previous school year.

Suspension and expulsion details for the period between 2016-2017 and 2019-2020 were provided. It was reported that during this period, there was a 20% increase in the total number of suspensions, and a 19% increase in the total number of students being suspended, while the total student population increased by approximately 5% during the same time period. It was indicated that expulsions have decreased however, with 14 in 2016-2017 and 12 in 2018-2019. The current school year has seen a spike in expulsions with 15 prior to the March Break, however this figure includes 3 expulsions

that resulted from hearings that took place in September 2019, for incidents that occurred at the end of the 2018-2019 school year.

Discussion was held regarding the potential inclusion of information related to the various reasons for suspensions/expulsions in future reports, in order to provide trustees with an indication of specific trends, i.e. increases in violence, drug possession, property damage, or other causes. This information would be useful for the formulation of intervention plans as well. Administration indicated that the disaggregation of this information will be pursued on a go forward basis, so that trends and patterns of the types of infractions or offences that have led to a suspension/expulsion are identified, with a goal to share as appropriate in the fall.

Information was also shared regarding Violence Threat Risk Assessments (VTRAs), which are initiated by the school principal when a potential threat of violence occurs. A breakdown in the number of VTRAs by panel and level of severity was provided to committee members.

Providing safe and caring learning environments for our students continues to be a priority. School climate surveys, to be conducted in late November or early December, will provide data for schools to gauge the effectiveness of school climate efforts in the areas previously identified and to adjust to our new realities heading into the 2020-2021 school year, in which the mental health of staff and students will be the primary focus.

Indepth discussion was held and additional questions of clarification were addressed.

MOVED BY D. Lloyd, SECONDED BY S. Bobka
That the Safe, Caring and Restorative Schools Update report, dated June 8, 2020, be received for information.

CARRIED

Indigenous Education Curriculum Review Update

Superintendent J. Nigro provided an update on the Indigenous Education Curriculum Review, indicating that in response to the Calls to Action in the Truth and Reconciliation Commission Report, KPR launched the NBE (Contemporary Aboriginal Voices) Gr. 11 English course for all Grade 11 students in September 2019.

It was reported that all elementary and secondary school leadership teams were offered support in identifying a specific area of Indigenous integration with their School Improvement Plans. As a Department, respectful relationships continue to be actively built with community partners to further support Indigenous families and students within KPR and their academic achievement.

Information was shared regarding a number of initiatives the department is currently engaged in as follows:

- Healthy and participatory student leadership training has been modelled through the Director's Indigenous Student Advisory Group (DISAG) as a means to support the relevancy of Indigenous Ways of Knowing and Teaching curriculum connections.
- Two teams comprised of KPR consultants and teachers created, implemented and presented professional training with relevant resources to support all of the Grade 11 NBE teachers.
- Monthly secondary school visits by Indigenous Education consultants were undertaken as part of a focused support of NBE teachers as well as further curriculum support and Indigenous student check-ins.
- The Indigenous Education Department site and app will continue to provide detailed and current curriculum support for all KPR staff to move forward in a respectful and culturally-safe manner.
- All KPR schools identified an area of Indigenous focus in their School Improvement Plans.
- In partnership with the Nogojiwanong Friendship Centre access to funding from Jordan's Principle was facilitated and successful growth of the elementary panel's Lunch and Learn program was noted.
- 70 secondary panel students served on the DISAG this year. School-based Indigenous Student Advisory Groups were also initiated this year as a natural growth from these successful gatherings.

MOVED BY C. Abraham, SECONDED BY S. Bobka
That the meeting be extended (9:00 p.m.).

CARRIED

Staff members in attendance provided an overview of each of their roles, sharing their experiences and perspectives on the nature of their work at the school and system levels.

Discussion ensued and the following recommendation was adopted.

MOVED BY S. Bobka, SECONDED BY D. Lloyd
That the Indigenous Education Curriculum Review Update report, dated June 8, 2020, be received for information with sincerest thanks.

CARRIED

Census Report Action Plan – Socioeconomic Status and Achievement/Opportunity Gaps

Superintendent Nigro reported that in the 2018-2019 school year, KPR conducted the Every Student Matters census to gather demographic data about the students and families we serve. These data will correlate to other achievement and opportunity data to determine gaps in service to students.

It was indicated that 86% of students in Grades 7-12, and 42% of parents/guardians of students from Kindergarten to Grade 6, responded to the survey. A frequency data

report was released in November 2019 that reported on the responses to each of the survey questions.

A draft report relating socioeconomic status to achievement and opportunity was released in May 2020. An overview of the notable achievement and opportunity gaps identified for students of lower socioeconomic status was provided. The fundamental beliefs that all students can learn at high levels, and systems and schools can be transformed to address conditions and begin to close achievement and opportunity gaps, were shared.

A review of the Census Action Plan Framework was provided. It was indicated that the Plan is always in draft as it will constantly change, and has been developed with short-term, medium-term and long-term interventions to begin to close achievement and opportunity gaps in KPR. It was indicated that the most important phase of any Census is with actions taken to address the achievement and opportunity gaps. The new KPR Strategic Plan articulates this as a priority.

It was reported that the next set of board-level reports will look at 2SLGBTQ+ students and racialized students, and that school-based reporting on socioeconomic status (SES) should be available by the fall of this year.

Discussion was held and questions of clarification were addressed.

MOVED BY S. Bobka, SECONDED BY C. Abraham
That the Census Report Action Plan – Socioeconomic Status and
Achievement/Opportunity Gaps, dated June 8, 2020, be received for information.
CARRIED

Future Meeting Dates

Future meeting dates for the 2020-2021 school year were reviewed. The next meeting of the Program Review Committee will be held in the Roy H. Wilfong Boardroom at the Education Centre, 1994 Fisher Drive, Peterborough, at 7:00 p.m. on Tuesday, September 22, 2020.

Adjournment

MOVED BY D. Lloyd, SECONDED BY C. Abraham
That the meeting be adjourned (10:13 p.m.).
CARRIED

Steve Russell
Committee Chairperson