

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

PROGRAM REVIEW COMMITTEE MEETING

Tuesday, May 11, 2021 at 7:00 p.m.

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

A G E N D A

- ITEM 1. **CALL TO ORDER AND LAND ACKNOWLEDGEMENT**
We would like to acknowledge that we are meeting on the traditional territory of the Mississauga First Nations.
- ITEM 2. **ADOPTION OF AGENDA**
- ITEM 3. **DECLARATIONS OF CONFLICTS OF INTEREST**
- ITEM 4. **ADOPTION OF MINUTES**
for the Meeting held on Tuesday, April 6, 2021
- 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 KPR Arts Council/Conseil des Arts
- 8.2.2 Indigenous Education Update
- 8.3 **Discussion Items**
Nil
- ITEM 9. **CORRESPONDENCE**
- ITEM 10. **BOARD MEMBER ADDITIONS**
- ITEM 11. **FUTURE MEETING DATES**
June 15, 2021
(all Meetings will be held at 7:00 p.m. in the Boardroom unless otherwise noted)
- ITEM 12. **ADJOURNMENT**

SUBJECT TO COMMITTEE APPROVAL

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

DRAFT PROGRAM REVIEW COMMITTEE MINUTES

Tuesday, April 6, 2021 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), A. Lloyd (Vice-chairperson of the Board), T. Brown, C. Dickson, and J. Klassen Jeninga.

Also Present: Trustees C. Abraham, S. Bobka, R. Kitney, E. Ojeda; and R. Russo, G. Ingram, G. Tompkins, J. Ford, A. Sadowski, C. Douglas, and L. Haemel.

Due to 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.

Trustee S. Russell, Committee Chairperson, called the meeting to order (7:00 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 D. Lloyd, SECONDED BY J. Klassen Jeninga
That the agenda be adopted as printed.**

CARRIED

Adoption of Minutes

**MOVED BY T. Brown, SECONDED BY R. Kitney
That the Minutes of the last meeting held on Tuesday, March 9, 2021, be adopted
as recorded.**

CARRIED

Youth Leadership in Sustainability (YLS) Program

G. Ingram, Superintendent, reported that the KPRDSB Strategic Plan, 2019-2022 Excellence in Learning, Life and Communities identified the following key priorities in support of student success and engagement:

- Provide a diverse range of learning opportunities through academics, the arts, physical activities, social, cultural and community connections,

- Offer relevant, meaningful curriculum that engages students in becoming well-rounded, critical thinkers,
- Create conditions that meet our students' unique needs, support transitions and open doors to new directions and destinations,
- Value and support all learners, and encourage experiential, life skills development,
- Develop collaborative and strategic partnerships with parents and stakeholders focused on student success,
- Cultivate leadership in our students, staff, schools and communities, particularly in the areas of environmental stewardship, instructional technology and innovation.

It was established that the KPRDSB Essential Practices Framework for Today's Learners defines the desired learning conditions for our students. The Learning Partnerships pillar emphasizes creating learning partnerships to:

- Develop authentic relationships and partnerships in local, national and global communities,
- Enhance student voice and engagement through networking opportunities both in and outside the school community,

It was indicated that there are several KPR programs with an environmental focus such as High Skills Major programs at East Northumberland Secondary School (ENSS), Port Hope High School (PHHS), Courtice Secondary School (CSS), Clarington Central Secondary School (CCSS) and Thomas A Stewart Secondary School (TASSS).

It was stated that in 2017, educator, C. Douglas, approached Senior Administration to discuss the concept of offering an environmental student leadership program at Trent University that would be open to any secondary school student to attend for one semester.

C. Douglas, educator, reported that the Youth Leadership in Sustainability (YLS) program was initially offered through Kenner Collegiate Vocational Institute (KCVI) at Trent University beginning in September 2018 with an initial class of 22 students. After the first year, the YLS program was moved to Peterborough Adult and Continuing Education (PACE) at PCVS as the host school. This allows students to continue to participate in extra-curricular programming at their home school while also being enrolled in YLS.

It was indicated that student success and engagement has been very high. Ninety percent of the students in the YLS program are pursuing a university pathway and ten percent a college post-secondary destination. YLS students who achieve marks of 80% in the World Issues and Resource Management courses are granted a credit for Trent University's first year Environmental Science course (ERSC101OH).

It was stated that YLS is taught as an integrated, four credit package of senior level courses that provide students with an opportunity to intensely focus on environmental concepts and issues and leadership at the university setting. Students engage in the

course content through classroom instruction, university/college lectures and through project-based learning opportunities on the Trent campus and throughout the area.

It was shared that community partnerships are the backbone of the YLS program. The YLS program seeks out leaders in the community to learn of innovation and best practices, to make career connections for students, to provide leadership mentors, and to ground the YLS program in authentic learning. Many organizations, businesses and individuals have engaged directly with the YLS program either offsite or in the YLS classroom.

It was stated that the YLS program also has a focus on integrating Indigenous perspectives on the land into sustainability understanding.

The committee was informed that students are required to pay a fee each semester to offset the many off campus opportunities and are required to arrange their own transportation to the university and can also access city transit. Support for students who may struggle to participate due to the cost are supported on an individual basis through donations and/or the Trillium fund.

It was reported that while the course delivery model changed for the current school year in the traditional schools, the YLS program as a single cohort continued at the Trent campus. Off campus opportunities were reduced during this school year but the class was still able to participate in a number of outdoor experiences.

The YLS program is currently recruiting students for the 2021 fall semester and have approximately 20 students already enrolled.

C. Douglas introduced a Grade 11 and a Grade 12 student who have participated in the YLS program. The students expressed that the YLS program changed their lives, inspired them in their post-secondary program selections and future careers. The students also expressed that the YLS program helped them see how they can get involved in the community and politically in an effort to finding solutions.

Questions of clarification were addressed.

MOVED BY C. Abraham, SECONDED BY R. Kitney
That the Youth Leadership in Sustainability (YLS) Program Report, dated April 6, 2021, be received for information with thanks.

CARRIED

Virtual Learning K-12

John Ford, Superintendent, reported that the KPRDSB Strategic Plan prioritizes the need for a diverse range of learning opportunities through academics, the arts, physical activities, and social, cultural and community connections, and highlighted the importance of closing opportunity and achievement gaps to support equitable outcomes.

It was stated that as a result of the global pandemic and Ministry of Education directives, KPRDSB offered elementary and secondary students the opportunity to choose virtual learning as a method of program delivery for the 2020/2021 school year. Since September 2021, Virtual Elementary School (VES) welcomed 4,200 students from Kindergarten to Grade eight, and 2,200 students in the Virtual High School (VHS).

It was also reported that while KPRDSB believes that an in-person school model with risk mitigation strategies in place is best from an overall health perspective for children of all ages, it is also important to provide a choice for students and families. As such KPRDSB would like to introduce an 'opt in' option to virtual learning for both elementary and secondary students for the 2021/2022 school year. The Elementary and Secondary Learning options are detailed below:

The Elementary Learning Options for 2021/2022 will include:

- All elementary families will be presented with the opportunity to opt out of face-to-face learning and to choose full-time virtual instruction for the 2021/2022 school year,
- Families who choose full-time virtual instruction understand their child will be learning at home through synchronous and asynchronous instruction,
- Entry/exit from full-time virtual learning will occur four times throughout the school year (Beginning of September, Fall Progress Report, Term 1 Final Report, Spring 2022).

The Secondary School Learning Options for 2021/2022 will include:

- All secondary students will be presented with the opportunity to opt out of face-to-face learning and to choose full-time virtual instruction for the 2021/2022 school year,
- To inform this decision, students will be presented with a list of courses available virtually,
- Students who choose full-time virtual learning may edit/revise their course selection in consultation with their secondary school guidance staff,
- Entry/exit from full-time virtual learning will occur at the start of the semester.

Questions of clarification were addressed and the following recommendation was adopted

MOVED BY D. Lloyd, SECONDED BY C. Dickson
That the Virtual Learning K-12 Report, dated April 6, 2021, be received for information with thanks.

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, May 11, 2021.

Adjournment

MOVED BY J. Klassen Jeninga, SECONDED BY R. Kitney
That the meeting be adjourned (8:03 p.m.).

CARRIED

Steve Russell
Committee Chairperson

DRAFT

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **KPR Arts Council/Conseil des Arts**

INITIATOR: Gloria Tompkins, Superintendent of Student Achievement

BACKGROUND

1. In the 2019-2020 school year, the KPR Arts Council/Conseil des Arts (KPRACCCA) was formed to support the ongoing development and appreciation of the Arts through a variety of learning experiences for students and educators, K-8. Similar to the Kawartha Pine Ridge Elementary Athletic Association (KPREAA), it is a teacher-led organization.
2. The Teaching and Learning Department supported the conditions for the KPR Arts Council/Conseil des Arts to be organized.
3. The KPRACCCA has a constitution and an elected executive with representation from across the Board consisting of elementary educators.

STATUS

4. In the fall of 2020, KPRACCCA surveyed KPR educators, who teach in the Virtual Elementary School, to seek information about the types of support needed to teach the Arts virtually.
5. During the 2020-2021 school year, KPRACCCA organized nine after school virtual professional learning sessions with the support of the Teaching and Learning Department. Sessions addressed the four curriculum strands of visual arts, music, drama and dance from Kindergarten to Grade 8. Examples of topics include using mentor texts to integrate the arts, sharing of primary dance activities for virtual or face-to-face learning, and integrating technology into visual arts.
6. Activities and resources to support all four strands of the Arts curriculum for all elementary grades have been posted in a newly created Edsby conference, which is continually updated with contributions from educators.

RECOMMENDATION

1. That the KPR Arts Council/Conseil des Arts Report, dated May 11, 2021, be received for information.

Gloria Tompkins
Superintendent of Student Achievement

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **Indigenous Education Update**

INITIATOR: James Brake, Superintendent of Education: Student Achievement, First Nation, Métis and Inuit Education

BACKGROUND

1. The Ministry of Education is committed to working with Indigenous and education partners to continue improving Indigenous student achievement and well-being in Ontario and increasing all students' knowledge and understanding of First Nation, Métis and Inuit histories, cultures, contributions, and perspectives.
2. Ontario's Indigenous Education Strategy supports First Nation, Métis and Inuit students to achieve their full potential. The Ministry of Education is committed to improving Indigenous education in Ontario, improving student achievement and well-being, and closing the achievement gap between Indigenous students and all students.
3. This strategy has been designed to improve opportunities for First Nation, Métis and Inuit students, to increase the knowledge and awareness of all students about Indigenous histories, cultures and perspectives and contributions. This document is the mandate for the work we do.
4. KPRDSB is a leader in Indigenous education around the province and we support students and staff in several ways.
5. This year, the Department has undergone a review and reflection on the current practices of the KPRDSB Indigenous Education Department and the support the Department provides to the system.
6. The Department has established a vision statement for Indigenous education **“Creating an environment that honours Indigenous knowledge, culture, perspective and history and ensuring Indigenous students and staff see themselves reflected in their learning and working environments.”**
7. Three areas of focus have been determined for our department:
 1. Working to be reflective of Indigenous students and staff.
 2. Supporting curriculum in the classroom.
 3. Impacting system practices.

STATUS

8. **Working to be Reflective of Indigenous Students and Staff.** Providing a learning and working environment that is reflective of the members of our school and Board community is an important responsibility. It is a priority of the work in the Indigenous Education Department, and reflective of the Equity and Inclusion work of the Board. To that end, the Indigenous Education Department is focusing on a number of initiatives to support this.
- A. [Principles of Indigenous Education](#). Created in collaboration with the IEAC in 2018, this document presents seven principles that act as guidelines for engaging in Indigenous education at KPRDSB. The Department is having 2x3 Wall Plaque versions of this document created and to be delivered to all school and Education Centre sites for permanent and prominent display.
- B. [Indigenous Lending Library](#). An essential part of a student's personal development occurs when seeing themselves and their culture reflected in the print materials offered at school. The Department is currently developing an Indigenous lending library for support of schools throughout the Board. The content of these kits will contain titles of authentic Indigenous authors, which are vetted and curated by Indigenous Department staff. The Indigenous lending library kits will be grade specific and will be made available for schools to access to support Indigenous content available to students, and also serve as a model for those schools engaging in an audit of their Learning Resource Centre (LRC) materials. The kits will be available for September 2021.
- C. [EDSBY Space for Indigenous Students, Families and Staff](#). The Indigenous Education Department has established an EDSBY group to provide opportunity for Indigenous students, families and staff to come together in an online forum to share in learning through traditional teachings and conversations with elders and knowledge keepers from First Nation, Metis and Inuit communities. The group is provided as a safe space for people to come together to learn and support each other in that learning. Over 1,100 self-identified students and staff were invited to join the group with their families.
- D. [Sacred Fire Spaces](#). We are currently engaged in exploration and planning proposals for sacred fire spaces to be installed at Roseneath CPS and North Shore PS. Sacred fires are key elements within land based and Ojibwe language teaching spaces from an Indigenous perspective. If projects are approved, pending local fire regulations and Board health and safety compliance, construction of projects can be ready to begin late spring, supported by Indigenous Education Department funds. All projects will be entered into with consultation with local First Nations to ensure local Indigenous perspective is represented and are reflective of Indigenous experience and culture.

9. **Directly Supporting Curriculum in the Classroom.** The Indigenous Education Department continues to support Teaching and Learning in the classroom. Focus continues to be directed towards the embedding of Indigenous knowledge, perspective, culture, and history into daily curriculum.
- A. In March 2021, The Indigenous Education Department published its first monthly newsletter, Giiwenh (Gee-Wen) As the story goes. The newsletter features a themed video message from Elder Melody Crowe, a themed message from the Superintendent, sound bytes of Anishinaabemowin language spoken by students, and highlights of featured elements from the Indigenous Department application from KPR on the Web. The purpose of the newsletter is to engage staff in learning through the sharing of stories, experiences, and inspiration from around the Board.
 - B. Department members have engaged in a number of interdepartmental collaborations to support student learning including work on the Destreamed Math, Experiential Education, Environmental Symposium, Indigenous Youth in Trades Symposium through Ontario Youth Apprenticeship Program (OYAP). Engaging in these collaborations ensures that Indigenous knowledge, perspective, culture and history are embedded in the programming of these initiatives.
 - C. Virtual Classroom Visits with Indigenous Cultural Advisor, Elder Melody Crowe. Melody continues to be invited to support learning in classroom environments with virtual visits. Educators and principals are encouraged to reach out to Melody to schedule a classroom visit.
10. **Impacting System Practices.** The Indigenous Department team continues to focus on facilitating change in a good way in terms of the system practices of the Board. In supporting decolonization of system practices, a mindful and reflective approach is required to support the system in applying an Indigenous lens.
- A. Support of training of Board Mental Health and Well-being team. In collaboration with the Special Education Program and Services Department, the Indigenous Education Department is supporting the training of Mental Health and Well-being team members in San'yas Indigenous Cultural Safety Training. This training will support KPR staff in being more culturally aware in their approaches to supporting Indigenous students of the Board, and their families. The San'yas Indigenous Cultural Safety Training Program offers online training and consultation services that focus on uprooting anti-Indigenous racism and promoting cultural safety for Indigenous people in Canada. The online training courses have been designed to help increase the knowledge, self-awareness, and skills of participants, so that they work more safely and effectively with Indigenous people.

- B. Enhancing our capacity for Land Acknowledgements. Kawartha Pine Ridge has committed that any meeting of the Board shall begin with an acknowledgement that the Board is meeting on the traditional territory of the Mississauga First Nations. As a natural next step, we want to build a deeper acknowledgement of our relationship to the land.
- C. As of March 24, 2021, a revised Indigenous Education Department developed Land Acknowledgement was shared via the departmental newsletter and published to the Indigenous Department application on KPR on the Web.
- D. A teaching note is included as well as guidance to personalizing the Land Acknowledgement in a good way.
- E. The Land Acknowledgement includes the preferred Anishinaabemowin title of the Mississauga First Nations, who identify themselves as the Michi Saagiig Nishnaabeg (pronounced Mee-chee Saw-geeg Nish-naw-beg).
- F. Planning is in place to provide further guidance and understandings for entering into the exercise of crafting a meaningful, personalized Land Acknowledgement for use at the Trustee, Senior Team, school and department level.

RECOMMENDATION

1. That the Indigenous Education Update, dated May 11, 2021, be received for information.

James Brake

Superintendent of Education: Student Achievement, First Nation, Métis and Inuit Education