

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

**PROGRAM REVIEW COMMITTEE MINUTES**

Tuesday, May 11, 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, K Dupuis, and J. Klassen Jeninga.

Also Present: Trustees C. Abraham, and E. Ojeda; and J. Brake, G. Tompkins, K. Dunn, P. Hamel, K. Manis, K. Norris, D. Smith, J. Spicer, W. Terrett, 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 (7:03 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. Dickson, SECONDED BY K. Dupuis  
That the agenda be adopted as printed.**

**CARRIED**

Adoption of Minutes

**MOVED BY J. Klassen Jeninga, SECONDED BY A. Lloyd  
That the Minutes of the last meeting held on Tuesday, April 6, 2021, be adopted as recorded.**

**CARRIED**

KPR Arts Council/Conseil des Arts

G. Tompkins, Superintendent, reported that during the 2019-2020 school year, the KPR Arts Council/Conseil des Arts (KPRACCDCA) was formed, with the support of the Teaching and Learning Department, to promote the ongoing development and appreciation of the Arts through a variety of learning experiences for students and educators, Kindergarten to Grade 8. Similar to the Kawartha Pine Ridge Elementary Athletic Association (KPREAA), it is a teacher-led organization. The KPRACCDCA has a constitution and an elected executive with representation from across the Board consisting of elementary educators.

J. Spicer, Instructional Leadership Consultant for Literacy, Numeracy and the Arts, explained that in the fall of 2020, KPRACCDCA surveyed KPR educators, who teach in

the Virtual Elementary School (VES), to seek information about the types of support needed to teach the Arts virtually.

It was reported that 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 included 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.

P. Hamel, Northumberland Hills Public School, Grade 3 educator representing KPR Arts Council, reported that 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.

K. Mannis, VES, Grade 3 educator, W. Terrett, Adam Scott Intermediate School, Grade 7/8 French Immersion educator and K. Dunn, VES, Grade 3 educator presented their experiences incorporating the learning from after school virtual professional learning sessions to their programming. Their students were engaged, able to listen and work together and provide constructive feedback. Students' confidence increased. The educators were also able to incorporate the Arts into other areas of the curriculum.

Questions of clarification were addressed, and the following recommendation was adopted.

**MOVED BY C. Abraham, SECONDED BY D. Lloyd**

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

**CARRIED**

#### Indigenous Education Update

J. Brake, Superintendent, reported that 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.

It was explained that 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. 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 strategy is the mandate for the work we do.

Elder M. Crowe, First Nation Education Liaison, reported by pre-recorded video that she visits schools and participates in principal meetings with a goal to embed Indigenous education through all strands of education. Indigenous and non-Indigenous students and staff are able to connect with Mother Earth, become aware of the history of the Indigenous people and see that they are still a vibrant people today. She has seen many students show pride in their Indigenous background.

It was also reported that KPR is a leader in Indigenous education around the province and we support students and staff in several ways. This year, the Indigenous Education Department has undergone a review and reflection on their current practices and the support they provide to the system.

The Committee members were informed that the Indigenous Education 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.”

It was indicated that three areas of focus have been determined for the Department:

1. Review Board Practices, Protocols and Procedures.  
The 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. Specifically, the following areas are being explored:
  - Strategic plan for Indigenous education
  - Guidelines and protocol for Indigenous cultural interpretation and activities
  - KPR Indigenous education scope and sequence
  - Land acknowledgement review
  - Support of application of an Indigenous cultural lens
    - San'yas core Indigenous mental health training
    - Indigenous student advisor
    - Suspension and expulsion mitigation
    - Interdepartmental collaboration.

2. Curriculum Support.

The 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. The following are ways we are providing support to our classrooms, educators and staff:

- Co-development of culturally relevant and responsive pedagogy
- Indigenous cultural competency training
- Board-wide distribution of culturally relevant curriculum supports
- Crafting of professional development for curriculum materials
- Continued development of the KPR Indigenous online resource
- First Nation Education Liaison: Elder Melody Crowe
- The delivery of Anishinaabemowin language program at both the elementary and secondary levels
- Indigenous Education Department newsletter
- Connecting Indigenous consultants
- Review of departmental publications.

3. Engaging Students, Staff, Parents and Community.

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:

- [Principles of Indigenous Education](#). Created in collaboration with the Indigenous Education Advisory Committee (IEAC) in 2018, this document presents seven principles that act as guidelines for engaging in Indigenous education at KPR. This document will be made into plaques and permanently displayed at all schools and Education Centre sites.
- Inter-departmental collaboration and consultation
- Sacred spaces at schools
- Indigenous Lending Library
- EDSBY Space for Indigenous students, families and staff.
- Consultation with stakeholders through IEAC.

It was also reported that through IEAC the KPR land acknowledgement is being reviewed so that it can be presented in a mindful manner as follows:

“At KPRDSB we respectfully acknowledge that the land on which we gather and learn daily is the treaty and traditional territory of the Michi Saagiig Nishnaabeg (Mee-Chee Saw-Geeg Nish-Naw-Beg). We are grateful for our relationship with the First Nations of this territory, for their care for, and teachings about, the land, the water, and all our relations. As people of the Williams Treaty, we continue our journey to strengthen our understanding of our Treaty relationship and of how to move forward together in a good way. We acknowledge the contributions and

accomplishments of all Indigenous people across Turtle Island, current and throughout history”.

Questions of clarification were addressed, and the following recommendation was adopted.

**MOVED BY A. Lloyd, SECONDED BY T. Brown**  
**That the Indigenous Education Update, dated May 11, 2021, be received for information Miigwetch. Wela’lioq. (with thanks).**

**CARRIED**

**MOVED BY D. Lloyd, SECONDED BY T. Brown**  
**That the Committee move into the In-camera session (8:40 p.m.).**

**CARRIED**

Following discussion of an In-camera matter, the Committee returned to the Open Session Agenda (8:45 p.m.).

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, June 15, 2021.

Adjournment

**MOVED BY T. Brown, SECONDED BY J. Klassen Jeninga**  
**That the meeting be adjourned (8:50 p.m.).**

**CARRIED**

Steve Russell  
Committee Chairperson