

**KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD**

**PROGRAM REVIEW COMMITTEE MEETING**

Tuesday, October 12, 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, September 14, 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 **Focus on Youth Program**
- 8.2.2 **Culturally Relevant and Responsive Pedagogy: A Toolkit for Schools**
- 8.2.3 **Educational Resources to Support National Day for Truth and Reconciliation**
- 8.3 **Discussion Items**  
Nil
- ITEM 9. **CORRESPONDENCE**
- ITEM 10. **BOARD MEMBER ADDITIONS**
- ITEM 11. **FUTURE MEETING DATES**  
November 9, 2021  
January 11, 2022

February 8, 2022

March 8, 2022

April 12, 2022

May 10, 2022

June 7, 2022

(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

**DRAFT PROGRAM REVIEW COMMITTEE MINUTES**

Tuesday, September 14, 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), T. Brown, C. Dickson, K Dupuis, and J. Klassen Jeninga.

Also Present: Trustee S. Bobka; and J. Ford, J. Maliha, G. Tompkins, C. Filip, J. McIlmoyle Parsons, J. Patenall, D. Strain, 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. Trustee S. Russell provided a personalized rendition of the land acknowledgement and stated that the Committee was meeting on the traditional territory of the Mississauga First Nations.

Adoption of Agenda

**MOVED BY J. Klassen Jeninga, SECONDED BY K. Dupuis**  
**That the agenda be adopted as printed.**

**CARRIED**

Adoption of Minutes

**MOVED BY D. Lloyd, SECONDED BY C. Dickson**  
**That the Minutes of the last meeting held on Tuesday, June 15, 2021, be adopted as recorded.**

**CARRIED**

Business Arising from the Minutes

Superintendent Maliha provided additional information to the Safe Caring and Restorative Schools Update presented at the June 15, 2021 Program Review Committee meeting. It was reported that training for staff to increase knowledge and awareness of topics related to substance abuse will be available as of September 16, 2021.

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2021 Summer Learning Program Report

Superintendent Tompkins reported that the Summer Learning Program has been running in all regions of the Board for the past 15 years. The program has provided instruction for primary students who are experiencing challenges in the areas of literacy and numeracy with a focus to support students in minimizing summer learning loss of reading and math essential skills.

It was further reported that funding in the amount of \$45,000 was received from the Council of Ontario Directors of Education (CODE) to support the 2021 Summer Learning Program in KPR. As part of the agreement this year, boards were required to offer a Grade 7/8 program with a focus on mathematics to support students as they transition to Grade 9 de-streamed classrooms.

It was also reported that as a result of schools once again pivoting to virtual learning in April, the 2021 Summer Learning Program was delivered virtually from July 5 to July 23 to approximately 150 students using a combination of synchronous and asynchronous learning. Programming was offered to students in Grades 1 to 8, including classes to support English Language Learners.

Positive outcomes from the Summer Learning Program were reported in the following key areas:

- Assessment of student learning in literacy and numeracy supported the growth of reading behaviours as well as progress in reading and mathematics.
- Student engagement increased as educators utilized KPR's Scope and Sequence resource, specifically in the area of Number to design experiences reflecting the three part-lesson, while incorporating games and virtual experiences to promote engagement. Our Grade 7/8 educators used the intermediate math document shared by the Ministry to support transitions to Grade 9 to further inform their planning and to increase the skills of students entering into de-streamed math classes.
- Supporting student confidence in learning this fall by providing learning experiences that helped students to feel assured they can be successful. Feedback from students indicated that many could see how their experiences had impacted an area of learning and they expressed feelings of confidence for the new school year.
- Family partnerships were encouraged through consistent communication. This ongoing interaction between educators and families supported partnerships. Introductory letters, 1:1 calls and naming student progress during the learning were examples of such interactions. Feedback from families was positive and reflected their feelings of partnership.

Questions of clarification were addressed.

**MOVED BY J. Klassen Jeninga, SECONDED BY T. Brown**  
**That the 2021 Summer Learning Program Report, dated September 14, 2021, be received for information.**

**CARRIED**

2021 Summer School Programming

Superintendent Ford reported that KPR has been running summer school programming for many years in all regions of the Board. It was further reported that in addition to KPR students, summer programming has also been accessed by students from Peterborough Victoria Northumberland Catholic and Trillium Lakelands District School Boards.

It was indicated that students have traditionally enrolled in summer school to repeat a failed course, balance their schedule in their home school and/or accelerate the completion of their diploma. Summer school also allows students to meet the requirements of some Specialist High Skills Major programs that they cannot complete during the school year. Typically, there are 1,000 students enrolled in KPR Summer School for both face to face and eLearning courses.

It was reported that KPR's 2021 Summer School program was entirely virtual for students in Grades 8 to 12 with approximately 1,000 students registered in our synchronous learning summer school courses and 380 students enrolled in courses offered by educators from our partner boards through an asynchronous model. The transition to secondary programming included 215 Grade 8 students who earned a credit focussed on literacy and numeracy skill development. Students were provided additional support in their learning by eight Special Education Resource Teachers. It was reported that overall, students were granted 1,131 credits, which is a 94% success rate.

It was also reported that 450 students participated in cooperative education opportunities. It was highlighted that we supported a cooperative education program specific to 19 students from Curve Lake First Nation.

In addition to traditional programming, the Focus on Youth summer program continued this year with 32 students participating. Students earned a credit and developed skills to remove barriers to employment and career/job opportunities.

Questions of clarification were addressed.

**MOVED BY T. Brown, SECONDED BY K. Dupuis**  
**That the 2021 Summer School Programming Report, dated September 14, 2021,**  
**be received for information.**

**CARRIED**

De-streaming: A Focus on Mathematics

Superintendent Maliha reported that in July 2020, the Ontario Minister of Education announced plans for de-streaming the Grade 9 program, beginning with mathematics in September 2021. Grade 9 applied and academic mathematics courses were to be replaced with the de-streamed course, MTH 1W, which builds on prior knowledge and skills learned in the Grade 8 mathematics program.

It was explained that the Ministry of Education identified three goals to anchor the implementation of de-streamed programming:

- **Cultural Shifts in Schools and Boards** to identify and dismantle systemic discrimination and structural inequities
- **Increased Educator Capacity** for effective culturally-responsive instruction, assessment, and evaluation in de-streamed, multi-level classrooms
- **Increased Student Engagement, Achievement, and Well-Being.**

It was reported that during the 2020-2021 school year, KPR had 12% more students taking Grade 9 Applied Math than the average for Eastern Ontario districts. To improve student achievement in mathematics, and give students a wider range of career options, the K-12 Teaching and Learning Department took steps to increase the number of students choosing the academic course in Grade 9. All secondary schools were asked to encourage incoming Grade 8 students who were learning at grade level and met the provincial standard to choose academic mathematics in Grade 9. Additionally, four schools, Cobourg Collegiate Institute, Courtice Secondary School, Norwood District High School, and Thomas A. Stewart Secondary School received additional staffing to support one section of a math pilot with a focus on placing students into the academic math course.

It was further reported that in the 2020-2021 school year, the Secondary Program Department established a Math Leadership Team (MLT), consisting of Math Lead Teachers and the System Principal of Teaching and Learning (Secondary) with a goal of increasing educator capacity across the system by refining pedagogical practices.

It was also reported that a team of secondary principals and vice-principals was established to work with the Principal of Secondary Program to ensure professional learning and resources were accessible for administrators across the system to support de-streaming, in both the secondary and elementary panel. Resources were also created for KPR families and students to understand the shift to de-streaming across Ontario and the opportunities it would provide for students. These resources were shared with the school communities by school administration.

It was highlighted that the K-12 Teaching and Learning Department intentionally aligned with KPR's Equity and Diversity plan to ensure culturally responsive and relevant pedagogy would support the shift to de-streamed Grade 9 math.

It was stated that when the de-streamed Grade 9 math curriculum (MTH 1W) was released in June 2021, the MLT developed resources and lesson plans based on the new curriculum to support math educators. All secondary schools were provided with funding to support the math resources needed to implement the new curriculum. It was further stated that the MLT organized a summer symposium for approximately 60 math educators based on the de-streamed curriculum, including best practices and teaching strategies with a focus on equitable practice and pathways, culturally relevant and responsive pedagogy and an understanding of the importance of dismantling the systemic barriers of streaming.

It was reported that five secondary schools, Crestwood Secondary School, East Northumberland Secondary School, Norwood District High School, Clarke High School, and Courtice Secondary School, will conduct Grade 9 English pilots. English educators in these schools are collaborating with one another across the system and are supported centrally. Educators are implementing culturally responsive and relevant pedagogy in their teaching and resource selection.

It was further reported that professional learning about de-streaming was provided for all K-12 educators on the September 2, 2021, PA day. An intentional connection to KPR's Essential Practices, Social and Emotional Learning and Culturally Relevant and Responsive Pedagogy was embedded in the learning. It was also reported that continued professional learning for principals and vice-principals to support their leadership in the shift to de-streaming Grade 9 math and other Grade 9 core subjects will continue throughout the 2021-2022 school year.

**MOVED BY J. Klassen Jeninga, SECONDED BY T. Brown**  
**That the meeting be extended (9:01 p.m.).**

**CARRIED**

Questions of clarification were addressed.

**MOVED BY S. Bobka, SECONDED BY D. Lloyd**  
**That the De-streaming: A Focus on Mathematics report, dated September 14, 2021, be received for information.**

**CARRIED**

#### Future Meeting Dates

Future meeting dates for the 2021-2022 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, October 12, 2021.

#### Adjournment

**MOVED BY T. Brown, SECONDED BY J. Klassen Jeninga**  
**That the meeting be adjourned (9:23 p.m.).**

**CARRIED**

Steve Russell  
Committee Chairperson

**KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD**

**TO:**                    Program Review Committee

**TOPIC:**              **Focus on Youth Program**

**INITIATOR:**        Jamila Maliha, Superintendent of Education: Student Achievement

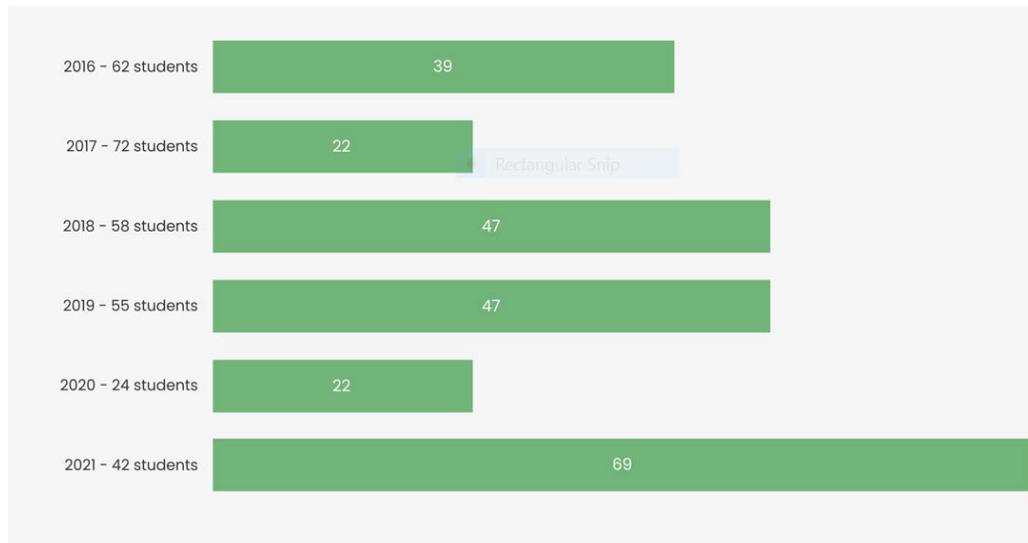
**BACKGROUND**

1.     Focus On Youth funding began in response to the Review of the Roots of Youth Violence Report, that was commissioned in 2007.
2.     The Focus on Youth Summer Program started in KPR in 2016, initially as an after-school program and then moved to a summer program. It is mandated that the program occur between April 1<sup>st</sup> and August 31<sup>st</sup> during the school year. This is KPR's 6<sup>th</sup> consecutive year running the program. It has continued to grow and develop through innovative ideas to support and employ more KPR youth.
3.     The Focus on Youth program provides summer employment, leadership and learning opportunities to youth who may be disengaged from school and/or experiencing barriers to employment as a result of their home or school environment, which may include low academic achievement, family conflict, and/or conflict with the law, and since 2020, youth who have been significantly impacted due to the repercussions of the pandemic (i.e. anxiety, social retraction). The Focus on Youth opportunities contribute to increasing graduation rates and support youth to have positive transitions to adulthood.
4.     By extending learning beyond the classroom, students are engaged in safe and supportive environments while learning coping and employability skills. The Focus on Youth program also supports the development of leadership skills and provides mentorship opportunities.
5.     The program is open to all youth, Grade 9 and up, in KPR's jurisdiction area, with a focus on engaging at-risk and disengaged youth. School Student Success teams refer students to the program. Upon referral, students are interviewed and then hired as KPR employees.
6.     There is a component of the Focus on Youth program that is aimed at providing targeted mental health supports to students identified as marginalized and/or in risk situations. The program aims at supporting students by removing barriers (through mental health and financial supports), providing skills, and accessing resources, providing social emotional learning opportunities, providing culturally sensitive and culturally appropriate mental health services to Black/Indigenous youth and ensuring the support of a caring adult(s) to help students navigate the program and employment opportunities.
7.     In KPR, we have had great success with our Focus on Youth program. There has been some fluctuation due to COVID-19 restrictions in 2020, however, we

## Focus on Youth Program

continue to see student success through employment opportunities and credit attainment.

8. The graph below illustrates the success and impact of the Focus on Youth program from 2016 to 2021 in regard to credit attainment (cooperative education and social science credits). On the left is the year and number of students in the program. The green bars indicate the number of credits attained through the Focus on Youth program.



## STATUS

9. The Focus on Youth Program employed 42 KPR secondary school students from July to August 20<sup>th</sup>, 2021. All participating students learned of the program through their Student Success Teachers or Guidance Counsellors, whom they work with for a variety of reasons. Students worked in collaboration with KPR, volunteering with various community projects and partners, while working in not-for-profit organizations and childcare centers.
10. Students were at their community placements Tuesdays, Wednesdays and Thursdays for six hours a day and earned one cooperative education credit for their placement. Students who participated in the course portion in addition to the placements, met virtually on Mondays for six hours to earn an HHD 30 (Dynamics of Human Relationships through an Anxiety Lens) credit and on Fridays for Pilates/yoga/meditation/art therapy and self-care sessions led by a community partner. Students had the option of participating in both the employment opportunity and taking the course or choosing one of the employment options or the course option.
11. The 2021 scheduling of placements and course work was based on prior feedback from students who indicated that working 35 hours a week, five days a week all summer was difficult to manage. Working three days per week allowed

**Focus on Youth Program**

the hiring of more students within KPR and therefore provided more students with work experience, credit accumulation and mental health supports.

- 12. This year the program hired one CYW and one teacher. Cooperative education teachers from KPR’s summer school program helped to support the cooperative education credit.
- 13. Information from this year’s Focus on Youth program:

Total number of secondary students hired	42
Age range	14-18
Number of secondary schools represented	11
Virtual high school and alternative education sites represented	3
Self-identified gender	M-15 F-26 Transgender-2
Self-identified Indigenous students	3
Number of cooperative education credits earned	35
Number of “Dynamics of Human Relationships through an Anxiety Lens” credits earned	34 (1 student did not complete the course)
Average number of hours worked per student per week	25
Number of community partnerships created	21
Number of students hired by community partners after program completion	2

- 14. Feedback from both students and parents/guardians has been very positive. Many students experienced successes and overcame barriers that they did not think they were capable of at the beginning of the summer program.

**RECOMMENDATION**

- 1. That the Focus on Youth Program Report, dated October 12, 2021, be received for information.

Jamila Maliha  
 Superintendent of Education: Student Achievement

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Program Review Committee

TOPIC: **Culturally Relevant and Responsive Pedagogy: A Toolkit for Schools**

INITIATOR: Jamila Maliha, Superintendent of Education: Student Achievement

**BACKGROUND**

1. In 2017, the Ontario Ministry of Education released the Ontario's Education Equity Action Plan that outlines how they will identify and eliminate persistent inequities in our education system.
2. In this action plan, the Ministry of Education identified that a key aspect of removing barriers is to ensure that school and classroom practices reflect and respond to the diversity of students and staff. Existing structures, policies, programs, and practices may unintentionally disadvantage certain student populations, including racialized students, students experiencing poverty, Indigenous students, newcomers to Canada, students who identify as LGBTQ or Two-Spirited, children and youth in care, religious minorities, French language minorities, students with disabilities, and students with special education needs.
3. The Ministry of Education has identified strengthening inclusive and culturally responsive and relevant teaching, curriculum, assessment, and resources as a specific action item for school boards with the following performance measures:
  - Years 1 and 2 (2017–2019):
    - School boards demonstrate commitment to inclusive/universal design and culturally responsive and relevant pedagogy through their strategic plans and demonstrate how inclusive design has been implemented in schools and classrooms.
  - Years 3 and beyond (2019–2022+):
    - Inclusive/universal design and culturally responsive and relevant pedagogy are fundamental to school and classroom planning
    - Schools and classrooms are more inclusive, safe, and welcoming for all students.
4. To support these goals, KPR determined that a Culturally Relevant and Responsive Pedagogy (CRRP) Toolkit would be developed for delivery to every elementary and secondary school. The purpose of the toolkit would be to provide schools and educators with ideas, tools, and strategies to create learning environments that promote cultural identity, inclusive pedagogy, and proportional outcomes for all students. The goal is to shift educational practice from teaching about culture to teaching through culture as a way to bring depth and significance to all aspects of the curriculum and to describe a variety of instruction practices, strategies, and sample lessons for embedding CRRP in KPR schools and classrooms.

## **STATUS**

5. Professional Learning was provided for all elementary and secondary school principals to deliver to educators on the June 30, 2021, Professional Development (PD) Day. This PD provided a review of CRRP and an overview of the CRRP Toolkit that would be introduced in the fall. An optional run-through was provided for principals and vice-principals who felt doing so would be helpful.
6. Professional Learning was again provided on the September 2, 2021, PD Day to all elementary and secondary school principals which continued the learning from June by providing greater detail on the CRRP Toolkit and an introduction to anti-racism and anti-oppression. As in June, an optional run-through was provided to support principals and vice-principals in preparation for this work.
7. Throughout this school year, a CRRP Toolkit will be developed with monthly activities being delivered to schools electronically. The monthly activities will include one activity for teachers to use in the classroom and one activity for principals to do with educators at a staff meeting. At the end of the year, a bound hard copy of all activities will be provided to include in the CRRP Toolkit for future use.
8. The CRRP Toolkit will also include five professional resources that will be referred to throughout the Toolkit and that will also be supported through other professional learning such as a book study or virtual PD session.
9. The first CRRP Toolkit activities were delivered to the system on October 6, 2021, with future activities coming out at the beginning of each month.
10. Continued professional learning will be ongoing throughout the year to principals, equity leaders, and educators.

## **RECOMMENDATION**

1. That the Culturally Relevant and Responsive Pedagogy: A Toolkit for Schools Report, dated October 12, 2021, be received for information.

Jamila Maliha  
Superintendent of Education: Student Achievement

**KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD**

**TO:** Program Review Committee

**TOPIC:** **Educational Resources to Support National Day for Truth and Reconciliation**

**INITIATOR:** James Brake, Superintendent of Education: Student Achievement and Indigenous Education

**BACKGROUND**

1. Every year, schools in our system acknowledge September 30<sup>th</sup> as Orange Shirt Day. This day was established as an event to remember victims and honour survivors of the Canadian Residential School System.
2. Each year, in advance of Orange Shirt Day, resources, learning materials and guidance on their implementation has been provided by the Indigenous Education Department.
3. On June 5, 2021, Bill C-5 passed in both houses of Canadian Parliament. Bill C-5 created a national statutory holiday to commemorate the tragic legacy of the Canadian Residential School System.
4. September 30<sup>th</sup> was chosen as this day, as the day previously was acknowledged as Orange Shirt Day.
5. September 30, 2021, marked the first National Day for Truth and Reconciliation.

**STATUS**

6. The Indigenous Education Department continued efforts to ensure that schools have access to appropriate and vetted resources that contain authentic Indigenous voice, perspective, and experience.
7. As part of the vision of the Indigenous Education Department, and the on-going efforts to engage in Truth and Reconciliation it was necessary to facilitate a shift of perspective and response to the National Day for Truth and Reconciliation commemorated by Orange Shirt Day. These shifts include:
  - a. a shift from a one-day event to an ongoing learning practice regarding the Canadian Residential School System
  - b. a shift from the concept of celebration to a concept of honouring, commemorating, and mourning
  - c. a shift from performative statements to accountable actions
  - d. a shift from passive observer to a personal ownership of learning.
8. In support of this ongoing learning, the Indigenous Education Department engaged in securing authentic curriculum resources to provide to educators. These resources were provided to schools in June 2021 to provide an opportunity to establish familiarity and support learning for September. These

resources serve to engage learning for staff, students, and community. These resources were also supported in both French and English and were varied in their entry point to allow access in a K-12 model. Both digital and hard copies of resources were provided.

Digital Curriculum Links:

[OrangeShirtDay.org](https://www.orangeshirtday.org)

[National Centre for Truth and Reconciliation: Truth and Reconciliation Week](#)

[100 Years of Loss Timeline](#)

[100 Years of Loss: Teacher's Guide](#)

[100 Years of Loss: The Residential School System In Canada](#) (Lesson Plans)

[Where are the Children](#)

[We were So Far Away](#)

[Forgotten: the Metis Residential School Experience](#)

[National Film Board of Canada: Residential Schools](#)

9. It is important to acknowledge that this learning can be triggering, and Mental Health and Well-being strategies need to be prepared, and leveraged to support the learning of students, staff, and community. Resources and guidelines, from a Trauma Informed Practice were provided, from both Indigenous and non-Indigenous perspectives.

Links to Resources:

[Pedagogical Considerations for Teaching About Residential Schools](#)

[Informed Practice Working with Indigenous Individuals](#)

[Indigenous Knowledge in Addressing Trauma](#)

[Trauma Informed Schools Report](#)

[Everyday Mentally Healthy Toolkit](#)

10. Supports and resources continue to be available to students, staff and community through the [KPR Indigenous Education website](#) and [Indigenous Education Department Edsby](#) group.

## **RECOMMENDATION**

1. That the Educational Resources to Support National Day for Truth and Reconciliation Report, dated October 12, 2021, be received for information.

James Brake

Superintendent of Student Education: Student Achievement and Indigenous Education