

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

**PROGRAM REVIEW COMMITTEE MINUTES**

Tuesday, April 4, 2023 at 7:00 p.m.

**ATTENDANCE**

Present: Trustees Diane Lloyd (Acting Committee Chairperson), Paul Brown, Cyndi Dickson and Kathleen Flynn.

Regrets: Trustee Rose Kitney (Committee Chairperson).

Also Present: Trustees Steve Russell (Chairperson of the Board), T. Brown and Angela Lloyd; D. McNaughton, C. Filip, J. McIlmoyle Parsons, C. Anderson, J. Nobes, C. Perentesis and L. Haemel.

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

**CARRIED**

Adoption of Minutes

**MOVED BY P. Brown, SECONDED BY K. Flynn.**  
**That the Minutes of the last meeting held on Tuesday, March 7, 2023, be adopted as recorded.**

**CARRIED**

Science, Technology, Engineering and Mathematics (STEM) Update

Associate Director McNaughton reported that K-12 Science, Technology, Engineering and Mathematics (STEM) education includes cross-curricular and/or integrative study, as well as the application of STEM subjects in real-world contexts. Some STEM subjects in Kawartha Pine Ridge District School Board (KPR) may be taught separately across K-12, but with intentional cross-curricular connections as part of student learning. Content from all four STEM subjects may be fully integrated to reinforce student understanding of each subject and the interrelationships among them, to provide opportunities to apply a wide range of knowledge and skills in unique ways with real-world applications.

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The 2022 elementary science curriculum has introduced the engineering design and scientific experimentation processes which mirror the creative and critical analysis processes found in the Ontario arts curriculum. Transferable skills and social-emotional learning skills are highlighted in the STEM curriculum which support learning in all subject areas including cross-curricular life skills such as innovation, creativity, entrepreneurship, collaboration, communication and digital literacy.

C. Filip, Principal of Teaching and Learning K-12 (secondary focus), shared the connections between KPR's STEM education and the KPR Strategic Plan and Board Action Plan (BAP) 2022-2023. It was reported that as new curriculum is released in science and math, and with the emphasis on promoting skilled trades in Ontario, Teaching and Learning K-12 is working collaboratively with other central departments (i.e., Special Education, Indigenous Education, Equity Diversity and Inclusion) to ensure that educators across the system are supported to implement STEM education in their classrooms and that there are opportunities for both educators and students to engage in STEM learning.

J. McIlmoyle Parsons, Principal of Teaching and Learning K-12 (elementary focus), indicated that to support STEM education across KPR, classroom educators are incorporating a variety of opportunities for students to explore real-world connections and competencies based on the curriculum expectations, not only in science but across all subject areas including the arts. The Teaching and Learning K-12 department is supporting the system in a variety of ways, with resources and professional learning opportunities offered both during and after the school day that provide educators the opportunity to make connections among science, technology, the arts and mathematics and the application of student learning across these areas in a way that achieves curriculum outcomes.

A focus on STEM is incorporated into the New Teacher Induction Program (NTIP), with NTIP educators engaging in professional development sessions specific to the integration of coding and technology within both the mathematics and science curriculum. Intentional examples and modelling of strategies to engage student creativity through role play and the creative design process is woven into these learning opportunities.

Consultants C. Anderson, J. Nobes and C. Perentesis shared STEM connections through activities and resources that introduce both educators and students to the various aspects of twenty-first century competencies (such as critical thinking, problem solving and collaboration). Through initiatives such as TakeTech, Make Stuff Move, Not-A-Box, and different STEAM (science technology, engineering, art and mathematics) and STEM student symposiums, students are engaging in relevant concrete activities that allow them to experience and learn about twenty-first century competencies. Demonstrations of various coding tools were provided to the committee.

Questions of clarification were addressed. Specifically, it was asked about STEAM and the role of the arts in supporting STEM. These questions were answered with specific examples of arts integration provided.

**MOVED BY K. Flynn, SECONDED BY P. Brown**  
**That the Science, Technology, Engineering and Mathematics (STEM) Update Report, dated April 4, 2023, be received for information.**

**CARRIED**

Adjournment

**MOVED BY A. Lloyd, SECONDED BY K. Flynn**  
**That the meeting be adjourned (8:59 p.m.).**

**CARRIED**

Diane Lloyd  
Committee Chairperson