Aurora Cultural Centre

AGENDA

Board of Directors Meeting #8 2020

7 pm

Wednesday November 11th, 2020 **Eric Acker, Chair**

Join Zoom Meeting
https://us02web.zoom.us/j/88409271757?pwd=emF4aFVjSWcyYndiY2o4U1o4KzNLQT09

Meeting ID: 884 0927 1757
Passcode: 661148
Find your local number: https://us02web.zoom.us/u/kcGxGdE3G

1 (1 min)	Agenda **MOTION** to Approve the Agenda	Eric Acker
2 (1 min)	Previous Minutes **MOTION** to Approve Minutes of Previous Meeting (October 14th, 2020)	Eric Acker
3 (1 min)	**Statements of Conflict of Interest**	ALL
4 (15 min)	**Executive Director Report** • Monthly Report **MOTION** to Receive the Executive Director Report	Suzanne Haines
5 (90 min)	**Finance & Audit Committee Report** Report from the committee • Interim Financial Statement to September 30, 2020 • 2021-2022 Budget • 2021-2022 Presentation to Town Council **MOTION** to Approve the Interim Financial Statements to September 30, 2020 **MOTION**: to Approve the 2021-2022 confirmed budgets to the Town of Aurora **MOTION** to Accept the Finance & Audit Committee Report	Laura Hostick Suzanne Haines
6 (15 min)	**Fund Development** Report from the committee • 2020 YTD Results and Projection **MOTION** to Receive the Fund Development Committee Report	Chris Mercer
7 (10 min)	**Executive** Report from the committee	Eric Acker

	MOTION to Receive the Executive Committee Report	
8	**New Business**	ALL
9	**Confirmation of next Meeting** December 9th at 7pm meeting via ZOOM	ALL
10	**MOTION** to Adjourn Meeting	ALL

Aurora Cultural Centre

Board of Directors – November 2020
EXECUTIVE DIRECTOR'S UPDATE October 2020

Live Events Programming

Royal Wood Live In-Concert and Live Stream Signature Series October 3 @ 6:30-9:30pm

Gallery program

Flight2

Oct 17, 2020 to Jan 23, 2021

An exhibition of drawings by Grazyna Tonkiel and sculpture by Gordon Becker
Curated by Clare Bolton

King artist Grazyna Tonkiel has been celebrating butterflies or the "mystic creatures" as she refers to them with vibrant art pencil and gold leaf drawings for more than two decades. Gordon Becker's life in art began in earnest when at the age of 11 he was captivated by a film of an Inuit carver creating an image full of magic and power from a raw lump of stone. He decided right then to become a carver.

Together flight² will showcase the exceptional butterfly drawings and wood carvings of these award winning artists. This is an extraordinary, not to be missed, exhibition that is perfect for the whole family. Visit AuroraCulturalCentre.ca to view the exhibition online.

Enjoy a virtual tour through the exhibition and enhance the gallery experience with our Art Bytes series. Check the website for the upcoming schedule of Art Bytes.

We have one behind the scenes video, one In Conversation with each artist and one conversation with the artists together. We also have two interactive family activities related to the exhibition, a craft demo video and a Name that Butterfly quiz distributed via survey Monkey.

In person closing reception Jan 2021 pending Town Hall reopening. Gallery Admission and Art Events offered at no charge

Location: Artwork installed at the Aurora Town Hall – 2nd Floor, currently available for viewing online.

Education Programs

Fall Classes

Expand Your horizons in Acrylics Level 2	*October 1st*
Fall Paint-Along	*Saturday October 3th*
Magnificent Florals in Coloured Pencil	*Saturday October 24th*
Around the World with Art	*Saturday November 7th – December 5th*
Famous Artists & Their Styles	*Saturday November 7th – December 5th*
A Journey Through Art & Time	*Saturday November 7th – December 5th*
Wood Carving	*Monday November 9th – December 7th*
You Can Uke It!	*Tuesday November 10th*
Ukulele for Beginners	*Tuesday November 10th*
Beginning Guitar	*Tuesday November 10th*
Exploring Watercolours (Intermediate/Advanced)	*Wednesday November 11th*
Drawing & Sketching	*Wednesday November 11th*
Watercolours: Basic & Beyond	*Thursday November 12th*
PA Day Programs	*Friday November 13th*
Jewellery Making	*Saturday November 14th*
Make Your Own Stained Glass Holiday Ornament	Saturday November 28th
Make Your Own Stained Glass Holiday Ornament *Second Offering*	Sunday November 15th
Holiday Card Making	Saturday November 21st
Holiday Card Making *Second Offering*	Friday November 20th

Administration

- Attended the Town of Aurora Finance Advisory Committee meeting on October 13, 2020 with members of the Board Finance & Audit Committee. Topic was historical funding 2017-2019, impact of Library Square and COVID-19 on 2020 projections, and 2021 budget expectations.
- We continue to calculate eligibility and receive the Canada Emergency Wage Subsidy (CEWS) which covers a declining percentage of salaries paid up to a maximum until December. The CEWS is meant to support keeping staff on payroll through this pandemic.
- Submitted an application to the Community Foundations of Canada for support for infrastructure to deliver KITS programming in schools.
- Submitted an application to support strategic planning work for the organization through the OAC Arts Response Initiative
- Will be submitting an application to the Ontario Trillium Foundation Resilient Communities Fund to assist with pivoting to Live Stream.
- Town of Aurora staff submitted a Library Square Governance update report to the Town's November 3rd General Committee
- Hosted an in-person staff brainstorming session on November 4th at the Armoury to discuss 2021 programming

Human Resources

- Staff meet weekly via Zoom to check in, build future ACC programming and support online initiatives
- Staff continue to work from home during the closure due to the Coronavirus Pandemic.

- Stephanie Nicolo will be returning from maternity leave on November 23rd

Facilities

- The piano will receive maintenance while stored in the Town Hall program room.
- We enter into rental contracts with the CFWI – Aurora Armoury for our educational programs and concert events.

Board Activities

Board Finance & Audit Committee Meeting: October 27th, November 9th
Board Fund Development Committee Meeting: November 9th
Board Executive Committee: October 27th

Community Connections/Artistic Events

- CAPACOA national presenting network bi-weekly meetings
- Ontario Presents provincial presenting network bi-weekly meetings
- Aurora Arts & Culture Forum monthly meeting
- Minister Lisa McLeod tele-town hall
- Monthly meeting with Director of Community Services
- Aurora Chamber of Commerce "Women's Summit"
- Ontario NonProfit Network "NonProfit Driven" Conference

Respectfully Submitted by

Suzanne

Suzanne Haines
Executive Director

Aurora Cultural Centre

Kaleidoscope in the Schools

Final Report 2019-2020

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Introduction

Kaleidoscope in the Schools ("KITS") is a unique full-service professional performing arts program built by the Aurora Cultural Centre and delivered in the 2019-2020 school year as a pilot to publicly funded elementary schools in Aurora. The program serves students in junior kindergarten to grade four, including a professional development component for their teachers, pre-show activities, an assembly performance, post-show activities or small-group workshops with the performing artists, and a connection with their families. The delivery of professional performing arts programming encourages tolerance of others and cultivates community through shared experience and understanding. The KITS program removes multiple barriers to access so that everyone, regardless of economic background, socio-dependency or exceptionality can participate.

Aurora Cultural Centre staff worked with school boards, donors, grantors, and artists to build the pilot program. A culmination of academic studies, many conversations and new connections, and the support of the Board of Directors launched the program.
More information about the academic studies and inspiration for the program that informed the ultimate design of the program can be found at:
AuroraCulturalCentre.ca/kaleidoscope-in-the-schools

The Program: Kaleidoscope in the Schools

One goal of the Aurora Cultural Centre's Inspire, Engage & Transform 2018-2021 strategic plan is to deliver professional performing and visual arts programming while supporting community engagement, education, and community arts practice. The KITS initiative allows us to develop a stronger partnership with local elementary schools, and to engage with students in a new way. Arts programs in schools help teach children to express themselves, to take risks, and to learn about other cultural traditions. Kaleidoscope in the Schools programming fosters a connection to arts that is needed within our local schools.

The Journey of the Child

The KITS program focuses on what we have identified as the 'Journey of the Child,' a carefully-crafted trajectory designed to maximize the child's engagement with the arts activity. The process starts with professional development for teachers to support the student's experience and understanding of the performance through to post-show discussions around the dinner table. We hope to maximize students' engagement and voice through the process with a final result of a child feeling that creativity is valued, and that they have agency in their family to promote and enjoy a cultural activity together. To support this, we created a flyer for parents/guardians to explain the program and invite them to ask their children about what they saw.

The KITS program intention meets the Centre's goal to reach every child in Aurora from JK to Grade 4. The program has opened doors to creativity and broadening experiences. Ongoing delivery creates lasting positive memories of arts experiences and prioritizes the arts as a normal part of growing up in Aurora.

Choosing the Performances

Curating a vibrant selection of professional performing arts experiences involved settling on four basic tenants that informed the series. Selections spanned a variety of arts forms – music, theatre, movement, and puppetry, all geared to a JK – Grade 4 audience. Some of these selections were delivered in either English or French (or both!) to ensure that all schools had the opportunity to connect with the material in one of Canada's official languages. Global voices and perspectives widen one's worldview, and a commitment to Indigenous-created content is a fundamental responsibility to build reconciliation and understanding, through an arts lens. The Centre was able to reach these programming goals through longstanding relationships with renowned professional artists and presenting partners. Teachers and principals recognized the quality of programming, and chose the performance that best matched their own school needs. All programming selections offered robust educational curriculum tie-ins to meet the board's needs. Some examples include:

Curriculum connections:

- Language arts, storytelling, oral communication, mythology, folk tales, reading, animals and habitats, care for the environment, First Nations studies, dance, drama, choreography and movement, music

Character Building connections:

- Respect, kindness & caring, teamwork, cooperation, fairness

General Themes:

- Conflict/conflict resolution, survival, emotions/feelings, communication/language barriers

Journey of the Child: Methodological Framework

2019-2020 Kaleidoscope in the Schools Programming

The following program was developed 12 months in advance of the presenting season, and provided to the principals of each of the publicly funded elementary schools in June 2019. Each school was given the choice of one presentation and at least one workshop in the 2019-2020 school year for their JK – Grade 4 cohort of students. Schools made choices based on their particular area of focus, French language needs, or timing of the year that would work for them. The program was delivered as arts curriculum which meant that the fall labour disruption did not impact our ability to deliver the program in schools during the day.

As KITS develops, each successive year will feature different performance options to ensure a continuous learning opportunity for the students that avoids repetition, and broadens the student's experiences.

Teacher/Administrator Feedback

PLASTIC / PLASTIQUE BY PUZZLE THEATRE

"I love the show. Perfect for grade 2. Easy to integrate in my grade 2 sciences unit.

"Loved that they spoke French. They kept their attention for the entire play. That says it all. Lots of laughter in the audience.

"I just want to thank the donors and also the artists. I feel very privileged to have the chance to interact with artists after the show and my students and I continued our creations for the rest of the day. Art can be a great approach to make fun other subjects.

Plastique/Plastic

Puzzle Théâtre • Puppet & Object Theatre Performance
Provided in English or French • In Aurora Schools: October 22 – 25, 2019

Plastique/Plastic

Puzzle Théâtre • Puppet & Object Theatre Performance
Provided in English or French • In Aurora Schools: October 22 – 25, 2019

What is more surprising than a plastic bag world where funny and colorful creatures are born and transform themselves as much as they like!

They fill themselves, they empty themselves again, they fly, they eat each other, they are bored…they exist. Step by step, as their personalities emerge, they reveal their nature. They are primitive, naive and fun – and perhaps they resemble us just a little bit. Remaining faithful to its artistic approach, Puzzle Théâtre offers a multicolored performance with unusual puppets, humor and unexpected situations. A timely and topical discussion that is particularly embraced by youth, Plastic/Plastique allows for a dialogue on conservation and the environment through a creative, arts-based lens.

Puzzle Théâtre was founded in Bulgaria in 1996, then moved across the Atlantic to its new home base in Montreal in 2004. The two-person artistic team of Pavla Mano and Csaba Raduly bring a unique theatrical approach to object and puppetry theatre, exploring the relationship between the actor and the puppet, and encouraging the audience to engage in a rich and imaginative process that invites questions, curiosity and wonder. Puzzle Théâtre has toured extensively across Canada and around the world, including the Chicago International Puppet Festival, Shanghai Int'l Children's Art Theatre, Int'l Puppet Festival in Czech Republic, and the Festival of Silliness in Yellowknife.

Curriculum Connections

- Environment, ecology
- French Language Arts
- Drama/movement
- Storytelling
- Civic engagement
- Visual Arts building projects (workshop)

Afternoon Workshop

- Making Puppets: Pavla & Csaba led a small group in the creation of puppets using bags and other recyclables, and using other scraps to decorate the puppet. For older end of the cohort, students created a story with the puppets.
- Workshops adapted for JK-grade 4.

STATISTICS

Performances provided to **762 students** and **37 teachers**

Workshops provided to **92 students**

SCHOOLS THAT RECEIVED THIS PROGRAM

- **École Élémentaire Catholique Saint-Jean** (French) – workshop for grade 2 students
- **Lester B. Pearson Public School** (French) – workshop for grade 3 students
- **Northern Lights Public School** (English) – workshop for grades 2/3 students
- **Wellington Public School** (English) – workshop for grade 4 students

Yamo! Yamo! Greetings from West Africa!/ Yamo! Yamo! Une aventure culturelle en Côte d'Ivoire

Fana Soro • Music & Dance Performance

Available in English or French, or as a bilingual performance • In Aurora Schools: November 19 – 22,

Yamo! Yamo! Greetings from West Africa!/ Yamo! Yamo! Une aventure culturelle en Côte d'Ivoire

Fana Soro • Music & Dance Performance
Available in English or French, or as a bilingual performance
In Aurora Schools: November 19 – 22, 2019

"Yamo! Yamo!" ("Hello! How are you doing!" in *Baoulé*) from the charismatic ambassador of West African culture! In this dynamic and interactive performance, Fana Soro, a hereditary master musician of the Senoufo people, shares the musical traditions of his home country to showcase the soaring melodies, driving rhythms and, spirited dances of ancient West African performing arts. A spirited and interactive performance, Yamo! Yamo! involves call-and-response and audience participation.

Fana Soro is a musician, dancer and educator from the Ivory Coast, where he was a member of the prestigious Ballet National de Côte d'Ivoire. He is the creative director of the performance group Masabo in Vancouver. Since 1997, Fana has been a cultural ambassador for West Africa, bringing his vast experience of engaging students to over a hundred Canadian schools every year. Fana Soro lives with his family in Ottawa.

Curriculum Connections

- Music, dance and percussion instruments of West Africa
- French cultures around the world

Afternoon Workshop

- Fana Soro's workshop in West African Music & Dance offered a flexible structure tailored to meet the school's needs (all dance, all music or a combination of the two). As a master percussionist, Fana introduced traditional playing techniques of the *djembé*, West Africa's most popular drum, as well as other hand-held percussion instruments. Fana also shared calls and responses in various languages native to Ivory Coast.
- Fara offered two workshops per school that were adapted for JK-grade 4.

STATISTICS

Performances provided to **961 students** and **51 teachers**

Workshops provided to **208 students**

SCHOOLS THAT RECEIVED THIS PROGRAM

- **Aurora Grove Public School** (English) – workshops for grade 2 students
- **Devins Drive Public School** (Bilingual) – workshops for grade 2 and grade 3/4 students
- **Our Lady of Grace Catholic Elementary School** (English) – workshops for grade 2 and grade 3 students
- **St. Joseph Catholic Elementary School** (French) – workshops for grade 3 and grade 4 students

From Handel to Hip Hop

Infinitus • Beatboxing String Trio • In Aurora Schools: February 4 – 7, 2020

From Handel to Hip Hop

Infinitus • Beatboxing String Trio • In Aurora Schools: February 4 – 7, 2020

Vancouver-based beatboxing string trio features a repertoire ranging from classical standards to original jazz/hip-hop arrangements. This original performance focuses on the differences between listening and hearing skills to illustrate various elements of classical music.

This dynamic trio engages every audience member with music ranging from familiar classics to classic rock, and from TV theme songs to hip-hop beatboxing. Drawing on their vast repertoire, the group tailors each performance to the age range of their audience while engaging students with their easygoing stage presence.

Infinitus was formed in 2008 by violist Anthony Cheung, cellist Alex Cheung, and violinist John "Adidam" Littlejohn. Collectively, the members hold degrees from the University of Michigan and the Peabody Conservatory and have won awards at the local, national, and international level. They have performed extensively throughout North America presenting community performances, soloing with orchestras, and conducting masterclasses, workshops, and seminars. The trio has captivated over 900 schools throughout Canada and the United States with their polished, upbeat introduction to instrumental music.

Curriculum Connections

- Music, Music Appreciation, Feelings

Afternoon Workshop

- Infinitus led the classes in the creation of their own song, complete with thought-out lyrics and a dynamic beat. Students collaborated on putting together a poem that had a theme, rhyming words, and an overall message. Students stood in a circle to perform their completed piece in a unique group experience. Workshops were suited for grades 3 & 4 but they also provided an interactive workshop for grade 2.

STATISTICS

Performances provided to **825 students** and **41 teachers**

Workshops provided to **124 students**

SCHOOLS THAT RECEIVED THIS PROGRAM

- **Highview Public School** – workshop for grade 4 students
- **Holy Spirit Catholic Elementary School** – workshop for grade 4 students
- **Light of Christ Catholic Elementary School** – workshop for grade 4 students
- **St. Jerome Catholic Elementary School** – workshop for grade 2 students

The Incredible Adventures of Mary Jane Mosquito POSTPONED

Carousel Players · Theatre Performance · Touring Dates: April 6 – 9, 2020

We were unable to deliver this production due to the coronavirus pandemic. Schools unable to receive programming in 2019-2020 will receive first right of refusal of all 2020-2021 programming.

NUMBER OF PARTICIPANTS AFFECTED BY CANCELLATION

1069 students and **51 teachers**

SCHOOLS AFFECTED BY THE CANCELLATION

- Aurora Heights Public School
- Hartman Public School
- Regency Acres Public School
- Rick Hansen Public School

Program Measures

The following key performance indicators were identified to measure the success of the program for the organization and our stakeholders.

1

Remove three major barriers
to arts access for students in Aurora

A

Physical Barriers

- Bringing the performance and workshop directly into the schools eliminated the need for the schools to physically move students to another location. This eliminated the need to coordinate the cost and logistics that schools must consider for offsite school trips.
- The performances come from across Canada, providing unique and equal access to national performers for Aurora students in an unprecedented way.

B

Environmental Barriers

- Bringing the performances and workshops directly to the schools allowed for students with special needs, behavioral challenges, and/or exceptionalities to access the arts more easily. Oftentimes these students are unable to participate in offsite school trips as locations may not accommodate their needs, or their support workers may be unable to attend. Moreover, having the performance in the student's own school environment allows for a sense of familiarity and comfort for students who may experience anxiety in new settings.

C

Economic Barriers

- Provincial funding cuts have created inequities in access to the arts for all students. Offsite school trips become a direct cost to the parents/guardians, and pose a challenge to have equal access for all students. The fully-subsidized Kaleidoscope in the Schools program allows children in Aurora of any economic background to have equal access to the arts regardless of their home situation.

Program Measures

2

Provide professional development

Provide professional development workshops to approximately 150 teachers in Aurora.

These workshops were created and delivered by professional theatre practitioners who are certified by the Ontario College of Teachers and have a dramatic arts background. The professional development workshops are designed to help elementary school teachers who are largely generalists deliver on the drama curriculum, and create a more meaningful and long lasting impact on the student viewing the performance. We delivered workshops to 46 teachers in the York Catholic School Board (YCDSB) on September 23, 2019 and Conseil scolaire catholique MonAvenir the French Catholic school board in Aurora on October 7, 2019. Unfortunately the labour dispute, followed by the coronavirus pandemic did not make it possible to deliver professional development workshops to the York Region District School Board (YRDSB) teachers.

To the right are the results of a survey with teachers who participated in the fall professional development (PD) workshops.

Kaleidoscope in the Schools **Teacher Feedback**

Only **18%** of teachers have received training in the arts curriculum, while **82%** say they have no received any training at all.

87% **Teachers were surveyed following the professional development workshop and 87% claimed that our session increased their confidence by a significant amount.**

Classroom at a Glance

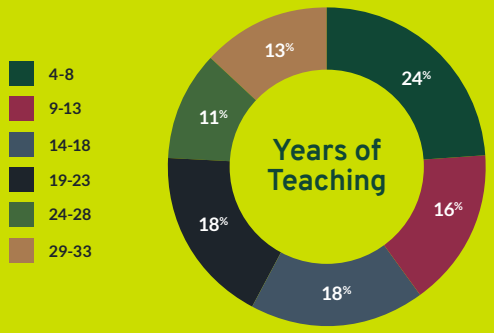
We surveyed Kindergarten to Grade 4 teachers and discovered the following information:

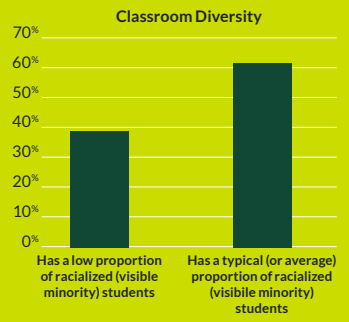
Economic background of classroom students

16% **Students from varied income families**

74% **Students from middle income families**

11% **Students from higher income families**





Teacher Comments

“ It opened my eyes to the arts and by incorporating it into my daily teachings it will benefit the students

“ Great job! Excited to see where this goes!

“ Fantastic! Thank you! “ Fun and motivating! “ Amazing!

Program Measures

3

Provide work opportunities to arts professionals in York Region and beyond:

A

Create work for **20 arts professionals** (including performers, techs, workshop facilitators, videographers, etc.)

The pilot season offered work opportunities totaling 15 participants (7 performers, 2 technicians, 2 videographers and 4 arts educators). There would have been an additional 6 professionals involved in the final show in April.

B

Create unique volunteer opportunities for over **30 youth, adult, and senior volunteers**

Volunteering is a key component of the programs at the Aurora Cultural Centre. Strict Police Vulnerable Sector Check (PVSC) requirements made it difficult to bring in outside volunteers. We shifted to hosting the program with staff so we could learn the details of implementing in the schools. We had also hoped to include volunteers in ground transportation for the artists. As artists were mostly travelling by car on their own schedule or needing a specific vehicle to carry instruments and production gear, we were unable to coordinate this service. We were able to secure students some schools to assist the artists with loading, moving and setup of their props and materials.

C

Provide artist residencies in Aurora (when new hotels are built), and stimulate local economic growth.

Performers, videographers and arts educators came into the community to work on this project. Performers were in resident at hotels and out-of-province artists rented a vehicle to facilitate their transportation. All participants were encouraged to enjoy local restaurants, grocers and businesses while in town.

Program Measures

4

Diversify the Aurora Cultural Centre's audience

Diversify the Aurora Cultural Centre's audience by reaching every JK – Grade 4 student in Aurora's 16 publicly funded **schools**, representing approximately **3500 students**. This will allow for unprecedented outreach in our community.

We delivered KITS to 12 of the 16 schools in Aurora as the final 4 schools closed due to the coronavirus pandemic. The total numbers are below:

	Planned	Delivered	Variance due to Pandemic closure
Students attending performances	3599	2530	1069
Students in workshops	567	447	120
Teachers	180	129	51

5

Create a more tolerant and accepting student body in Aurora

At the core of the Kaleidoscope in the Schools program is the Centre's hope to create a more tolerant student body in Aurora through the power of the arts. By curating a season including French language content, Indigenous voices (planned), and universal messages of friendship among others, Aurora students were exposed to diverse themes and subject matter that will breed tolerance towards their neighbour. Although this difficult to quantify we set up our student-parent feedback surveys with the help of educators, administrators and our arts network in order to gather measurable outcomes.

Kaleidoscope in the Schools **Student Feedback**

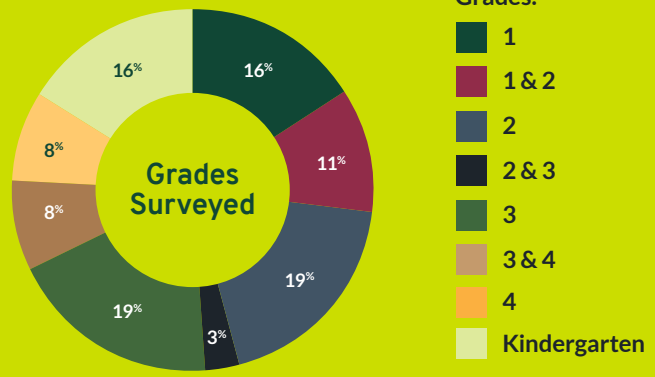
Did you know?

The Aurora Cultural Centre's goal is to reach every child in JK to grade 4 once a year through Kaleidoscope in the Schools (KITS). This program introduces live peforming arts in hopes of creating lasting positive memories through arts experiences.

The KITS program has removed barriers to access by eliminating costs associated with travel. By eliminating travel costs and offering free programming in schools, it allows children with execptionalities including accessibility needs, behaviour challenges and learning disabilities the opportunity to attend the performances from the comfort of their school environment.

98%

Of the students enjoyed the performance and requested to see the show again.



Student Comments

- Thank you so much for the show!
- Please come back! We loved the show!
- The show was so funny! It made me so happy.
- Merci beaucoup. Parce que c'est très très drôle!
- Merci pour le spectacle.
- Heureux parce que je ris beaucoup.

This survey was taken in late November 2019 of students who received the October and November 2019 presentations.

Additional Measures

We also set the following measures to interpret the strength of the program, the clarity of communication used, and overall understanding of whether the methodology was successful.

Initial interest and agreement to bring the program to the school during the pilot;

The journey from start to implementing in the schools was met with enthusiasm from all three school boards operating in Aurora. Meetings with superintendents, arts consultants, curriculum consultants, senior leadership staff, research staff, and individual principals were uniformly productive and supportive.

Communication through curriculum leadership was helpful in the approval of the program as a curriculum-based activity. Communication through superintendents resulted in greater buy-in from the principals and teachers to participate fully.

We engaged two formats to deliver information about the program to principals. For those unable to attend or accommodate this request, we visited their school and spoke to the principal. Both formats elicited excitement about the program, and the principals picked their programming on the spot. There were only two school principals who were unable to make either session work due to turnover; superintendents chose the programming for those schools.

Teacher/Administrator Feedback

YAMO! YAMO!

“ Fana Soro’s messaging about respecting teachers and parents was extremely important. He was incredibly engaging and inclusive, as well as patient. I loved how he provided an access point to music for all.

“ A fantastic, lively performance which encouraged full participation.

“ My students continued singing his songs for the next few weeks, while working in class and when walking to the bus.

Additional Measures

Success in the presentations with the students; observed by

How engaged the students are during the presentation;

Each presentation had its own tenor of response based on the culture of the school. We presented 3 shows, with 4 performances of each, for a total of 12 presentations. The artists each requested a slightly different setup in the school to best allow students to see, hear, and participate based on their experience in schools with their content. Some schools had stages, while others were on a gym floor.

Students were fully engaged with the production in all schools from JK to Grade 4. There was movement when requested, laughter when appropriate, and silence when needed. Teachers managed bathroom breaks and behavioral issues. Students with exceptionalities were integrated into the seating and supported in whatever response was necessary, including movement at the back of the audience area. For example, one student who was hard of hearing was able to fully understand and enjoy the performance, as the artist was able to make a unique accommodation for the student. The artist wore a special microphone provided by the student's EA that was able to pick up sound that the child would otherwise not hear in the audience. This reinforces the importance of delivering the KITS program in-school; this quick solution was provided because the student's support worker was present, and access to school equipment was available to troubleshoot the accommodation.

After the show, students were eager to stay and talk to the artists as they packed up. They asked questions, made comments, and shared their own experiences as they related to the performance. Some grouped around the artists after the performance, choosing to spend their recess talking to the artists in the performance space.

Students were asked "how did the performance make you feel?" by their teacher. While most said they were 'happy', 'laughed a lot', 'made me feel good', here are some of the other responses from the Plastique performance:

It was so funny and made me feel good

Horrible because I waste plastic

Surprised because everything is done with imagination

Sad because there is too much plastic on earth

Worried because of all the plastic in the water

Happy to do arts with you

Happy and the show made me laugh a lot

It made me feel funny and good

Creations were great

Additional Measures

Success in the presentations with the students – observed by how lively the Question & Answer (Q&A) is;

The response to the Q&A was quick and immediate in each school. Students were inquisitive with thoughtful questions for the artist about the creation of the show, how the artists work together, what they made props out of, where they are from, how they came up with the ideas, etc. One of the French schools were thrilled that the students asked their questions in French as the artists only spoke to them in French. They did not want the Q&A to end because it was the perfect format for the students to practice.

Questions asked of the artists:

- When did you create this show?
- Why did you choose to do this show?
- How often do you practice?
- How long did it take you to make this show?
- When can I see the show again/Are you coming back?
- How do you make puppets? (Plastique)
- How hard is it to stop using plastic bags? (Plastique)
- What are the drums made of? (Yamo! Yamo!)
- When did you start playing your instrument? (Handel to Hip Hop)
- How long have you known each other? (Handel to Hip Hop)

One school who saw the show in French wrote to us:

“

Le 23 octobre, les élèves de la 3e et 4e année ont vu le spectacle du Plastique. Il était drôle, nous avons appris au sujet des techniques du théâtre, et nous avons eu des idées de comment aider la planète en réulitisant les sacs. En premier, la présentation a été drôle quand les deux acteurs ont argumenté de si la pièce était avec ou sans paroles. Ils se sont attaqués avec les animaux-sacs, et ils ont même fait les sons de rôter! Ensuite, nous avons appris quelques techniques du théâtre comme de s’habiller en noir pour ne pas distraire les spectateurs. C’est aussi important que les marionnettes aient des becs ou des nez pour indiquer la direction dans laquelle ils regardant ou bougent. Finalement, l’idée de réduire le nombre de sacs de plastique a été expliquée. Mais, avec les sacs que nous avons, nous savons maintenant comment faire les arts et créer des animaux. Ce sont les raisons pour lesquelles nous avons beaucoup aimé la présentation drôle. Merci aux acteurs et aux organisateurs du spectacle!

“

Translated: On October 23rd, the students of the 3rd and 4th year saw the performance Plastique. It was funny, we learned about theatre techniques, and we had ideas of how to help the planet by reusing bags. First, the presentation was funny when both actors argued whether the piece was with or without lyrics. They attacked with the animal-bags, and they even made the sounds of roasting! Then we learned some theatre techniques such as dressing in black so as not to distract audience. It is also important that puppets have beaks or noses to indicate the direction in which they are looking or moving. Finally, the idea of reducing the number of plastic bags was explained. But with the bags we have, we now know how to create animals with them. These are the reasons why we loved the funny

Additional Measures

Ongoing impacts are measured through student, teacher, and administrator feedback throughout this document. Long term impacts will be measured by:

Long term impacts will be measured by:

- Repeat adoption of the programming (JK – Grade 4) in each school;
- The number of teachers who use the study guides in the classroom before and after the event;
- Success from the school boards' perspectives with principal administrators within the boards;
- Follow-up family visits to the Centre's performing arts events;
- The ability to find partners to deliver the program in full.

We had the opportunity to speak to the artists and students on video for Yamo! Yamo! and From Handel to Hip Hop. Video links are below:

Fana Soro: Yamo! Yamo! WATCH ON YOUTUBE

Infinitus: From Handel to Hip Hop WATCH ON YOUTUBE

Teacher/Administrator Feedback

FROM HANDEL TO HIP HOP

"Great how the performers incorporated the audience into the performance. The students also loved hearing tunes that were familiar to them.

"I liked that the students all had an equal opportunity to participate.

"I like how the performers included information about the instruments they used. I followed up in the classroom by showing them more about each instrument. Some of my students have started ukulele lessons so we talked about string instruments.

"The students loved how they could recognize familiar songs like the video game songs.

Community Support and the Finances

As this program is built to remove barriers to access, it is necessary to secure full funding so that students and parents have full access to the arts without a financial transaction.

An 'Angel Gift' from a donor couple to support building and launching the program was confirmed in 2018. This $75,000 gift was matched by community contributions to cover the start-up efforts required in fundraising, programming, relationship-building, planning, and delivery of the program in schools. Work started late in 2018 to build the resources to launch the program. This startup overhead was spent in 2019, and will not be needed in future operational years.

The Centre secured a Seed Grant from the Ontario Trillium Foundation to deliver the pilot program and study the methodology in order to learn, grow, and understand the outcomes. The Foundation was primarily interested in assessing whether this innovative and new model were successful in removing the anticipated barriers, whether there were any missed barriers, and whether the 'Journey of the Child' delivery methodology achieved the expected results.

In January 2020, the Centre engaged Hill Strategies Research Inc., a Canadian firm specializing in arts research, to design and implement the research components for students, teachers and administrators, and to analyze the pilot year results. The timing for this feedback was to be in April/May after the final production happened in schools. However, due to school closures for the coronavirus pandemic and sensitivity around the stress of teachers, principals and administrators, we regrouped and sent out the documentation in June. The survey stayed open until September 18, 2020 in the hopes returning school employees would be willing to complete the survey. Unfortunately, the small sample size (14 respondents, including 8 teachers and 6 principals or vice-principals) means the survey results cannot be considered representative of teachers and principals whose students participated in the KITS program.

The research element was only one part of the grant, which also included the outcomes of program delivery. The success of the pilot program has resulted in receipt of a second grant from the Ontario Trillium Foundation Grow grant program to expand the program into York Region underserved and Performance Plus schools. The three-year Grow Grant begins in the 2020-2021 programming season.

These program financials reflect the period of January 2019 – June 2020. Program delivery included four arts facilitators building and delivering teacher professional development workshops, developing study guides for the season of performances, artist fees and expenses, production related costs for the 2019-2020 school year of performances and workshops in schools, and feedback survey preparation, execution and reporting.

Funding Sources	
Town of Aurora	$50,000
Individual Donor Gifts	$50,000
Ontario Trillium Foundation	$30,000
Total Funding	**$130,000**

Expenses	
Artist Fees[+]	$24,219
Arts Facilitator for Teacher PD workshops	$4,759
Study Guide preparation	$3,778
Travel and Accommodation	$2,753
Technical Support	$946
KITS Staff Support[++]	$83,995
Researcher (Hill Strategies Inc.)	$6,750
Program Materials	$1,608
	$128,808
HST (less rebates)	1,192.38
Total Budget	**$130,000**

[+]**Artist Fees include:**
- Puzzle Theatre - 4 performances and 4 workshops
- Fana Soro - 4 performances and 8 workshops
- Infinitus - 4 performances and 4 workshops

[++]**Pilot year staff support was from January 2019 - June 2020 and included allocations of time for:**
- Education & Outreach Manager (75% of time during programming, 15% of time otherwise)
- Communications & Events Manager (15 % of time)
- Executive Director (10% of time in 2019 only)

The Centre acknowledges and is grateful for the exceptional support from the Town of Aurora, the Ontario Trillium Foundation, Jan Oudenes & Isobel Ralston, and other financial donors. Thank you.

Conclusion

Kaleidoscope in the Schools embodies the values of the Centre to promote creativity, wellness and a complete community that promotes tolerance, acceptance and understanding of others.

The KITS pilot has confirmed for us that offering both professional development for teachers and in-school professional arts experiences to students is a model that removes identified barriers to accessing the arts, allowing everyone to participate. The 'Journey of the Child' delivery model helps us implement the program to treat all participants with respect, valuing their knowledge and opening doors to new shared learning. The program as a whole supports the importance of creativity, tolerance and learning of others, and individual voice and agency for students. All of these factors build community in classrooms, in schools, in family units, and in the greater community.

Made possible through the generous support of:

AURORA

JAN OUDENES &
ISOBEL RALSTON

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Final Report 2019-2020

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